

Chapter One

Introduction

This chapter presents the introduction of the study. There are several important points mentioned in this chapter. This chapter provides the background of the research, statement of the problem, limitation of the research, research questions, the objectives of the research, and the significances of the research.

Background of the Research

Many techniques can be applied in the teaching and learning process. One of them is utilizing technology. Technology is believed that it can help to develop students' curiosity through up-to-date information (Brewster, Ellis, & Girad, 2002). Teaching and learning using technology can be done by using the Learning Management System (LMS) in some fields including English Education. Learning Management System is the internet-based teaching and learning through certain applications in which the applications can be used to present the lessons (Parker, 2009). The various applications of LMS are Edmodo, Sumtotal, Moodle, Blackboard, Desire2learn, Skillsoft, Cornerstone, Collaborative Classroom, Docebo, Net Dimensions, Instructure, Meridian Knowledge Sol, Latitude Learning and Schoology.

English Language Education Department of a private higher education institution in Yogyakarta is actively using Schoology. Some teachers in the department have been using Schoology from year to year in their classes. Based on the researcher's experience during her study time, Schoology is continuously used in the English teaching and learning process at the beginning of the semesters for batch 2013, 2014, 2015, 2016 and 2017. The researcher observed and did a little interview with some students. The result was those batches used Schoology as their first LMS.

However, students had their own opinion about the use of Schoology in the online class. Some students agreed that Schoology is supportive enough to be applied in the English

teaching and learning process. By using Schoology, students always did and submitted the task given by lecturers; they also joined group discussion actively; they put comments on their teachers' or classmates' posts. On the other side, some students showed less interest in Schoology. They sometimes submitted the task late; they also did not join the online class fully; they did less preparation for the class; and they had less information about the next discussion which would be conducted in both online and offline class. Based on the researcher's observation, every student got a different self-nature reaction toward Schoology application. It can be said that Schoology brings some different impacts to students as users. It can be positive or/and negative impact.

Based on the background of the research, the researcher was interested in finding more about the impact of using Schoology toward English Language Education Department students. Finally, to examine this topic comprehensively, the researcher decided to conduct research with the title "The Use of Schoology in English Teaching and Learning Process at a Higher Education Institution."

Statement of the Problem

There are several things pertaining to the use of Schoology in teaching and learning process. The first is about Schoology's role in English Language Education Department students' daily learning activities. The second is the impact of using Schoology. The third is about students' perceptions of the use of Schoology in teaching and learning process. Other things that can be investigated are the benefits and difficulties of using Schoology.

Limitation of the Research

Based on the research background, the researcher was interested in knowing more about students' perceptions of Schoology used in the English teaching and learning process at ELED. This research only focused on investigating English teaching and learning tools using

technology. Besides that, the researcher only investigated the positive and negative impacts of using Schoology. Additionally, this research focused on finding out the students' perception of the use of Schoology based on their knowledge and experiences during their study time.

Research Questions

This research is intended to answer the following questions:

1. What are the positive impacts of using Schoology to learn English based on the students' perception at a higher education institution?
2. What are the negative impacts of using Schoology to learn English based on the students' perception at a higher education institution?

Objectives of the Research

Based on the research questions, the objectives of the research are present below:

1. To identify the positive impacts of using Schoology in learning English based on the students' perception at a higher education institution.
2. To investigate the negative impacts of using Schoology based on the students' perception at a higher education institution.

Significances of the Research

This research is expected to give advantages and positive contributions for some parties such as teachers or lecturers, and institutions. The significances are listed as follows:

For teacher. Based on the result and finding of this study, Schoology can help students to be aware of the importance of time and the use of proper language. Besides, Schoology also helps students to be independent and be more conscientious. Students' reading frequently also improved and they can also understand the material given by lecturers easily. Those things must be helpful for the teacher to control the students as well as build students' soft skills better. Moreover, Schoology also let the teacher introduce more the diversities of technology's usage and benefit, especially in the English language.

For institution. This research can give information regarding the description of technology role through Schoology use in teaching and learning process. The positive impacts of using Schoology is helpful for both teachers and students. It brings more positive impacts so the institution may facilitate teachers and students by providing the facilitates that support Schoology usage like a good internet connection, even a computer.