THE UTILIZATION OF SCHOOLOGY AS A LEARNING MANAGEMENT SYSTEM (LMS) IN LEARNING WRITING INSTRUCTION

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ABSTRACT

LMS (Learning Management System) usually utilized for various teacher is Schoology, this media available to give souces and discussion for online learning. The purpose of this research was investigated the implementation of Schoology for learning descriptive writing and problems that are faced for student while using it. This research used qualitative data research with basic interpretative studies design. The participants were from 6 female students at eleven grades in SMK Bhinneka Karawang. The data were collected from online observation, online interview, and documentation. The data were analyzed as thematic analysis throughout data condensation steps, data display steps, and drawing/verifying steps. The result showed that the main features used for implemented LMS in Schoology for learning descriptive writing such as: Updates menu to give sources about descriptive text and discussed them, Materials menu to create multiple choice and create descriptive writing, and Attendance menu for checking the students' attendance that teacher used. In addition, the researcher found that almost students faced from the bad network connection and some students got difficulties to operate it while using Schoology in learning descriptive writing. Thus, the media is useful for teacher and student for the learning activities further. The schools could be utilize as an innovative media. For other researchers expecting that this research can help as a resource to study further.

Keywords: *Learning Management System, Schoology, Writing, Students' Experienced*

INTRODUCTION

Writing is a form of communication to deliver thought or express feeling through a written form (Harmer, 2001:79). For the students, writing activity as a practice and available to train them to be creative in writing and delivering their thoughts and the students are competent to increase the language into the correct sentence. The students doing in writing text would develop their language outcomes in writing includes vocabulary, grammar, the organization of writing text, and their knowledge. According to Muhtia et al. (2018:216) in citing by Zemach and Islam (2007) states that writing is "one of the most difficult skills to master in both a first language and a second language". Students are not only to have an acceptable vocabulary to state their thoughts, but they also need to be concentrating on grammar, spelling, capitalization, and punctuation. It shows a variety of difficulties for the students who learn the English language; those are lack of motivation, learning needs, learning process, or media that the teacher used directly become the core for the learning process.

Richard and Renandya (2002) define that the difficulties in learning writing arise not only generating and reorganizing the ideas, but it is going to translating the main ideas in order the

readers comprehend that relate to the writing skill. In the meantime, writing became a harder skill to comprehend and practice for the student. The topic that the teacher served became is the core of this kind. Hence, several ways can be suited for the student that are the topics are familiar to them such as; writing about themselves, their families, their best friend, their activities, and their hobbies. Dealing with the discussion above, writing descriptive text has to be learned for the students in they are learning the English language especially descriptive text that provides the characteristics of person, place, and things.

On the other hand, in recent years schools integrating technology into their classes such as computers, internet, tablet, mobile phone. It tracing by the globalization process that always growth in daily days. The impact on the educational field, it brings various benefits for the student, teacher, and educators. Some schools and colleges utilizing an LCD projector for their classes that to aim to support their learning process, it needs more budget to prepare the advanced technology for the educational process. But by facilitating the advanced technology make the learning process getting easier and getting faster. Hence, which to develops communicative competence of the English language the student needs to practice (many ways) outside of the classroom (Chapelle, 2003:1). Through this station, it is open widely for the teacher to apply online learning for their learning process especially the learning writing process. To examine the practice of student writing skill, the teacher has to figure out the way in order the student be able to write better and innovative. As we can see that various teachers apply advanced technology as their innovation for their education. Hence, it opens the teacher and the student may access the material, discussion, attach assignment, and update the information that relates to the subject.

One of the popular online learning is Schoology that serving different features for educational purposes. It provides true/false, multiple-choice, ordering, matching, short-answer/essay questions, fill in the blank at the quiz/test features, group discussion, and even collecting students' tasks are fit to engage in learning writing skill. Otherwise, Schoology available to collaborate and as a learning tool or media which arises from the web constructed by Jeremy Friedman, Ryan Hwang, Tim Trinidad, and Bill Kindler. The effectiveness of Schoology it can be seen in studied of Khoirunisya et al. (2018) defined that Schoology is an effective media for teaching writing, the result of the research showed that the students who taught by using Schoology have better writing skill than those who are taught by using Picture series.

Previous research conducted by Apriliani et al. (2019) that revealed the implication of Schoology as an alternative learning media platform. This research used a literature study that reviews several papers studying the implication of Schoology as a learning media platform. In addition, previous research also conducted by Masyhudianti et al. (2018) was investigated the effectiveness of Schoology to teach writing viewed from students' creativity that the study employed quasi-experimental research at tenth-grade students at Central Java. Previous research also conducted by Rosalina (2018) that was analyzed the use of Schoology e-learning as one of the supporting media towards students' learning motivation enhancement and students' opinions about the use of Schoology e-learning. The data collected by using questionnaires, observation sheets, interviews, and documentations analyzed descriptively.

Schoology constructed by Jeremy Friedman, Ryan Hwang, Tim Trinidad, and Bill Kindler worked as a teamed up and naming by "Schoology" in the 2007-2008 academic school year. Their mission was to reinvent the practicing technology is implemented in the classroom with a goal to enhance student outcomes (Abdellah, 2016:47) quoted by (Schoology website, 2015). In addition, Schoology has advanced features as a tool for educational field that served checking attendance, quiz, test, until collecting the student's task (Amiroh, 2012: 27). Aminoto and Pathoni in Garcia (2018:41) mentioned that Schoology is a kind of website that combines e-learning with social networking. Thus, Schoology platform has similar case with Moodle and Edmodo, the differences is Schoology is bigger than both, that can be traced at the features.

Schoology has several features to support the learning process and managing the class as

follows courses, create a class of lessons, facilitates to create group discussion, resources, add material (assignment, quiz, file, discussion, and be able to drop media album). Meanwhile, Schoology has potentials itself when teachers use it as follows: easiness to use, the security for student has been protect, and the efficient tools and resources for teachers Muhtia (2018:219). Thus, in their article showed the result from their researched that the students got the good scored by the way of learning with Schoology in testing their paragraph writing performance.

In the meantime, writing is one of English skill that most people did in their daily activity. Some people argue that writing is communication through pen and paper to write the sentences. In fact, writing also defined and found in Internet, book, and others things. The interesting of writing itself, we can express our thought through writing on paper or online note. Writing also give us some information through magazine, news, book, and others. Hence, writing is very significant and important for our live. According to Brown (2003) mentioned that writing is a process of thinking to find ideas, thinking how a write a good writing, how to express feeling into writing, and how to arranging the ideas became sentence and paragraph clearly. Otherwise, we can say that writing is a kind of process to deliver main ideas or thoughts into writing form. In addition, writing is a difficult skill because it has complex cognitive activity, which the writer has to create words even sentences. Besides, it needs give high attention to it is format, content, grammar and vocabulary Apriliani (2019:89).The researcher fills the gap and brings to find out in implementing Schoology as a learning media platform in learning writing descriptive text and its problem that are faced for students.

LITERATURE REVIEW

Schoology in education

Schoology constructed by Jeremy Friedman, Ryan Hwang, Tim Trinidad, and Bill Kindler worked as a teamed up and naming by "Schoology" in the 2007-2008 academic school year. Their mission was to reinvent the practicing technology is implemented in the classroom with a goal to enhance student outcomes (Abdellah, 2016:47) quoted by (Schoology website, 2015). In addition, Schoology has advanced features as a tool for educational field that served checking attendance, quiz, test, until collecting the student's task (Amiroh, 2012: 27). Aminoto and Pathoni in Garcia (2018:41) mentioned that Schoology is a kind of website that combines e-learning with social networking. Thus, Schoology platform has similar case with Moodle and Edmodo, the differences is Schoology is bigger than both, that can be traced at the features.

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a) **Schoology Features**

Some features that can help the teacher and student to access further the teaching and learning process. It would engage both of them to participate further in the learning process through the features that they used. In the following below are the main features in Schoology.

b) **Courses Material**

Courses material is the point part of teaching-learning activities in this platform. Through this station, teacher and student available to use the needs in the learning processes. In this menu, it served features that can be useful for teacher and student such as assignments,

test/quizzes, files and links, external tools, discussion, pages, and media album. Therefore, those seven features can be use and benefits to indicate all the learning activities.

c) **Groups**

In this features, teacher and student available to make discussion. Thus, it is also create discussion between students to student.

d) **Resources**

In this menu, the teacher available to give to them file/media as sources to support the learning activities.

Teaching Writing

Writing is one of English skill that most people did in their daily activity. Some people argue that writing is communication through pen and paper to write the sentences. In fact, writing also defined and found in Internet, book, and others things. The interesting of writing itself, we can express our thought through writing on paper or online note. Writing also give us some information through magazine, news, book, and others. Hence, writing is very significant and important for our live. According to Brown (2003) mentioned that writing is a process of thinking to find ideas, thinking how a write a good writing, how to express feeling into writing, and how to arranging the ideas became sentence and paragraph clearly. Otherwise, we can say that writing is a kind of process to deliver main ideas or thoughts into writing form. In addition, writing is a difficult skill because it has complex cognitive activity, which the writer has to create words even sentences. Besides, it needs give high attention to it is format, content, grammar and vocabulary Apriliani (2019:89).

Learning Management System

Learning Management System (LMS) is a software application aim for the administration, documentation, tracking, and delivery the educational cources. There are many kinds of LMS such as Moodle, Edmodo, and Schoology. Schoology websites is kind of media platform for Learning Management System (LMS). Sriyanto et al. (2019) states that Schoology has many tools to utilize that facilitates for teacher and student to do the learning process. It opens to have a chance for teaching and learning writing in Schoology. A few researcher conducted Schoology as an e-learning to teach writing that the researcher investigated from the students' perception. It occurred in Masyhudianti et al. (2018) studied that research was investigated the effectiveness of Schoology in teaching writing viewed from students' creativity. It is line with Mahanani (2013) stated that express by using Schoology the teacher can sharpen the mindset of student to think critically and creatively.

Schoology can be role as a tool or communication bridge between the teachers and students by promoting asynchronous e-learning in which it can be accessed at any time (Apriliani et al. (2019:92). Assisting Schoology for teaching writing that had been used by several teacher as a Learning Management System (LMS) it has several impact for the learning process. It can be seen in Khoirunisya et al. (2018) studied that investigated the effectiveness of Schoology for teaching writing.

METHODOLOGY

The method of this study was interpretative studies design that is to understand the world or the experience of another. The participants refers to eleven grades of six students in SMK Bhinneka Karawang. The researcher means that selected in this school, it because the strategies location of the school and located at the center of the city are perfect for doing the research. The meeting held two times for online classes and one session to do an interview. It

runs three days to gather the data. Purposive sampling method used in the way of selecting the participants. Six students selected who are interested in learning the English language frequently. Meanwhile, the instruments used in this research are online interview and documentation. The interview held through asynchronous communication that taken by chat rooms or instant messenger by using WhatsApp application, it because of the Covid-19 pandemics that every human being must be physical distancing. The researcher also employed a structured interview as guidance of the interview as a resource. Besides, documentation used in this research to support the data in this research. The data analyzed by three major steps that inspired by Miles and Huberman's interactive model (2004). Data condensation as the data from the interview that the researcher collected to gather the data. The data processed and organized to give a conclusion. Then, data display compressed of the information that allows conclusion drawing and action to help the researcher to understand the further analysis or their action. It would be the data from the interview sheets and other documentations that had been interpret and presented into narrative data. Finally, drawing and verifying the data to recognize and present the data in a simple form or in a short conclusion. It lead the researcher to make the conclusion and answering the research questions.

FINDINGS

The findings of this research classified into two groups: (A) How does the implementation of LMS (Learning Management System) in learning descriptive writing in the Schoology; (B) What kind of problems are faced for in learning descriptive writing skill by using Schoology.

Implementation of Schoology in learning descriptive writing

In this phase description, it will explained about the implemented the LMS (Learning Management System) in Schoology for learning descriptive writing text at SMK Bhinneka Karawang. Thus, the data acquired from online observation checklist and documentation. In the following below are the main result of an online observation checklist. The meeting held for two times to do the online class.
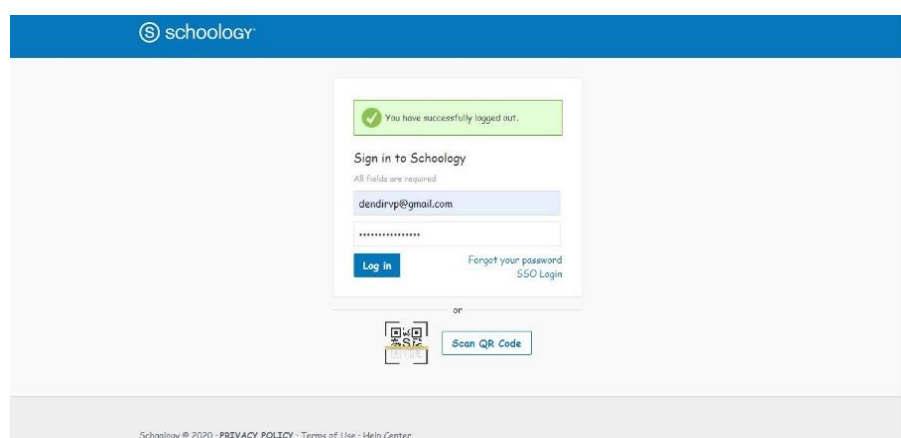

Figures 4.0 Sign In and Sign Up at Schoology

The pictures 4.0 is the first page in Schoology websites for sign up and sign in for Schoology account. The teacher had already registered the Scholoogy account earlier.
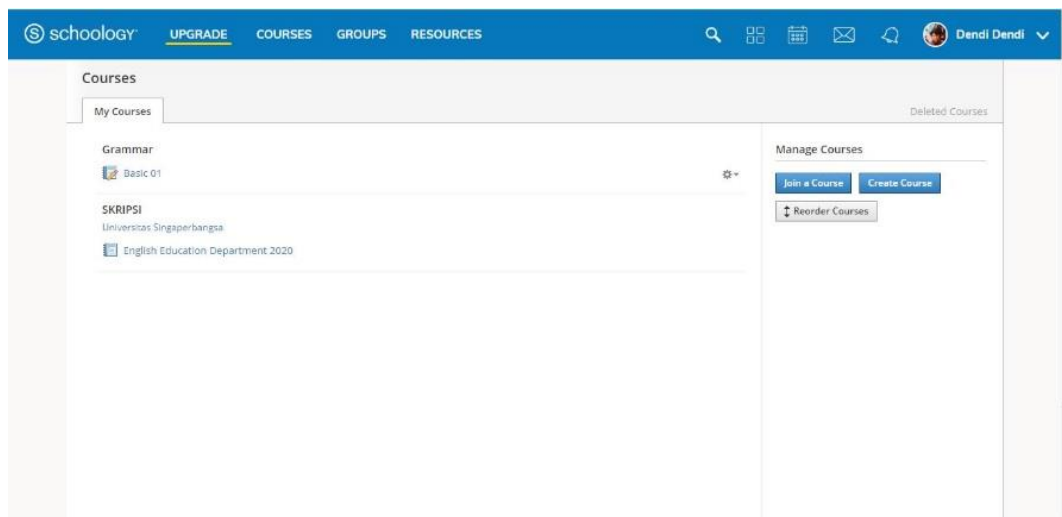
Figures 4.1 First layout at Schoology

Pictures 4.1 above is the first meeting held on June 3, 2020. The first stages are the pre-lesson of online activities, in this phase teacher preparing the online learning, which it contained the sign up and sign in to Schoology platform. Then, teacher created an online group class with following by student join the group class through access code (4KRR-HTT7-BCMQM). After that, teacher checking the students' attendance in Schoology platform.
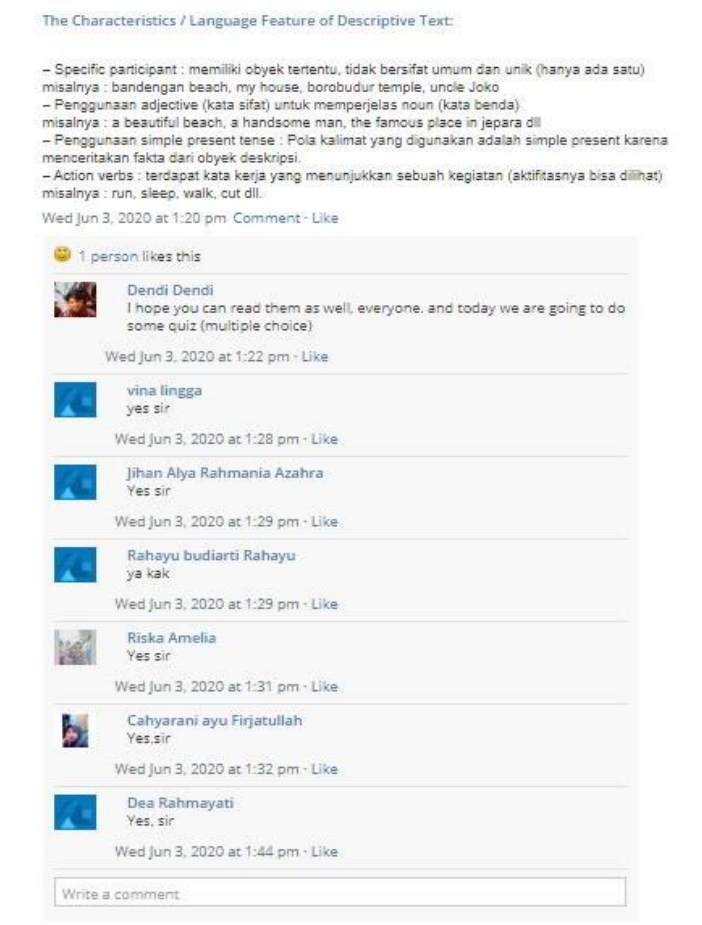
Figures 4.2 Teacher and Students discussed about Descriptive Text at Updates Menu

The second stages is opening, the teacher gave the details descriptions and sources (Pictures 4.2) about descriptive text, which it consisted by (definition of descriptive text, generic

structure, language features, and example of descriptive text) through posting at updates menu in Schoology platform.


Figures 4.3 Teacher and Students` discussion

The third stages is practice, in this phase the teacher allowed to students to discuss about the descriptive text topic that held in Schoology platform at updates menu.
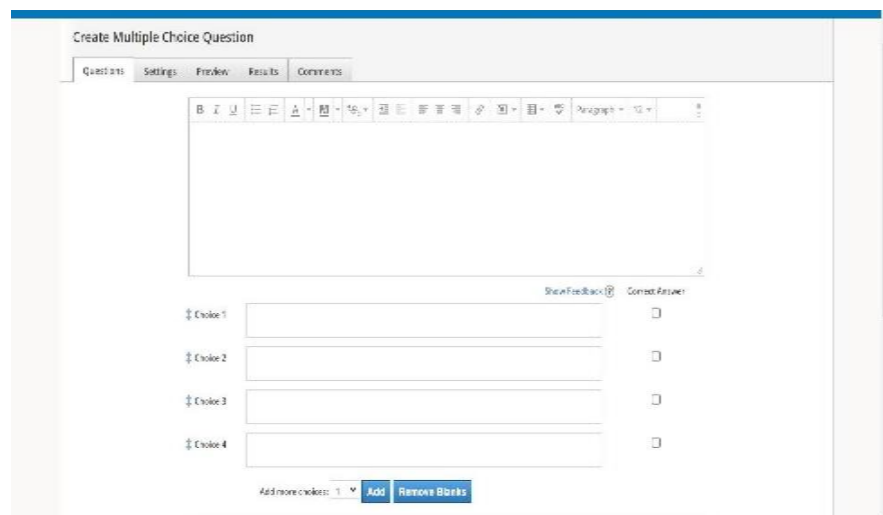

Figures 4.4 The column to create questions

The fourth stages is follow up the learning activities, in this last phase the teacher started to created quiz of multiple choice type to look for the student's understanding, it can be seen in Pictures 4.4 above.
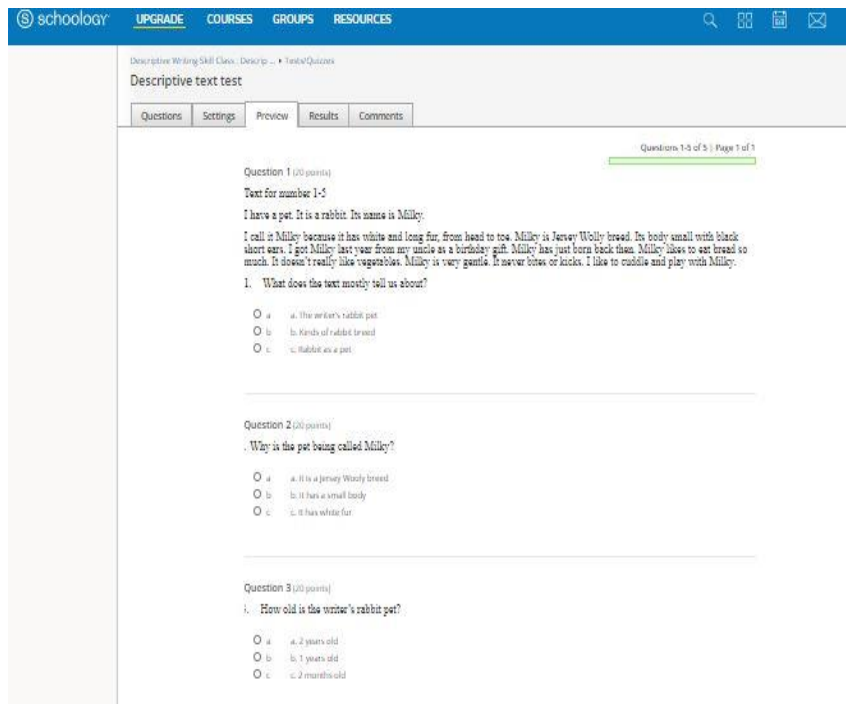
Figures 4.5 The questions

The pictures 4.5 is the teacher checking the students' result that they were answered the quiz. The questions were the multiple-choice type that the students must fulfilling at each questions that the English teacher created.
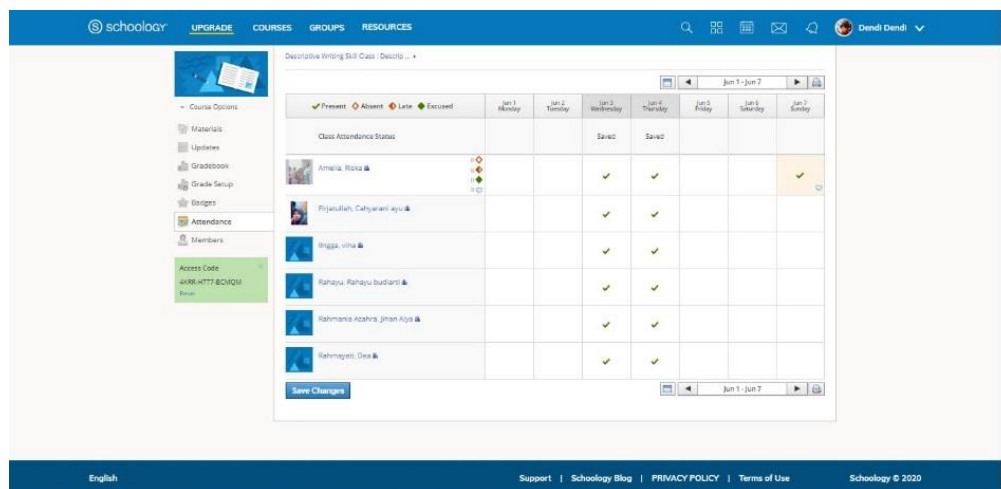

Figures 4.6 Attendance at Schoology feature

At the second meeting, it held on June 4, 2020. The first stages of pre-lesson online activities was preparing the online learning includes sign in to Schoology platform. The pictures 4.6 is the picture when the English teacher was checking the students' attendance.
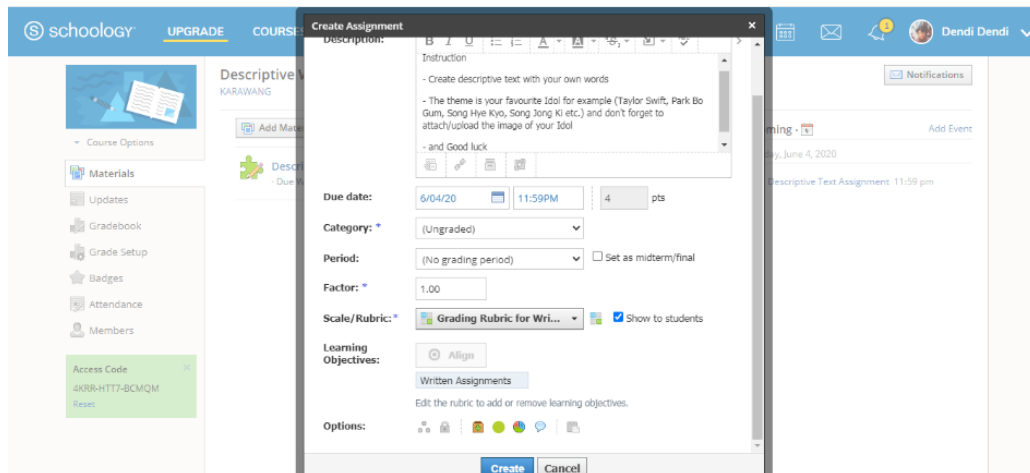
Figures 4.7 Teacher creating assignment

The second stages is opening, which that teacher gave an assignment about creating descriptive text with person theme. After that, teacher applied in Schoology platform to created assignment at materials menu, the picture above is a proved while the English teacher created assignment that used for descriptive writing text.
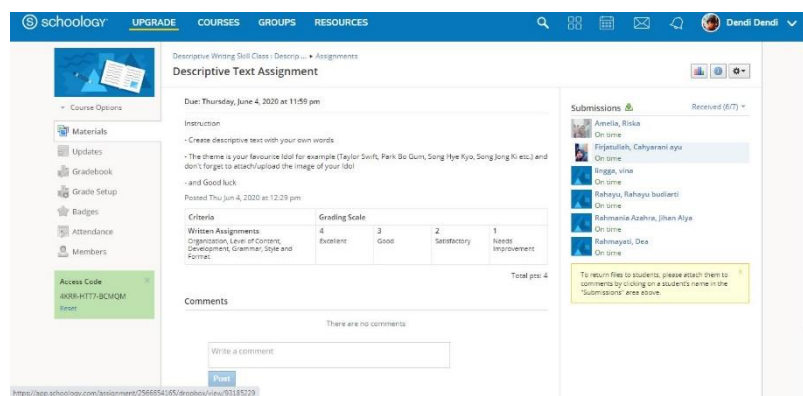
Figures 4.8 Assignment long description

The third stages is practice, in this stage teacher instructed to students for creating their descriptive text and following by students submitted the assignment. On the right sides of pictures 4.8 above are the list of students' submitting the assignment. The fourth stages is follow up & closing, in this activity the teacher gave feedback to students' result in assignment of materials menu at Schoology platform.

Problems were faced by students in learning descriptive writing using Schoology

The researcher interviewed to six students to answer the data that the researcher asked from the interview guidelines. In this activity, the interview held through chat rooms or instant messenger by WhatsApp application because of emergency conditions. In this phase, the researcher reported to discuss and answer the research questions of "What kind of problems are faced in learning descriptive writing skill by using Schoology?" In this research, the researcher focused on the kind of problems that were faced for students in learning descriptive writing through Schoology platform at SMK Bhinneka Karawang. Thus, the researcher finding several point such as: (a) Bad network connection while using the Schoology (b) Difficult in the way to use the Schoology.

a) Bad network connection

The researcher obtained the answered from the students that they faced problems while using the Schoology in learning descriptive writing. The respondents mentioned that

"There were no obstacles that I face, if the internet connection is good, I am also ready to work the descriptive text that must be create".

Vignette 02

"There were no obstacles, only when doing the task there the main obstacles is the network connection was not good enough".

Vignette 03

"Unstable network".

Vignette 04

"The obstacles that I faced during learning were only the internet networks that did not support yet."

Vignette 05

As we can see from R2, R3, R4, and R5 claimed that while they were using Schoology for learning descriptive text, they faced bad network connection and it effect to their learning process was getting slow at that time.

b) Difficult in the way to used the Schoology

In this description, the researcher found the difficulties for students while they were using and creating descriptive writing in Schoology.

"Yes, it was quite difficult ... because when making descriptive text in schoology, the screen was quite difficult to be directed and the attached photo was too large so it is difficult for typing".

Vignette 01

"At first I was having a hard time because I just tried and got to know Schoology but after being explained I started to get used to it."

Vignette 06

From the interviewed data above, the researcher found that the respondents 1 and 6 got difficulties when they are starting to utilized Schoology for learning descriptive text. In fact, the researcher gave the tutorial and instruction previously but they still faced and found the difficulties when they were going to operate it. Thus, the devices that they used were smartphone mobile and it effect to some features unavailable to use it. Furthermore, they had been adapted on how to operate it to learning descriptive text writing by using Schoology platform.

DISCUSSION

The teacher implemented Schoology as an LMS (Learning Management System) for leaning descriptive writing. The classroom held virtual which means between students and teacher participated in online learning projects through Schoology for teaching and learning descriptive text. Thus, the English teacher gave an explanation, quiz, and assignment through that media. The researcher as a teacher gave the tutorial and videos to guide their online learning

before the teacher and student has begun the learning activities. Schoology media might affect the effectiveness for online teaching and learning as virtual and it helps the teacher managing the classroom frequently as virtual. As stated by Zainnuri and Cahyaningrum in Masyhudianti (2018) that Schoology has two benefits that are for sharing academic information and interactive communication that facilitate teacher to upload material, discussion question, feedback, and assignment and it can access for the students of them, write for to ask a question and available to comment on the students' task.

The English teacher delivered and explained the material through Schoology at the updates menu. Thus, the teacher allowed the students to discuss all the aspects of descriptive text. To comprehend the students' understanding the teacher created a quiz at the materials menu to know the students' comprehension. The quiz consisted of five questions of descriptive text with the animal theme. Thus, the result showed that five Respondents got 90 points at all and one Respondent got a higher score that means she got 100 points. On the other side, the English teacher set the questions with the correct answer that can see by students to know which the correct answer after the student answered the quiz.

The second activity that the teacher implemented was at the assignment menu. In this activity, the students created their descriptive text based on teachers' instructions. The English teacher chooses the descriptive text with their idol favorite person to aimed the students to explore further. Based on the data from interview and documentation that had been report above. In this research, the researcher acquired the interview resulted from six students as Respondents that aim to clarify deeper of the information of this research. The data presented that almost students from R2, R3, R4, and R5 faced problems from the network connection. The bad effect to them were the respond was slow. At end, the student and teacher could not access the online learning further. It is lined with Arsham (2020) that he observed to some student that enrolled in online courses that has difficulty adjusting to the a new environment, while others participated for discussion, another group got lagging behind that the main factor was speed of internet connection and server problems.

In the other cases, the researcher found that the students R1 and R6 could not operating Schoology for learning descriptive writing skill even though the researcher gave the video tutorial and e-book how to operate it previously. Furthermore, all student used smartphone mobile to access the online learning and opened the Schoology platform through web browser. Unfortunately, some features unavailable from smartphones' browser. The completed features of Schoology platform may access through computer or laptop browser and application versions. Lack of tutorial and explanation about how to operate it for learning descriptive writing skill may effect to students' understanding, it can be seen from students' answered that the researcher asked in her interviewed.

CONCLUSION

Based on the findings and discussion above, it can be seen that there are main features that the teacher implemented as an LMS (Learning Management System) in learning descriptive text by using Schoology platform. The first activity was the English teacher discussed and explained about descriptive text at updates menu. To measure the students' understanding about it, teacher implemented quiz with multiple-choice type at materials menu. The final stages was students created descriptive text based on teachers' instruction.

On the other hands, the kinds of problems that are faced in learning descriptive writing skill by using Schoology as a learning media platform that the researcher found that there are two main problems for students that they were utilized Schoology for learning descriptive text. The first problems that the students frequently got problem was the network connection and it influenced to their learning process got lagging. The second problems was the students' preparation on how to operate it even though the researcher gave the tutorials. Several features unavailable for students that they used by mobile smartphones' web browser to access the learning process instead using by computer devices because of lack preparation.

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