

## CHAPTER II

### LITERATURE REVIEW

This chapter is divided into two major parts presenting a discussion about theoretical studies and previous studies. Theoretical studies comprise related theorists in this study while previous studies discuss the implementation of that related theorist in prior studies.

#### 2.1 Computer Assisted Language Learning

Regarding to Seljan, Sanja, Berger, Norbert, Dovedan and Zdravko (2004), as computers have become widespread in schools, homes and business, a need for language learning has become urgent and the necessity of computer literacy has become very obvious, language teachers have started to use new technologies as a new pedagogical tool in foreign language teaching.

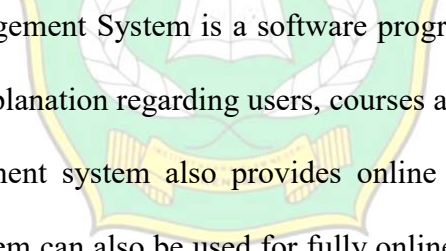
Computer-Assisted Language Learning (CALL) programs were mostly used for manipulating texts and sentences. In the 90s the emergence of CD-ROMs storing complete encyclopedias or language courses with text, graphics, animations, audio and video elements entered the classrooms. Multimedia computing, the Internet, and the World Wide Web have provided an incredible boost to Computer Assisted Language Learning (CALL) applications, offering a wide variety of educational, programs, resources, software, journals, organizations, software tutorials including all types of exercises for grammar drills, vocabulary,

listening and pronunciation exercises, games, etc (Hussain, Al-omari, & Shdeifat, 2014).

In its broadest sense, CALL is not restricted to computers and includes all kinds of modern technologies used for language learning (e.g., smartphones, PDAs, MP3 players, CD-ROMs, camcorders, e-book readers, etc.). However, the Internet is an obvious option for various reasons, such as its popularity and variety, the many free tools that exist online, the networking possibilities, and so on. (Marandi, 2015)

## **2.2 Schoology**

### **2.2.1 Schoology as a Learning Management System**



Learning Management System is a software program that connects with a file that contains an explanation regarding users, courses and content (Kats, 2010). The learning management system also provides online training based learning activities, and this system can also be used for fully online or partly blended (face to face) subjects. Learning Management System (LMS) is usually widely used among educators at universities or colleges, and LMS can also be used in schools or universities as an online learning medium (Adzharuddin & Ling, 2013).

Schoology is one example of the application of learning management system which is widely used in education especially in Indonesia (Amaliah, 2018). The Schoology itself provides many features and easy use among other LMS, with the use of very easy and supported the complete feature, teachers, and lecturers prefer Schoology as one of LMS application in its own class (Apriliani,

et. al, 2019). Schoology itself is used to upload tasks to test or quiz and others. (Astuti, 2019)

### **2.2.2 Schoology in EFL Classroom**

Schoology is part of the Learning Management System (LMS) that is used by students and lecturers in education. Biswas (2013) says that Schoology is an online learning session, classroom management, and social networking platform that improve learning become interesting.

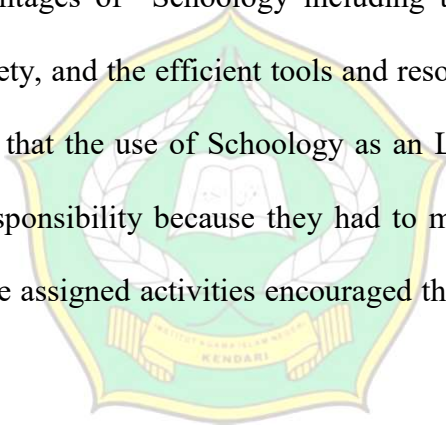
Schoology is a learning management system application that have various features and can be accessed for free which allows teachers to give lessons to students digitally (Manning et al., 2011). Schoology implements management system that allows teachers to provide teaching materials, organize the learning process, and evaluate the learning process (Rahman et al, 2010). Additionally, Schoology has many features that support collaborative learning such as notices, participation, discussion forums, feedback which can influence students' motivation, attitude and interest in teaching and learning of the subjects in school or university.

One of the advantages of using Schoology is that the teachers do not have to bring their students' work or tasks at home. The students' tasks can be done at home, teachers stay controlled from the teachers ' home. Therefore, to include the students, the teacher can give the access code to the students being taught. For example, the students who will enter the online class of "English: section 1" can join by entering the access code (Crisentia, 2017).

Schoology also has other features such as attendance list, analytic, discussion boards, assignment dropbox, grade book, online quizzes, teacher learning communities, and calendaring. Besides being easy to use via PC, Schoology can also be used via mobile phones. The students are easy to open the lesson anywhere and anytime.

### **2.2.3 Advantages and Disadvantages of Schoology as E-Learning Platform**

When the online learning platform used in the blended learning environment is more specific, that is Schoology, it has many advantages. Byrd (2013) listed the advantages of Schoology including the easiness of use, the security for student safety, and the efficient tools and resources for teachers. Sicat (2015) also mentioned that the use of Schoology as an LMS increased students' self-confidence and responsibility because they had to monitor the LMS for the materials uploaded. The assigned activities encouraged the students to think more critically.



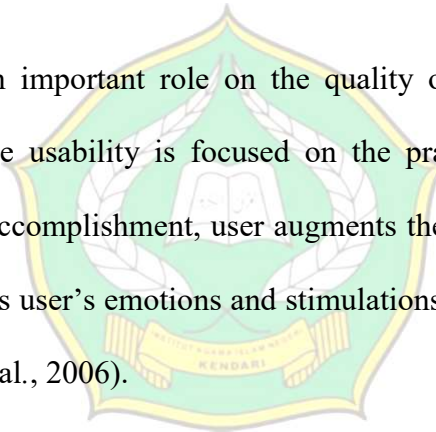
Next, Schoology increased students' motivation and developed students' positive attitudes toward learning outside the classroom, increased interaction between teachers and students, and increased students' engagement in learning (Low, 2017). Lastly, Cepik (2016) in their study also found out that Schoology as the online learning platform provided more opportunities for interaction between teachers and students, students and their peers, as well as students and materials. Furthermore, it allowed teachers to create online practices with automatic marking,

producing automatic results to the students and enabling the teachers to track the progress of their students.

However, the use of Schoology in classroom has some disadvantages of this kind of learning method (Muhtia, et. al, 2018). Disadvantages of Schoology include poor access to the internet, unstable connection, and inadequate technological knowledge and skills; insufficient infrastructure; and lack of training (Sumardi, et al., 2018).

### **2.3 Usability of Online Platform**

Usability plays an important role on the quality of the LMSs and in the learning process. While usability is focused on the pragmatic aspects such as user's tasks and their accomplishment, user augments the subjective, focusing on hedonic aspects, such as user's emotions and stimulations while interacting with a product (Hassenzahl et al., 2006).



Rubin and Chisnell (2008) state that Usability comes from the word usable which generally means it can be used well. Something can be said to be useful properly if the failure in its use can be eliminated or minimized and provides benefits and satisfaction to the user. In research mentions five elements of usability by "*Handbook of Usability Testing: How to Plan, Design, and Conduct Effective Test*" by Jeffrey Rubin dan Dana Chisnell, namely:

1) Learnability, relates to how easy an application or website is to use. This convenience is measured by using the functions and features available.

2) Efficiency, related to the speed in carrying out "tasks" in certain websites or software applications.

3) Memorability, related to the user's ability to maintain their knowledge after a certain period of time. This capability is directed by the relatively fixed layout of the interface design.

4) Errors, related to errors made by users during their interaction with certain websites or applications.

5) Satisfaction, relating to user satisfaction after using the website or application. Measurement of satisfaction also includes aspects of the benefits obtained from users.

(Rubin & Chisnell, 2008)

#### **2.4 Online Classroom during COVID-19**

Studies in the related literature demonstrate the need for readiness of countries in the cases of the pandemic in the direction of education. A study by Uscher-Pines (2018) admits that during an evolving influenza pandemic, community mitigation strategies, such as social distancing, can slow down virus transmission in schools and surrounding communities. the opportunities to close the schools during the pandemic influenza to stop the spreading and duration of possible lockdowns before the vaccines are implemented. Faherty (2019) worked on the topic of school and its official's preparedness during a pandemic that

included the physical re-arrangement of classes, limiting group works movement of students in class and creating opportunities for distance learning.

Ash (2014) have supposed that distance learning can be supported by technologies such as the internet, phone, radio, TV or phone messaging, or email communication during the flu crisis. Meanwhile Muirhead's (2000) study admits that online education is new in schools and can be considered for enhancing traditional schools and home-schooling. Qi's (2017) case study on collaborative environment for distance teaching and learning and reviewed existing platforms. Moreover, Baiyere and Li (2018) has made a project enabling and facilitating collaborative teaching in information systems and found that virtual environment should be suitable for other courses as well. Another study was done on a case of English language teaching and learning using the virtual distance learning environment and came to the result that virtual environments allow students to create a world that encompasses anything they can dream up. Interaction, simulation, and collaboration enable learning in the interactive environment (Thamarana, 2016).