

THE IMPACT OF SCHOOLGY ON STUDENTS' READING COMPREHENSION AND WRITING SKILL FOR SENIOR HIGH SCHOOL

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ABSTRACT: *The objective of this research was to find out the process, the students' response and the students improvement in reading comprehension and writing skill after learning narrative text by using Schoology E-learning Web at tenth grade of Senior High School. This research used classroom action research design. The researcher observed and gave treatment to improve students' reading comprehension and writing skill. Furthermore, the researcher used observation sheet and documentation to collect qualitative data. Besides the researcher also used test which consisted of pre-test and Post-test for collecting quantitative data. As the result, the process of teaching narrative text by using Schoology e-learning web was more effective, interesting and enjoyable for the students. The students responded and did the tasks given immediately. Consequently, it influenced to their score achievement both in reading comprehension and in writing skill. The students' mean score gained in pre-test on reading was 62.8 and writing skill was 55.8. In post-test 1, the mean score of reading comprehension improved into 77.2 and 71.5 on writing skill. The results of post-test 2 indicated the improvement of students' reading comprehension and writing skill. The mean score of students' reading comprehension improved into 83.3 and 76.9 on writing skill Based on the finding of this research, it can be concluded that the use of Schoology e-learning web during online learning period was successful to improve students; reading comprehension and writing skill particularly in narrative text at tenth grade of Senior High School.*

KEYWORDS: Schoology E-Learning Web, Reading comprehension, writing skill, narrative text

INTRODUCTION

Reading and Writing are English skills that students have to master besides Listening and speaking skills. However, from interviewing some students, they get difficulties on reading due to their low vocabulary mastery, and most of them are reluctant to consult a dictionary. They prefer asking the teacher the meaning of unfamiliar words. Meanwhile, they are reluctant to collect their writing assignment, since they find it is difficult to arrange word into sentences grammatically. Teachers also find it is hard to train writing skill for their students due to limited time of study in the classroom.

Writing is in fact a difficult skill because it involves a complex cognitive activity. Thus to create the interesting atmosphere in teaching writing skills, teacher needs to apply various method and media which can encourage the students to practice. The Process of writing is not an easy option for students or teachers. Quite apart from it taking up time, it takes up space

(especially in a paper-driven world) and can be problematic for the more disorganized student (Harmer, 2004).

Based on the reasons, the researcher proposed in studying the process of teaching reading comprehension and writing skill by implementing ICT based teaching, using Schoology e-learning web. In order to see if students enable to gain reading comprehension and share their writing tasks on digital media during the implementation of Schoology e-learning web in the classroom.

E Learning offers new opportunities for both teachers and students to enrich their teaching learning experiences, through virtual environments that support not just the delivery but also the exploration and application of information and promotion of new knowledge (Gardner, 2006)

Furthermore, During the Covid-19 and school closure, teachers find E learning as an assistance to teach. Many sites or interactive websites provide material or teaching material by teachers or students. Some of them are Edmodo, Moodle, google classroom and Schoology. These platforms have many benefits for users from all over the world. From the education perspective, many scholars have found that these platforms especially the social networking sites have enormous potential that can encourage critical engagement in discussion as well as harness peer feedback throughout the learning process (Selwyn, 2009).

This study tries to discuss the use of Schoology E-learning Web to improve students' reading comprehension and writing skill, particularly on narrative text. As it has been discussed in previous studies, this study focused on different subject and skills. The research problem in this study is: how's the implementation and the results of schoology on students' reading comprehension and writing skill for Senior High School.

Theoretical Review

Blackowicz (2008) defines Reading as the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well widely build a strong foundation for learning in all areas of life. Reading is a complex activity in understanding written text that involves both perception and thought.

Reading comprehension involves much more than readers' responses to text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types) (Klingner, 2007).

In addition, reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences (Woolley, 2011). Gonzales, (2017) proposed the principal models attempting to describe how people process texts, and lay an especial emphasis on the one selected for this research project as well. The models are often categorized as bottom-

up, top down and interactive models of reading. It is a view which assumes that a reader first decode graphic symbols into sound in order to build up a meaning, and a sense of text. Furthermore, this model refers to the view that reading is a process of building letters into words, words into sentences, phrases and then proceeds to the overall meaning.

Unlike bottom-up model, the top-down model is a view, which assumes that a reader uses a prior knowledge and experience, as well as expectation in relation to the writer's message during reading, in order to process information. In other words, the more readers know in advance about the topic and the text to be read, the less they need to uses graphic information on the page. This kind of processing is used to interpret assumption and draw inferences. Interactive model, attempts to make the valid insights of bottom-up and top down models work together. The term interactive refers to the interplay among the different types of knowledge a reader uses to make sense of a text. There are at least six types of knowledge mentioned by (Hedge 2000) cited by (Gonzales 2017): syntactic knowledge, morphological knowledge, general world knowledge, sociocultural knowledge, topic knowledge, and genre knowledge. Two of these, syntactic and morphological, are to do with the language itself and help the reader decode the language of a text; they are both linguistic and are called systemic knowledge. In the same way, the other kinds of knowledge help the reader work with the language of the text in order to give meaning to it. They are called schematic knowledge

Writing is one of the four basic skills in language learning. It is the last stage in learning language after listening, speaking and reading. (Brown, 2007) states that trends in teaching writing of ESL and other foreign languages are integrated with teaching other skills, particularly listening and speaking. Writing is not only integrated with teaching other skills but also involves some language component namely: Spelling, Grammar, Vocabulary and Punctuations. Some experts variously reveal the definitions of writing. According to (Fareed, 2016) writing is a cognitive process that tests memory, thinking ability and verbal command to successfully express the ideas; because proficient composition of a text indicates successful learning of a second language. Harmer, (2007) states that writing is a way to produce language and express ideas, feelings, and opinions. Moreover, (Durga, 2008) states writing is meant for conveying thoughts, ideas, and facts in easy and lucid

Based on the experts' statements above, it can be concluded that writing is an effort to express one's thinking, feeling, or ideas in written form through a process in constructing the sentences to be clearly understood by the readers. Writing skill is a complex process in producing a qualified writing, then, that the teaching of writing is complex as well. Harmer (2007: 12) states that writing process is a way of looking at what people do when they compose written text. The focus in writing process is on what students think and do as they write. There are four stages, which include Planning (Pre-writing), Drafting, Revising, and Editing. The planning stage is where the students are involved in brainstorming, collecting data, note taking, and outlining.. According to (Nunan, 2003), the planning stages uses writing as a means of exploring a subject of discovering various approaches, of seeing things in a new way, and of finding contradictions. At drafting stage, writers develop the ideas and are focused on the fluency of the writing. As (Mutia, 2018) stated that drafting stage is the time to pour out ideas, with little concern about spelling, pronunciation and other mechanical errors. The draft is a further means of discovering ideas and exploring what one want to say. After getting the draft, the writers will have the first product of writing. In classroom activity, the teacher responds to the students' product. At

revising stage, the writers review the texts based on the feedback given in the previous stage. Revising stage includes checking for language errors, content, and ideas organization. Revising is a process of reading through what the writers had written. Editing is a stage in which the writers have edited and made revisions or changes to their draft into their final version. At this stage, the students are focused on tidying up their words as they prepare the final draft to be evaluated by the teacher. Editing stages involves checking and tidying up the texts since the writers prepare the final draft.

Gardner and Holmes (2006, p.14) defines e- learning as the use of new multimedia technologies and the Internet to improve the quality of learning by facilitating access to resources and services as well as remote exchanges and collaboration'. Another definition proposed by Derek (2003) as cited by Mutia (2018) is that e learning involves the use of a computer or electronic device in some way to provide training, educational or learning material. Ware,et.al, (2012) explain that computer-based activities have the purpose to trigger authentic communication and support a newer approach of technology in education, but once in a while, the computer was still seen as a tool of global interaction and literacy to foster learning rather than as an integrated medium of language and literacy.

According to (Joshua, et.al, 2016) Schoology (www.schoology.com) is one of several types of Social Learning Networks (SLNs) circulating in the world of the World Wide Web.Schoology is a medium to carry out learning online. Schoology combines some features of the Learning Management System (LMS) and some of the features of social networking (Social Network), became a medium learning in an attractive and easy to use, later known as Social Learning Networks (Social Learning Networks). The concept is similar like Edmodo; however, in the e-learning thing schoology has many advantages. Building e learning with Schoology is also more favorable when compared to using Moodle because it does not require the hosting and management (more users friendly).

It is also known as a learning management system (LMS) or course management system (CMS), platform provides tools needed to manage an online classroom. Schoology can help teachers contact students with homework and more. As an online learning management system (LMS), Schoology e-learning web is designed to make online education a collective effort and to increase the overall impact of everyone involved in a student's education. A Learning Management System (LMS) is a software application or Web-based technology used to plan, implement, and access a specific learning process. Typically, a learning management system provides an instructor with a way to create and deliver content, monitor student participation, and assess student performance.

METHOD

Classroom action research is used as a method to collect the information and to answer the research problem. The research is addressed to the Senior High school, especially at tenth-grade. Data collection technique used is observation, test, and documentation.

Test is used to measure students' achievement on reading and writing narrative text. This is examined at the end of the learning process. Observation itself is used to explore the implementation of Schoology E-Learning Web in learning process. The documentation is taken to collect data that refers to condition of the learning activities.

RESEARCH FINDING AND DISCUSSION

In describing the data that underlies the students' abilities recorded from the tests, it is found that the students' reading comprehension and writing skill are still lower than the ideal results. Majority of students have not reached the proper fulfillment rules, the mean score reached only 62.5 on reading and 55.8 on writing. The results are influenced by the conventional learning procedures that have been carried out. In the preliminary data, it is found that most of the students had difficulty to understand the idea of the text they read, the result of the pretest on writing showed that most of the students had problems in writing a narrative text. The students lack for many aspects of writing. The higher aspect was content. The students could complete the topic but they still have difficulty in developing ideas. Meanwhile the lower aspect was grammar. Considering the result of pretest, which had done before the implementation of cycle 1, the researcher decided to implement schoology e-learning web, which was practical to use during the online learning activity.

The implementation in Cycle 1, the researcher guide students to use Schoology e-learning web and taught them the material about narrative text regarding to legend. She used the lesson plan that had been prepared with the teaching stages divided into three: opening, main activities, and closing activities. There are three meetings in cycle 1. At the beginning, the process of teaching and learning faced some problems since it was a transition period from face to face learning into on line learning during the Covid 19 pandemic, the problems are; students' obstacles countered in submission of the tasks and students' discipline in joining the meeting. Fortunately, the help of the counseling teacher and school operator could manage the problems soon. In the second meeting, the students gave more attention to the lesson; they had more sense of responsibility because they did not delay to post their work on time. In addition, they learned how to obey the rule during online learning.

However, the researcher still found some students' achievement, which were under standard. It is due to the following cause; (1) some students just skipped the reading text page and directly do the task/quiz in the schoology folder. (2) There were some students still confused about grammatical features in narrative text. It was still found mistakes in using personal pronoun and the verb- form. (3) Students also had problem in writing the words in correct order, so they rarely used conjunction to combine sentences in their writing. After implementing the actions in cycle one, the researcher have to revise in some points such as teaching steps in lesson plan and the material presentation posted for cycle two.

The implementation in Cycle 2, The researcher found that the students were more discipline to response the on-line class, they join the meeting soon after the teacher share the access code. It could be easily seen from their response to the researcher's question or their questions to the researcher, they were more enthusiastic in participating the online class. There are two meetings in cycle 2

To solve the weaknesses of cycle one, the researcher gave some guidance about grammar and monitor their writing activity by using google-meeting. In addition, pictures and matching-picture exercise designed by the researcher give positive effect to encourage the students in reading and writing activities. Some of them were eagerly asked how to finish the task. Students asked if they could open dictionary to solve their difficulties. Surely the researcher appreciates the effort and encourage them to use any dictionary instead of

cheating or asking their friends' work.

As the result of the implementation classroom action research in cycle 2, the researcher found that there was a great improvement. The teaching and learning process were better than previous cycle. During the teaching learning process, the students enjoy and became more enthusiastic. Most of the students give response immediately to all activities planned by the researcher. It affected to their active engagement level in the learning process individually.

Table 1. The Result of Students' Reading Tests

Pre test	Post test I	Post test II
62.6	77.2	83,3

Table 1. The Result of Students' Writing Tests

Pre test	Post test I	Post test II
55.8	71.5	76.9

The result shows that the implementation of schoology e-learning web can have an impact and make learning process interesting for students and fun to follow. In cycle 1, it was seen that students began to be curious in learning because the learning activities was completely challenging to participate when cycle 1 was finished. This result is supported by the achievement of the students after completing the post-test. Taken from 34 students, the percentage of successful students in Post-test 1 are 76.47% on reading and 55.88% on writing. However there are still some students who fail on the test.

In posttest 2, the percentage of successful students improved into 91.17% on reading test and 85.29% on writing test. The result proved that schoology e-learning web can improve students' reading comprehension and writing skills particularly on narrative text. As previously studied by Minhatul Maarif (2017); Mutia (2018); and Apriliani (2019) which prove that e-learning/Schoology e-learning web can improve students' reading comprehension and writing skills, and it can be effective and suitable flat form in learning reading and writing.

Schoology is a virtual learning environment and social networking service for K-12 schools and higher education institutions that allows users to create, manage, and share academic content. Assignments can include quizzes, forms, links to websites/videos, and discussions for students to share ideas. Based on the observation and the results of the tests there are improvements in some aspects. The first improvement was in the process of teaching narrative text using schooogy e-learning web. The result revealed that the process was more effective. Schoology E-learning web assist them to present their work creatively and immediately participate in the learning activities. Secondly, dealing with reading comprehension, the use of shoology e-learning web was able to help the students to find the information contained in the text. That information was specific or detailed information. The researcher was able to encourage students to read by using pictures series presented through schoology. In addition, dealing with writing skills, features provided in schoology e-learning web are able to help students to produce better writings. By 'clicking' materials, in form of page, quiz, and discussion forum and assignment students were able to construct the idea for their writing.

CONCLUSION

Based on the observation and the results of the tests there are improvements in some aspects. There is the students' improvement on reading comprehension after using schoology e-learning web. It can be seen from the mean score of the pre test, post test cycle1, and post test cycle 2 a In the pre test, the students mean score is 62.6, in the post test 1 the mean score is 77.2, then in the post test 2 the mean is 83.3.

There was also the students' improvement on writing skill after using schoology e-learning web. It can be seen from the mean score of the pre test, post test cycle1, and post test cycle 2 a In the pre test, the students mean score is 54.5, in the post test 1 the mean score is 71.5, then in the post test 2 the mean is 76.9. This result proves that schoology e-learning web can improve students' reading comprehension and writing skill on narrative text.

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