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DEVELOPING HARMONY OF DIGITAL TRANSFORMATION IN ELT

Students' Perception toward the Use of Schoology as an Online Assessment in English Language Classroom

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Abstract

This study is aimed to find out students' perceptions toward the use of Schoology as an online assessment in English language classrooms, as well as its challenges in the eleventh grade of science at SMAN 4 Kota Tangerang. The researcher used a qualitative research method with a case study design. The instruments used included questionnaires and interviews. The subject for this study was XI Science 1 which consisted of 34 students. The researcher discovered that students' perception toward the use of Schoology as an English online assessment brought positive perception though they also faced some challenges when doing English assessment. Moreover, students felt the use of Schoology made the assessment process more efficient because it was easier and more convenient rather using the paper-based. Besides, the features of Schoology were really useful and helpful for the students to do the English assessment, but there were still challenges because of the internet connection and the student being rushed in doing the assessment. The researcher concluded that students' perceptions toward the use of Schoology tend to be positive even though students faced some challenges when doing the English assessment.

Keywords: English Classroom; Online Assessment; Perception; Schoology

INTRODUCTION

There were so many benefits from e-learning that facilitate students in an easy way to their learning process. Many users of e-learning platforms have seen that online learning helps ensure that e-learning could easily managed, and the learner could easily access the teaching materials. One of the benefits was the student easily accessed material courses, as well as communicated with the teacher which made the learning process easier to manage by the student, (Mukhtar et al., 2020).

One of the e-learning that has been used in several schools as a tool in the English teaching and learning process, was Schoology. The development of technology named Schoology, can provide online teaching-learning as a tool and increase the process also the efficiency of tests. At this time, teachers used computers as technology tools to assess a test in a course. The common term was computer-assisted assessment which covered any type of computer use in a process of assessing the knowledge,

acquisition, and capability of individuals. Furthermore, this convenience is used by the teacher by giving the students assessment online, based on one of the features in Schoology called the quiz feature.

Being used as the case, SMAN 4 Kota Tangerang has employed the Schoology application as an online assessment tool to make the test more practical and economical, but, its use in the assessment is sometimes not as reliable as the conventional assessment such as paper-based tests as the application was still vulnerable for manipulation, so the teacher should learn more about the features in guiding students to use this application for an assessment tool. Some of the problems also found as Schoology was being used as an assessment tool such as some students were still unfamiliar to use this application since the students were using this start from tenth grade so they found it difficult to use Schoology. Some students that not have a compatible device to download this application should use the school facility in the computer laboratory.

METHOD

This study is used qualitative research method with a case study design to presented a complete description of a phenomenon within its context, (Shanahan et al., 2018).

The subjects of this research were students at SMAN 4 Kota Tangerang. To be selected, the researcher used purposive sampling. The students were from the eleventh grade of science 1, which consisted of 15 males and 19 females. The purposive sampling was selected by English teacher recommendation according to ten of students that had highest grades in English Classroom.

The researcher used a questionnaire and interview as an instrument to gather the data in this research. The questionnaire includes positive and negative statements. The researcher adapted the questionnaire items from Megawati (2022) which consist of ten statements that relate to the research questions. Each number has five options namely; strongly agree, agree, doubt, disagree, and strongly disagree. For the interview, the researcher asked five questions that relate to students' perception of doing an online assessment by using Schoology in an English classroom and also ask the reason for their challenges were adapted from Megawati (2022).

Data analysis can be defined as an activity that involves discussing and understanding data to derive specific meanings, interpretations, and conclusions from the research's overall data. The framework of qualitative analysis is divided into three major phases which were data condensation, data display, and drawing and verifying conclusions, (Miles et al., 2014). The formulation that being used for calculate the questionnaire result:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency

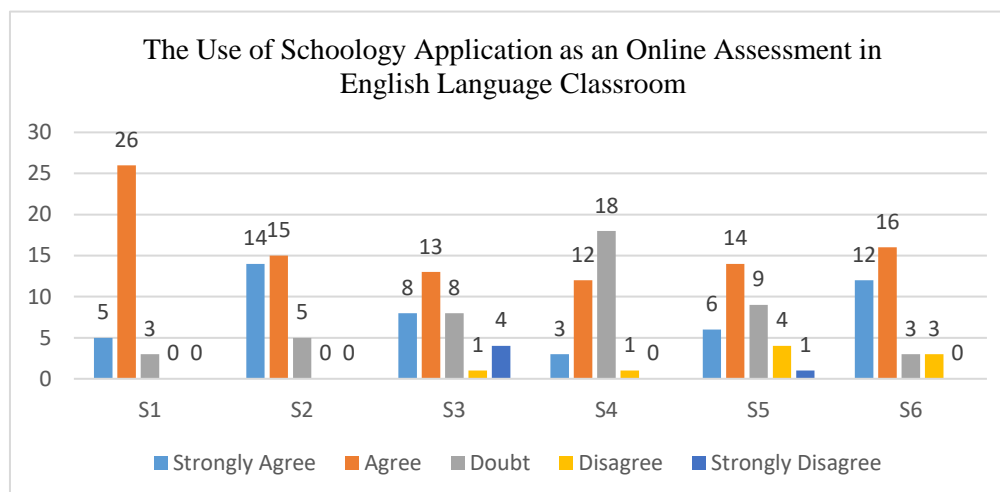
N = Total of sample

RESULT

The findings included the perceptions of students toward the use of Schoology as an online assessment in an English language classroom in the eleventh grade of Science 1 of SMA Negeri 4 Kota Tangerang and also the challenges that students faced. It included data analysis based on a questionnaire in this research, the researcher used the “S” code to represent the questionnaire statement. There were S1 (Statement 1) to S10 (Statement 10).

The results presented by the interpretation as follows:

Table 4.1. Questionnaire Indicator 1



The result was centered on students’ experiences through the use of Schoology as an online assessment which was implemented over one academic year in the English language classroom, as seen in the chart above. The majority of students expressed their satisfaction with the use of Schoology in doing English assessments in class.

In addition to supporting the questionnaire’s results, here are some examples of the student’s responses to the interview’s results:

Student No. 1: “Yes, doing an online English assessment with Schoology is convenient and easy, we only need to access it and work on it by simply touching the answer that we think is correct, and if doubt for the answer we can change while the assessment is ongoing.”

Student No. 5: “Yes, it’s quite easy, because you can immediately find out the results of the tests, which are the right and wrong answers.”

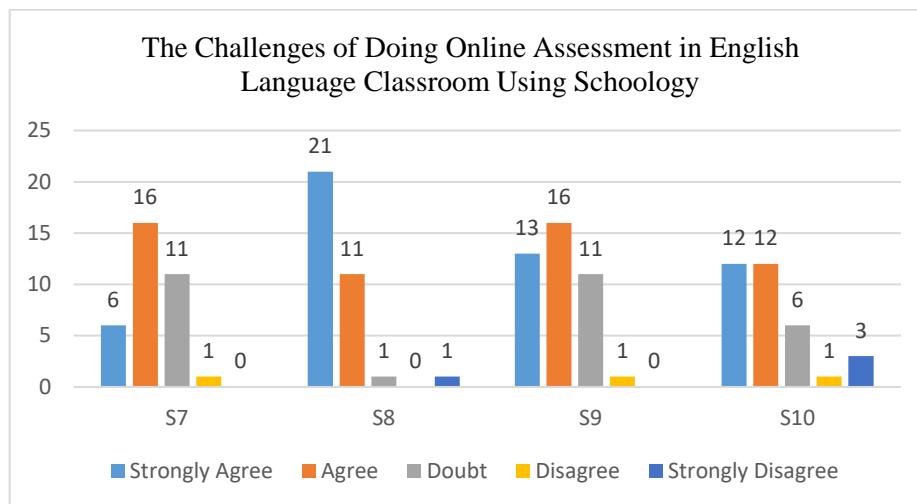
Student No.4: “The benefit is that the assessment is more comfortable because there is only one question per page, so I can focus more on the process.”

Student No.7: “I think it’s good because nowadays technology has advanced, then it will be reducing the use of paper. And I think it is more effective, especially when I can more focus to doing assessment in Schoology because the teacher will not look after me as that much if I take paper- based test.”

Student No. 9: “One of the benefits of using Schoology for the English assessment is to make it more accessible because those questions that have not been answered can be checked again and the answers can be changed if you are still in doubt.”

Student No. 6: “Yes, that’s right. Because if you use paper, it is too hard to write down the answers, and because usually English assessment have a lot of questions in the form of text, it takes a lot of paper and it seems complicated, so it is more practical to use Schoology.”

Table 4.2 Questionnaire Indicator 2



The result was centered on students' challenges of using Schoology as an online assessment which was implemented over one academic year in the English language classroom, as seen in the chart above. The majority of students expressed their challenges of using this application in conducting English assessments because the application required an internet connection and they faced difficulty caused by limited time questions.

In addition to supporting the questionnaire's results, here are some examples of the student's responses to the interview's results:

Student No. 3: *"Of course, if you don't have internet, you can't access Schoology, besides that there is a duration per question so you have to be fast when working on it."*

Student No. 1: *"The challenge is when we can't access it because there is no internet and also when the application server is down."*

Student No. 8: *"I experienced difficulties when the timer feature was too fast and I had to work on questions that contained long and complicated texts, because I felt I had to understand the foreign language before understanding the context of the questions, and there were many kinds of accents in the listening section which doesn't sound clearly."*

Student No. 4: *"The challenge is if the teacher uses the timer setting per question the process is more rushed. Besides that, when the internet connection is slow so it takes more time, and the last if the application has an error, the work must be repeated from the beginning."*

DISCUSSION

Based on the findings, it is indicated that students' perceptions of the use of Schoology as an online English assessment were brought positive perception although they still faced some challenges. The researcher attempted to divide the students' perception into two categories such as their perception through the use of Schoology and their challenges of using Schoology.

1. The Use of Schoology as English Online Assessment

Schoology as a free educational tool has many assists teachers in managing classroom information (Nurdiansah et al., 2021) and also this application provided some features such as

discussion, quizzes, and course management that can be accessed anytime and anywhere by the teacher and the students.

Being used as the tool for assessment in the English language classroom, the students were already familiar with using this application for assessing their grades in the English language classroom. This was demonstrated in the research findings, which revealed that they dominantly selected **agree** for the statements with the code S1.

Furthermore, some features of Schoology as one of LMS were allowing the student to access course management from anywhere and anytime, which included attendance, assignments, material, and students' work (Haniah, 2019). In students' work feature included some items, such as automatic grading; quiz form setting; and answer review in the last session. These features were experienced by the students in doing English online assessments in the classroom. This was demonstrated by the findings from the questionnaire's results, which revealed that they dominantly selected **agree** for the statements with the code S2, S3, and S5.

It can be inferred that some of the Schoology feature named automatically grading, quiz form setting, and answer review feature made the assessment easier and really helped the students (Suhandhini, 2017). It was because the student could see the final score after they finished their work, the feature also helped the students to review the whole answer before they submit their assessment, and the last was the questions that showed in a comfortable way by appearing one by one.

Besides, Schoology provided advantages such as being able to implement new ways to improve the quality of the process of assessment, making it not only enjoyable but also efficient and applicable in the internet era (Septiani, 2021). These advantages made the students experience some efficiency by using Schoology in conducting English online assessments. This was demonstrated by the questionnaire's results, which revealed that they dominantly selected **agree** for statements with codes S4 and S6.

Then, it can be inferred that students' perception of the advantages came from the easiness of doing the English assessment using Schoology. According to the student statement in the findings, this application gave the students freedom when doing the assessment without the teacher's supervision, if being compared to the paper-based test assessment which is more complicated, especially too much wasted time in the process. Additionally, the students felt more comfortable when doing the assessment and it will made them focus on the process.

It can be concluded that there some features in Schoology which very useful and helpful were experienced by the students while doing the English online assessment. Some of them were automatic grading, quiz form setting, and answer review that made the assessment process easier (Azizah, 2021). In addition, the process of doing the assessment is more efficient rather than a paper-based test because it did not waste time and the students felt more convenient because there was less distraction in the process of assessment.

2. The Challenges of Using Schoology as English Online Assessment

As one of the LMS that has many advantages, Schoology also has many disadvantages that made the user face some difficulties so it challenges them when doing online assessments by using Schoology. There were some difficulties that the students faced when doing the online assessment, it was from the interface or the features of Schoology itself (Rojabi, 2019). Furthermore, in this section, there were the challenges that students faced when doing English assessments by using Schoology.

Based on the findings demonstrated by the questionnaire's results and supported by interview results, it revealed that they dominantly selected **agree** for the statement with the code S7, S8, S9, and S10. It concluded that there were some challenges that students faced in doing English online assessments by using Schoology.

From students' statements in their findings, their challenges in doing English assessments were mostly caused by the internet connection problem and the limited time (timer) feature that Schoology has in the quiz feature. In this case, the timer feature forced them to think fast and finish the assessment before the time is running out and also require them to have strong signal internet when doing the English assessment by Schoology to prevent the occurrence of application interruption when the assessment is ongoing.

Furthermore, another challenge that students faced was because of the limited time (timer) in the quiz feature. The students stated that they faced difficulties that challenge them when doing the assessment with limited time, especially if it was applied to each question. The students felt their concentration bothered because the limited time made them feel rushed to think of the answer (Himawan, 2021). Moreover, students need better concentration, because it is an important thing so they can do the assessment smoothly and get satisfying results.

It can be concluded that students' faced challenges by using Schoology were related to the limitation of doing online assessments. The limitation of doing online assessments using Schoology could be challenging they should understand many combination tools, felt exhausted reading on a computer screen, the long section of passage might be a challenge to read, and also the application required a stable internet connection and a supported device to works (Novitasari, 2020).

The researcher came to the conclusion that students' challenges toward the use of Schoology in doing English assessments mostly came from Internet connection problems and also the limited time feature (timer) that was activated by the teacher. In addition, the students were rushed because the unstable internet connection would interrupt their work and they were also forced to follow the deadline as the limited feature already activated by the teacher.

CONCLUSION

The use of Schoology in SMAN 4 Kota Tangerang to conduct an English online assessment in the English language classroom obtained positive perception from the student. It can be seen by

dominantly students chose to *agree* and gave positive responses through the use of Schoology as an English assessment tool. The students perceived the use of Schoology made the assessment process more efficient because it was easier and more convenient rather than a paper-based test, also the features in Schoology such as automatic grading; quiz setting display; and answer review before the end of the session were really useful and helpful.

Besides, the use of Schoology as an English online assessment in English language classrooms also has brought some challenges for the student while using this application. Most of the challenges are caused by Internet connection problems and also by the timer feature in the assessment. These conditions usually occurred because Schoology has weaknesses by required the Internet to access the assessment, also the limited time for quizzes made the student to being rushed in doing the English assessment by using Schoology.

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