

**Approval Sheet**

The Use of Schoology in English Teaching and Learning Process at a Higher

Education Institution

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# **The Use of Schoology in English Teaching and Learning Process at a Higher Education Institution**

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## **Abstract**

At one of the higher education institutions in Yogyakarta, Schoology is used at English Language Education Department (ELED) continuously from year to year. Using Schoology, let the students have diverse responses. The aim of this study is to find out the impact of using Schoology by ELED students based on their perception. This study applied qualitative research design, and the design under the qualitative research design adopted in this study was descriptive design. Six students of ELED of a private university in Yogyakarta became the participants of this research. The participants were students in batch 2017. The researcher used open-ended interview as the instrument to gather the data. The result of this study demonstrated the positive impacts. The positive impacts are students are aware of time management; students are aware of language chosen; Students are more independent; Schoology helps to improve student's English skill; students' reading frequency increased; students are more conscientious and Schoology helps students to understand learning material easily. Besides finding positive impacts, the researcher also discovered a negative impact; students lost their grades.

*Keywords* : Schoology, positive and negative impact of Schoology

## 1. Background

There are many techniques which can be applied in teaching and learning process. One of them is utilizing technology. Technology is believed that it can help to develop students' curiosity through the up-to-date information (Brewster, Ellis, & Girad, 2002). Teaching and learning using technology can be done by using 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 of 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 English teaching and learning process at the beginning of the semesters for batch 2013, 2014, 2015, 2016 and 2017. The researcher observed and did little interview to 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 online class. Some students agreed that Schoology is supportive enough to be applied in English teaching and learning process. By using Schoology, students always did and submitted task given by lecturers; they also joined group discussion actively; and they put comments on their teachers' or classmates' posts. On the other side, some students showed their less interest to 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 different self-nature reaction toward Schoology application. It can be said that Schoology brings some different impacts to students as the users. It can be positive or/and negative impact.

## **2. Literature review**

### **2.1 The Use of Technology in English Teaching and Learning**

Technology is one of 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 skill in speaking and accomplishment, and the instrument of the technology can connect the worldwide people who give the easier access in learning and teaching process (Diallo, 2014). In addition, using technology is a best way for the students because they can achieve improvement through it in learning English. There are five aspects which can get benefit of using technology as the tools of English teaching namely Psychological, Linguistic, Cognitive, Social, and Cultural learning context (Brewster, Ellis, & Girad, 2002). Technology let students learn in fun atmosphere that can encourage students' moods in learning by doing something fun for them. Technology also trains students' linguistic skill through watching or listening 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 exist in social media as well, they are expected to work in 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 learning and teaching process in academic and non-academic field. Consequently, technology is significant to consider whether the application fits to the activity, setting, and the users or not.

## **2.2 Schoology**

Schoology is one of the online teaching and learning tools including the LMS. Besides that, it is related to necessity of education as the connection between the teachers and the students. This kind of adopted LMS is not only able to access in computer but it also can be used in mobile phone 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. Global community for having resources and instruction tools of course creation and management are included in Schoology. Also, Schoology is mobile application and students' information system integration includes as 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 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 Ardi 2017) Schoology is a link among one student to other students, teachers to students, and students to teachers in teaching and learning process in the big social classes. Commonly, in the developed countries in America, Schoology is a tool of teaching and learning process produced in K-12 (K-twelve) which will access between the students and the teachers including the parents in online class (Sicat, 2015). K-12 is an American term for education period from Kindergarten to twelve grade (high school). Schoology is a teaching and learning application used by the teachers and students through internet (Irawan, Sutadji, & Widiyanti, 2016). All statement of Schoology of the previous studies has the similar point of views to this research. Whereas in Indonesia, Schoology used in higher education institution in language field.

### **2.3 The Positive Impacts of Using Schoology**

Schoology is regularly used for certain class by certain teachers who really considers about LMS related to students of Digital Natives. Here are the positive impacts of using Schoology based on the experts and the previous studies. Firstly, students' academic writing skill is developed when using Schoology (Sicat, 2015). Secondly, students are more aware in doing their homework, quiz, and test on Schoology (Schlager, 2016). Thirdly, students are being accustomed, feel free and confident to contribute and share idea or opinion 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 term of learning and teaching process, reporting is a costumed last activity either in daily or semesters. Technology has many different usages and functions. Most of technology in teaching and learning process need the activeness of students in communication through giving comment, message, announcement, and others to write kind of information. A communication involves more than two people. Mostly, it is possibly to do writing communication in Schoology as an online teaching and learning platform. Academic writing skill 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 column to post, comment, share, argue, and opine in writing form.

Secondly, students are more aware in doing their homework, quiz and test on Schoology (Schlager, 2016). Using Schoology as the online application in doing teaching and learning process, students become more aware that they have responsibility to do their tasks. If teachers use technology such as Schoology in teaching and learning process, the students can do homework, quizzes, test and other thing anytime and anywhere as long as there is internet connection. Students do not have to meet directly techer 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 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 idea or opinion with their classmates and teacher in Schoology (Biswas, 2013). Each student has 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 are 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.

#### **2.4 The Negative Impacts 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, 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 in 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 discussion, 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 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.

### **3. Participants of the study**

The criteria of this study’s participants was students who had experienced in using Schoology. They had passed compulsory and elective subject using Schoology. There were six ELED students batch 2017 were involved in this study. All participants were pseudonymous as Bulan, Bintang, Mentari, Bumi, Pelangi and Awan. The interview processed was done at several places at Muhammadiyah University of Yogyakarta. The first place was Pasca Sarjana building and the second place was K.H Ibrhim building.

### **4. Data collection and data analysis**

The data collected method used of this study was interview. There were several steps of this procedure to collect the data. The first, students of ELED were contacted via WhatsApp one by one. The second, the participant determined the venue and time, then, participants made appointment with the researcher. The third, all participants do the interview one by one at different places and time with a phone as the tool to record the

interview process. After finish the interview, researcher analyzed the collected data from all participants. To analyze the data, researcher used three steps. The first was transcribing the data recorded into written form of all participants recorded voice. Second was researcher send all students each transcription of the interview result by their own data. And the last analyzing was coding. This was the hardest and the essential part in doing this study. So there were four parts of coding. Open coding, Open coding is a process to code important answer from the participants. Then analytic. In analytic coding, the researcher provided theme or topic to the answers of every question. It was called categorization. *Axial coding*. In axial coding, the researcher created several categories in the table then inputted the data from analytical coding that matched with the category. And the last, Selective coding. In doing selective coding, the researcher literally needed to be more selective because the result of selective coding was the core point of coding processes.

## **5. Findings and discussion**

### **The Positive Impacts of Schoology in English Teaching and Learning Process :**

**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 due date”(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 due date, 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 of language 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 skills such 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 Crisientia (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 to get the point directly. They had different abilities to catch up with something. While Mentari

felt easier to understand when he reads in Schoology because the 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 Crisientia (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 submitting it 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 and be more careful in choosing the feature on Schoology. Awan said, “I have to be more thorough to submit the task in 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 Impact of Schoology in English Teaching and Learning Process :**

**Students lost their grade.** This negative impact of Schoology was mentioned by two participants, Bintang and Mentari. 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, and sometimes 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 usernames and 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.

## **6. Conclusion and suggestions**

### **Conclusion**

The study was conducted to find the impacts of Schoology used in ELED of a higher education institution. Schoology is used in ELED continuously. There are pro and contra among students who use Schoology in their classes. Some students believed that using Schoology can give positive impacts on the learning process. However, Schoology also brings negative impact.

Therefore, the strong reason to conduct the study is “to know whether Schoology has more positive impact than negative impact or conversely”. This research used a qualitative descriptive method with an interview as the data collection method. It involved six pseudonymous participants of ELED students who experienced in using Schoology.

Additionally, after conducting this research, the researcher found out that there are more positive impacts than negative impact. The positive impacts of using Schoology are students are aware of time management; students are aware of language chosen; students are more independent; Schoology helps students to improve their English skill; students’ reading frequently increased; students are more conscientious, and students are easy to understand learning material by using Schoology. Besides there are positive impacts, the researcher also discovered one negative impact of using Schoology. The negative impact is students lost their grade.

## **Suggestions**

**For teachers.** Based on the findings of this study, Schoology can help students to be aware of the important time, communicate with the proper language, be independent, read more, be more conscientious, and easier to understand learning material. All findings must be helpful for the teacher to control the students and build students’ soft skills better. Moreover, Schoology also lets the teacher introduce more the diversities of technology’s usage and benefit especially in the English language. Therefore, teachers should use Schoology in the online class to make students easier to do their tasks and manage their time.

**For institutions.** This research can give the institution information regarding the description of technology role through Schoology used in the teaching and learning process.

Based on the findings, positive impacts of using Schoology, Schoology is helpful for teacher and students. It brings more positive and negative impacts. Thus, the institution should facilitate teachers and students by providing a facility that supports Schoology usage like a good internet connection even a computer.