Chapter Two

Literature Review

In this chapter, the researcher writes some essential studies from the previous research, books, and also journal articles related to this research. In this literature review, the researcher composes the use of technology in English teaching and learning, the positive and negative impacts of using Schoology. The researcher also puts the review of related studies and conceptual framework.

The Use of Technology in English Teaching and Learning

Technology is one of the learning techniques which can be used to learn English. Besides that, technology is a helpful instrument for English teachers and learners. Technology helps the students to have good skills in speaking and accomplishment, and the instrument of the technology can connect the worldwide people who give easier access in the learning and teaching process (Diallo, 2014). In addition, using technology is the best way for the students because they can achieve improvement through it in learning English. There are five aspects that can get the benefit of using technology as the tools of English teaching namely Psychological, Linguistic, Cognitive, Social, and Cultural learning context (Brewster, Ellis, & Girad, 2002). Technology lets students learn in a fun atmosphere that can encourage students' moods in learning by doing something fun for them. Technology also trains students' linguistic skills by watching or listening to a video. It improves students' visual aids. Students' cognitive aspect is also stimulated with technology when they learn anything provided through technology. Moreover, students' social life exists in social media as well, they are expected to work in a team to do some tasks together by using technology. To learn cultural knowledge, students do not need to go to the place of culture, but students are actually learning out of the class by using technology which is in the fancy illusion.

Generally, technology can be the tool to help the learning and teaching process in the academic and non-academic fields. Consequently, technology is significant to consider whether the application fits the activity, setting, and the users or not.

Schoology

Schoology is one of the online teaching and learning tools including the LMS. Besides that, it is related to the necessity of education as a connection between the teachers and the students. This kind of adopted LMS is not only able to access the computer but it also can be used in mobile phones to ease the users.

For the general features of Schoology, it provides the updated online grading, and it also provides the calendars, message, and personal and sharing content in the home page. Moreover, in Schoology, it centralizes the online educational activity and collaboration based interface. The global community for sharing resources and instruction tools of course creation and management are included in Schoology. Also, Schoologyis mobile application and students' information system integration includes part of Schoology feature (Lambert, 2018). Additional basic features of Schoology are described on (Schoology, 2017)it commonly has system level of administration, premium instruction, premium communication, premium integrations, implementation and support, assessment management, and proficiency reporting. All of them are very common features of Schoology, and the features are close to what can be facilitated by Schoology when users use it. In Schoology technical details, Schoology has additional devices supported by Windows, Android, iPhone/iPad, Mac, and Web-based with English as the supported language. (Lambert, 2018). In addition, Schoology is free to be used or accessed by various users.

Regarding the Schoology features, technical detail of Schoology is easy to operate. As the important technique of the pricing plan for the users, it literally helps English teaching and learning process for the teachers and students. Using Schoology in English teaching and

learning is also pointed out by several previous studies. Schoology is an application used in academic teaching and learning process in online way like Facebook yet Schoology tends to be used more in academic necessities (Rubio, 2016). Additionally, Jeremy, Hwang, Trinidad, and Kindler (in Ardi2017) Schoology is a link among one student to other students, teachers to students, and students to teachers in the teaching and learning process in the big social classes. Commonly, in the developed countries in America, Schoology is a tool of teaching and learning processes produced in K-12(K-twelve) which will access between the students and the teachers including the parents in an online class (Sicat, 2015). K-12 is an American term for the education period from Kindergarten to twelve grade (high school). Schoology is a teaching and learning application used by the teachers and students through the internet (Irawan, Sutadji, & Widiyanti, 2016). All statement of Schoology of the previous studies has a similar point of views to this research. Whereas in Indonesia, Schoology used in higher education institutions in the language field.

The Positive Impacts of Using Schoology

Schoology is regularly used for certain classes by certain teachers who really consider about LMS related to students of Digital Natives. Here are the positive impacts of using Schoology based on experts and previous studies. Firstly, students' academic writing skill is developed when using Schoology (Sicat, 2015). Secondly, students are more aware of doing their homework, quiz, and test on Schoology (Schlager, 2016). Thirdly, students are being accustomed, feel free and confident to contribute and share ideas or opinions with their classmates and teacher in Schoology (Biswas, 2013).

The first positive impact of using Schoology is students' academic writing skill is developed when using Schoology (Sicat, 2015). Business writing proficiency comes in the vital necessary skill for college students. In terms of the learning and teaching process, reporting is a costumed last activity either in daily or semesters. Technology has many

different usages and functions. Most of the technology in teaching and learning process needs the activeness of students in communication through giving comments, messages, announcements, and others to write kind of information. Communication involves more than two people. Mostly, it is possible to do writing communication in Schoology as an online teaching and learning platform. Academic writing skills can be trained through Schoology. Students are able to exercise their academic writing skill in Schoology because Schoology is a kind of an online application that mostly provides a column to post, comment, share, argue, and opine in writing form.

Secondly, students are more aware of doing their homework, quiz, and test on Schoology (Schlager, 2016). Using Schoology as the online application in doing the teaching and learning process, students become more aware that they have a responsibility to do their tasks. If teachers use technology such as Schoology in the teaching and learning process, the students can do homework, quizzes, test and other things anytime and anywhere as long as there is an internet connection. Students do not have to meet directly teacher in class. Schoology indirectly trains students' awareness to be responsible. Teacher's responsibilities to post what students should do and let them know that everything is ready on Schoology. When the tasks are ready on Schoology, it becomes students' responsibility to check and do the homework, quiz, and test according to the procedures given by teachers. It raises students' attention to their tasks. Therefore, it can be said that doing an online class in Schoology pushes students to get involved in doing activities given by teachers with self-awareness.

Thirdly, students are very welcome and feel free to contribute and share ideas or opinions with their classmates and teacher in Schoology (Biswas, 2013). Each student has a different character. Some students can be talkative and some others are quite but they are actively in thought. Through Schoology, quite students are capable to express what they are

thinking in the online class. They probably lack of confidence to talk in front of many people. Thus, through Schoology they will be able to express their opinion. Schoology gives a chance to the users to share their opinion, question, problem, and information in group learning. Besides that, it is useful for online communication training among users.

The Negative Impact of Using Schoology

Schoology is believed to have more positive impacts than negative impacts for the users based on several previous studies. However, Schoology actually has negative impacts as well. According to Schlager (2016), the negative impacts of using Schoology are "When Schoology is used continuously in all classes, students will lose in face to face interaction"(p. 27) and "Schoology may increase the number of unexcused absences by making it easier for students to skip class"(p. 27).

Another negative impact of using technology is stated by Raut and Patil (2016) who said that using technology continuously can spend much time then diminish the direct interaction inter-human. Regardless, the manual learning process helps the people to interact with others directly otherwise the learners will be less communicative when they spend their time much more on social media (Sivin-Kachala, 1998). In addition, Schlager (2016) stated the first negative impact of using Schoology is "When Schoology is used continuously in all classes, students will lose in face to face interaction"(p. 27). In face to face class, many activities can be done together with classmates like doing discussion, sharing, and asking directly about the topic. However, when using Schoology in all classes, it can probably inhibit the direct activity like discussing, sharing and asking anything directly on the spot.

In addition, according to Schlager (2016), the second negative impact of using Schoology is, "Schoology may increase the number of unexcused absences by making it easier for students to skip class."(p. 27). As an online learning platform, Schoology is used individually. Every user has an account that can be accessed every time and everywhere.

Students feel free to access Schoology. In contrast, they may use this freedom to skip the class or students can be demotivated. Learning by using LMS needs self-awareness to make sure that students always present in the online class on time.

Review of Related Studies

In conducting this research, the researcher reviewed four prior studies. The first research was done by Warsito, Haryono, and Wibawanto (2019) The second research was conducted by Permana and Santosa (2018). The third study was done by Karyawati and Ndadari (2018). Each research will be explained in brief below:

The first research was done by Warsito, Haryono, and Wibawanto (2019). Theypresented a study titled E-Learning Development Based on Schoology for Subject of Information and Communication Technology Grade VII using Flipped-Learning Approach. The purpose of this study is to upgrade the Facilities of E-Learning at Pelita Harapan Bangsa Tegal Middle School. The data gathering method used wasthe questionnaire. There were 120 participants. Those are teachers and students. The study results demonstrated that the Schoology-assisted Flipped Learning approach is corresponding to apply in teaching and learning field to develop students' learning activities. This online learning platform is supportive of long-distance learning media that can ease students to learn, especially when submitting assessments.

The different of this research to Warsito et al. research is, Schoology facilitates students to do long-distance learning and ease students in the process of submitting tasks. Meanwhile, in this research, Schoology's main usage is to help students to build and improve their academic and soft skills such as improve their English skill; time management and self-study.

The second research was conducted by Pernama and Santosa (2018) they conducted a study related to Schoology impact toward students' skill with the title The Effect of Blended

Learning with Schoology on Students' Writing. The purpose of this study is to investigate the significant diversity of writing competency both who learn with a blended learning environment and who learn with the conventional environment. The researchers used the test as the data collection method that involved 54 students as the samples. The result of this study showed that in terms of writing, those who used Blended Learning of Schoology was very argumentative criticism than those who used conventional environment. Learning usinga blended learning environment lets students improve their problem-solving skills, create other techniques.

The similarity of this study to the Pernama and Santosa study is using Schoology help students to improve their writing skills that can be the content like the topic; and is how it is revealed. In addition, it includes the physical appearance of the writing skill like the structure, words chosen and grammar. The differentiation of the study is Pernama and Sentosa's research is creating problem solving and techniques in learning. While this study finds out the Schoology's impacts felt by students as the users so that they can have positive or negative alterations after using Schoology.

The third study was done by Karyawati and Ndadari (2017). They carried out a study under the title Learning, Beliefs, and Challenges: Students' Perspectives on SchoologyIn English Learning. The aim of this study is to give a simple explanation of Schoology usage by teachers. This research useda survey as the data collection method with 80 English Education Department students as the participants. The result showed that Schoology is a facilitator that can be used by students to learn English; Schoology letsevery student express what they are thinking;and also Schoology builts the comfortable atmosphere in the learning area.
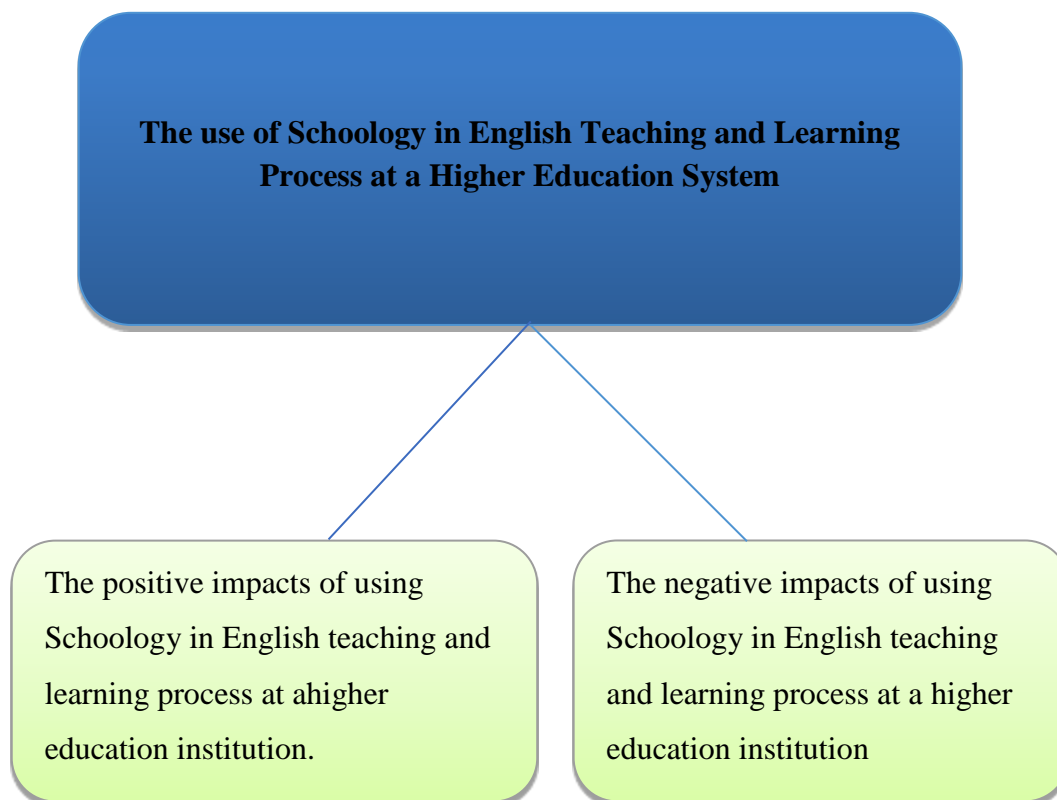
The similarity between this study with Karyawati and Ndadari study is Schoology can be used to learn English. On the other hand, the differences of these researches is Schoology

can be used both to help students to learn academic and soft skill in this research while Karayawti and Ndadari's research found that Schoology can be a fun and enjoyable learning platform that makes students feel at home.

Conceptual Framework

   This research aims to find out the technology use in Language Learning related to Schoology as one of the Learning Management System (LSM) units. In addition, the researcher observed the teachers and students in using Schoology for academic purposes in a private higher education institution since the beginning of the semester. Therefore, the researcher tried to identify the use of Schoology between its strengths and weaknesses which has been used continuously. The researcher intellectively thought that Schoology must has some benefits for the teachers and students in the same way which probably has a deficiency with the results. Moreover, only some teachers use technology in the teaching and learning process. To simplify the concept of the research, the researcher presents a chart below:

The use of Schoology in English Teaching and Learning Process at a Higher Education System

The positive impacts of using Schoology in English teaching and learning process at ahigher education institution.

The negative impacts of using Schoology in English teaching and learning process at a higher education institution

Figure 1. Conceptual framework