Chapter Four

Findings and Discussion

In this chapter, the researcher presents findings and discussion based on the data gathered from the six participants. The researcher also put some theories related to the findings. In addition, the researcher wrote the participants' statements.

The Positive Impacts of Schoology in English Teaching and Learning Process.

In this part, the researcher mentionsthe findings which are about Schoology's positive impacts for ELED students. The findings are, students are aware of time management;students are aware of language chosen;students are more independent;Schoology improve student's English skill;students reading frequency increased;students are more conscientious;Schoology eases students to understand learning material.

Students are aware of time management. This positive impact is felt by six participants, Bulan, Bintang, Mentari, Bumi, Pelangi and Awan. They expressed how they felt when using Schoology especially when they had tasks then submitted it on Schoology. It is much mentioned about time, including, how they are aware of time and how they arrange their time. Schoology helped students to be more aware of time and their time management. Bulan stated, "Students are able to manage time and finish the task before duedate"(P1.4). Another participant, Bintang, mentioned, "Students can appreciate time"(P2. 14). In addition, Mentari stated, "I need to submit tasks quickly before due date" (P3. 10). Then Bumi revealed, "Students can respect time.(P4. 4). Moreover, Pelangi said, "Submitting in Schoology has specific duedate, so we do manage time better" (P5. 4). Awan, also stated, " Students are able to appreciate time." (P6. 11). The finding is similar to Mill and Brito (as cited in Oliveira, Cristiano and Marina 2016) who mentioned that e-learning as the manager of several essential things related to educational goals including time. LMS, as the helper to manage

time for education,is essential. Moreover, Schoology as the LMS helps students to be good at managing time.

Students are aware oflanguage chosen. Two participants, Bulan and Pelangi, revealed that in doing discussion, sharing an idea or giving comment, they tried to communicate with other users especially their classmates by using the proper language in written form because sometimes those who read are not only the classmates, but the teachers can also read students' posts. It is mentioned directly by Bulan, "I try to use the proper language to comment or discuss with group because sometimes some of my friends communicate with inappropriate language, so I need to be very careful to choose the language " (P1.7). While Pelangi had a high notice of every little thing running in Schoology such as when doing discussions with a group, people had a different perspective on how others thinking. She said, "Actually when we answer or comment some posts in Schoology, the teacher can give us soft skills assessment so we also have to learn on how to respect others through the comment column" (P5.13). Additionally, by giving comments on Schoology, students communicate with proper language in written form, so they are picky in using language.This also helps students to improve their academic writing skillssuch as diction and grammar. According to several previous studies, this finding is not related to any study. However, this is the new finding of Schoology .

Students are more independent. In using Schoology, students need to be quick in responding to information. It pushed them to do their responsibilities independently. Two participants mentioned this finding. Bintang expressed his feeling by saying, "Students will do a self-study by reading the material and try to make sentences as good as possible"(P2.11).Bintang also added, "Students have to write 1500 characters first in Microsoft word before submitting to Schoology and write tasks without cheat so I learn

autodidact and it helps me to improve my grammar skill" (P2.12). Moreover, Bumi also said, "Students do not rely on someone else so they can do their jobs alone" (P4.5). Students learn independently using Schoology in doing homework and seek for information about Schoology. The finding was supported by Stone and Zheng (2014) who asserted that using Learning Management System as a learning medium drives students to be independent in learning such as self-treatment to learn, create and break their goals, control themselves, even self-assessment.

Schoology improves student's English skill. By using Schoology, students are encouraged to be independent in learning and do their responsibility. Additionally, one student who feels that he is independent when using Schoology also consciously feels that his grammar skill is improved. Bintang revealed,"Students have to write 1500 characters first in Microsoft word before submitting the tasks to Schoology and write tasks without cheating so I learn autodidact and it helps me to improve my grammar skill"(P2.12). In addition, the finding is supported by Crisentia (2017) who argued that students can learn English reading and speaking skills more by using Schoology. Moreover, Schoology is suitable to help students to be independent.

Students reading frequency increased. Mentari was experienced in using Schoology since the second semester and until the fifth semester. He felt his alteration using Schoology. When using Schoology, his reading frequency was increased. He said that because it was because different from face to face class; students needed to listen to the teacher while some students were not able toget the point directly. They had different abilitiesto catch up with something. While Mentari felt easier to understand when he reads in Schoology becausethe material was provided there. He said, "Using Schoology makes me read more frequently. Our reading habits are improved because not every student can listen then got the point directly. We have different ability to understand something while in Schoology is not complicated. Using

Schoology does not only increase our reading habit, but it also eases us" (P3.12). This finding is supported by Crisentia (2017) who argued that Students could learn English reading and speaking skills more by using Schoology.

Students are more conscientious. Two participants, Mentari and Awan, gave opinions of Schoology's impacts for them. Mentari stated that using Schoology made him feel more conscientious about the tasks that he would submit. He should make sure that he did the task well by re-checking the file before submittingit to Schoology. He revealed, "In Schoology, before submitting the task, I personally feel more conscientious and careful. I can review the file to make sure that it is done maximally" (P3.4). While Awan expressed that he had obstacles at the beginning of using Schoology because he did not understand well all Schoology's features,so he sometimes worried to submit the task. He worried that he would submit his task in the wrong room in Schoology. However, he should do must use Schoology to submit the task andbe more careful in choosing the feature on Schoology.Awan said, "I have to be more thorough to submit the taskin the right room and I do not want to be in a rush" (P6.12).

This finding is similar to Craigh and Harindranath (2015) who argued that using the LMS system, the learning quality of the student is improved more like they have student-centered learning by having many resources such as websites, Powerpoint presentation, and courseware.

Schoology helps students to understand learning material easily. The third participant, Mentari, said that he more understands the lecture when he reads by himself than to the teacher. Mentri mentioned, "Sometimes teacher reveals and gives instruction orally but only some students immediately.On the other side, in Schoology, the teacher will reveal the instruction completely and point-blank so I feel easy to get the point" (P3.11). This finding is

similar to Rosy (2018)who found that Schoology helps students to improve their learning result by making the students feel enjoy the likable learning with the concept of Social media.

The Negative Impacts of Schoology in English Teaching and Learning Process

Besides having positive impacts,Schoology also brings negative impacts to ELED Students. There is only one negative impact on Schoology. The negative impact is students' grade is influenced. Students lost their grade. The detail explanation is presented below:

Students lost their grade. This negative impact of Schoology was mentioned by two participants, Bintang andMentari. Bintang believed that using Schoology with a personal account can be the factor of forgetting the task easily. He revealed,"Many students are easy to forget and are late to submit a task that will lessen the grade of the assessment" (P3.12). While Mentari explained that commonly online class is a little bit complicated because it has a username and password, andsometimes he forgets. It causes him to be lazy, so sometimes he probably does not submit the tasks. Mentari explained that using Schoology was complicated. It was complicated because he frequently forgot the password.Mentari said,"Schoology users need to create usernamesand passwords to log in. It is complicated when we forget the password because we have to log in repeatedly and it makes me submit my homework late" (P3.8). Based on some studies of Schoology's impact, there is no similar finding. Moreover, this finding is the new finding of the positive impact of Schoology.