

## CHAPTER I

### INTRODUCTION

This study is intended to investigate the use of Schoology in the classroom. This chapter depicts the background of the study, the scope of the study, the research question, the purpose of the study, the significance of the study, and the definition of the key term.

#### 1.1 Background of Study

The use of Schoology is a new thing and has been discussed for several years (e.g, Biswas, 2013; Schlager, 2016; Low, 2017; Androsoff, 2019). In 2013, blended learning has been promoted. Shifting the emphasis from teaching to learning can create a more interactive and engaging learning environment for teachers and learners. This year, the study about Schoology focuses on the effectiveness of Schoology include potentials, advantages and disadvantages, and challenges towards students' outcomes.

In International scope, the current study focuses on the learners' perspective and learning achievement through Schoology (Low, 2017; Yagci et al., 2016). The study shows that Schoology can encourage students' motivation and create positive attitudes towards learning activities outside the English class. It can also increase the interaction and relationships between teachers and students.

In the Indonesian scope, the study focuses on analyzing the use of Schoology towards students' learning motivation enhancement (Rosalina, 2018). The result of the study is the students felt motivated using Schoology e-learning, the student felt happy to learn using Schoology e-learning, and most of the students felt motivated by learning using e-learning Schoology because of its easiness, friendly look, and challenging way of doing the task.

However, Schoology is still a new social networking platform found in 2007. Apriyana et al. (2015) also assumed that nowadays only a few teachers use Schoology as their teaching facility and utilize it maximally. That condition is also experienced by lecturers' from English Department but in the other courses of English department, the lecturer just uses this application to share material and also submit assignment while based on an interview to the lecturer of Foreign Language Teaching Media at fifth semester at IAIN Kendari that I have done, he said that he used this application not only to share material or submit assignment but also he used it to make a discussion, make a quiz, and also assessment. Hence, the present study was aimed at knowing what students' perceptions towards the use of Schoology in Foreign Language Teaching Media class.

Related to the implementation of use Schoology applications in learning English in this institution today, there are some of the issues faced by students when using Schoology applications (Ardi, 2017). Firstly, if the students did not have access to the internet or a mobile device they would not be able to use the tool. Secondly,

there are some students does not familiar with the technology. As a result, they did not submit their assignments on time, they did not join a discussion or they were not downloaded materials given by their lecturer. Lastly, the lack of awareness and discipline of students in updating and opening Schoology. Usually, they open Schoology when the lecturer notifies students in advance on Whatsapp to see the material that has been uploaded or even in collecting assignments with deadlines that have been provided.

With the problems faced by students, the teacher attempts to apply the application of Schoology in learning. In some of the studies, Schoology has been evaluated. El Deghaidy and Nouby (2008) concluded that learners had higher achievement rates and had a more positive attitude toward blended learning. Additionally, Kistow (2011) found out that the students enjoyed taking part in blended learning because of the flexibility provided by the online part of the courses, although some of the courses in blended learning are face-to-face, the number of hours may not be enough to socialize. The lack of face-to-face communication might cause some other problems as well. Dzakiria et al., (2006) emphasize that if the instructions related to online tasks are not provided, the learners might feel lost and have difficulties in getting used to blended learning. Furthermore, when students face difficulties in completing online tasks, they might get frustrated, anxious, and confused (Hara & Kling, 2000). Therefore, it is important to analyze this application is suitable to be applied in English courses or not in the future.

## **1.2 Scope of the Study**

In this study, the lecturer uses learning media especially Schoology while teaching in English classes. This study only focuses on students' perception of the use of Schoology in Foreign language Teaching Media class. The lecturer uses Schoology in terms of teaching in the classroom. The use of Schoology aims to facilitate students and teachers to share information and provides access to content or administrative features of a specific course.

## **1.3 Research Question**

This research is guided to answer question: what is students' perception towards the use of Schoology in the Foreign Language Teaching Media Class?

## **1.4 Purpose of the Study**

Based on the research background, this present study is aiming to identify students' perceptions towards the use of Schoology in Foreign Language Teaching Media Class.

## **1.5 Significance of the Study**

This study offers some important insight into several aspects of theoretical and pedagogical benefit. The finding of this study can be used as a reference for those who want to research analyzing students' perceptions of using Schoology. Moreover, it can give a positive impact on all levels of academic society.

Firstly, this research will be helpful for students. This study provides a useful and referential contribution in developing students' knowledge of English by using Schoology as a learning media in the classroom and expressing their experiences of using Schoology as a learning media in reflection. Secondly, For teacher or lecturer, with this research, they can know the students' perception include benefit, challenges of using Schoology in the classroom. After knowing everything, lecturers can add to the shortcomings of what has happened during applying Schoology in the EFL classroom.

Thirdly, this study as a reference for a school that this application is a learning media to use in teaching and learning as preparation of a better education program in the future. The last, this research will be helpful for the institution, IAIN Kendari to improve the quality of teaching and training to students in learning. Moreover, with this research, hopefully, not only from the English Education Department that used in Schoology but also the other course can be applying this application in learning.

### **1.6 Definition of Key Terms**

For this study, the terms to be defined are listed as the following; Perception and Schoology. Perceptions that are often described as possessing a perceptual quality approaching real-life sensory experience, while at the same time lacking a sensory correlate in the real world. Perception is an organization, identification, and interpretation of sensory information to represent and understand the presented information or the environment. Perception of this study refers to how the students of

the English Education Department especially fifth-semester class A of the academic year of 2019 at IAIN Kendari perceive the implementation of Schoology in their learning English in the classroom.

Schoology is a Learning Management System with robust discussion functionality. Schoology usually used for the learning process in class and Schoology also to assess students' progress which is most of the lecturers in the English Teacher Education Department used this application in their class. The technique in this study means using Schoology in learning English. The students can submit their assignments when they are out of the class and upload the material that has given by the lecturer. It also helps the student to do discussion, and get an easy material from a lecturer.

