

**STUDENTS' PERCEPTION TOWARD THE USE OF
SCHOOLOGY APPLICATION IN LEARNING ENGLISH AT
SMPN 1 PALOPO**

A Thesis

*Submitted to the English Language Studies Program of S1 Tarbiyah and Teacher
Training Faculty of the State Institute for Islamic Studies of Palopo in Partial
Fulfilment of Requirement for S.Pd. Degree in English Education*



Composed by :

BAHRUL ILMI

Reg Num: 16.0202.0019

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2021

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**ENGLISH EDUCATION STUDY PROGRAM
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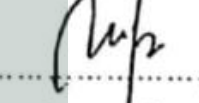
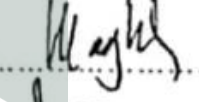


2021

THESIS APPROVAL

This thesis entitled "The Students' Perception Toward The Use Of Schoology Application In Learning English At Smpn 1 Palopo" which is written by **Bahrul Ilmi**. REG.NUM. 16.0202.0019, S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute For Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out on **Wednesday, 31st of March 2021 M**, coincided with **17th Sya'ban 1442 H**, It is authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English language teaching.

Tuesday, 4th of May 2021
Ramadan 22th 1442 H

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Assalamu' Alaikum Wr.Wb

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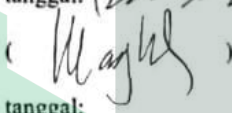
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الحمد لله رب العالمين والصلاة والسلام على أشرف الأنبياء والمرسلين

أجمعين

(HR. Muslim, no. 2699)

الْجَنَّةِ إِلَى طَرِيقًا بِهِ لَهُ اللَّهُ سَهْلَ عِلْمًا فِيهِ يَلْتَمِسُ طَرِيقًا سَلَكَ وَمَنْ

“Siapa yang menempuh jalan untuk mencari ilmu, maka Allah akan mudahkan baginya jalan menuju surga.”

(QS. Al-Mujadalah ayat: 11)

قِيلَ وَإِذَا لَكُمْ اللَّهُ يَفْسَحَ فَأَفْسَحُوا الْمَجْلِسَ فِي تَفْسَحُوا لَكُمْ قِيلَ إِذَا ءَامَنُوا الَّذِينَ يَأْتِيهَا
تَعْمَلُونَ بِمَا وَاللَّهِ دَرَجَاتٍ الْعِلْمِ أَوْثُوا وَالَّذِينَ مِنْكُمْ ءَامَنُوا الَّذِينَ اللَّهُ يَرْفَعُ فَاَنْشُرُوا أَنْشُرُوا
خَيْرٌ

“Hai orang-orang beriman apabila dikatakan kepadamu: “Berlapang-lapanglah dalam majelis”, maka lapangkanlah niscaya Allah akan memberi kelapangan untukmu. Dan apabila dikatakan: “Berdirilah kamu”, maka berdirilah, niscaya Allah akan meninggikan orang-orang yang beriman di antaramu dan orang-orang yang diberi ilmu pengetahuan beberapa derajat. Dan Allah Maha Mengetahui apa yang kamu kerjakan.”

Alhamdulillah Rabbil Alamin, praise and thanks to the Almighty God, Allah swt. without Allah's blessing and mercy, the researcher would have never been able to start and finish this thesis as the requirement for degree of Sarjana Pendidikan (S. Pd) at the Institute State for Islamic Studies (IAIN) Palopo on the title *“Students' Perception Toward The use of Schoology Application In*

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Palopo, 22 March 2021

The Researcher


Bahrul Ilmi



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ABSTRACT

Bahrul Ilmi, 2021. "Students' Perception Toward Schoology Application In Learning English At Smpn 1 Palopo". Thesis, English Study Program of Tarbiyah and Teacher Training Faculty the state Institute for Islamic Studies (IAIN) Palopo. Consultant I, Amaliya Yahya, S.E., M.Hum and Consultant II, Muhammad Iksan, S.Pd. M.Pd.

Keywords: *Perception, Schoology, Online Learning.*

This thesis about Students' Perception toward Schoology Application in Learning English at SMPN 1 Palopo. The research question of the research was "What is The Students' Perception toward Schoology Application in Learning English at SMPN 1 Palopo?". The objective of the research is to found out data and information about To find out the Students' Perception toward Schoology Application in Learning English at SMPN 1 Palopo. This research employed descriptive qualitative method that spent one month period of time for the data collection by using questionnaire and interview. The data was taken from consisting of 10 students. In order to find out the students' perception, the scores gained from questionnaire were transformed into percentages to be analyzed and interview were put into description. The result of this research showed that the students gave their positive perception toward the Students' Perception toward Schoology Application in Learning English at SMPN 1 Palopo. The positive judgment from the respondents came from their experience in learning by using Online Learning Method. They enjoyed the learning process when the teacher implemented Online Learning Method. This research also reveals that, Online Learning Method were very beneficial from them. Online Learning Method made them more interested in learning. In addition, become more active and responsible.

CHAPTER I

INTRODUCTION

A. Background

In this modern era technology is developing very rapidly, therefore, the development of technology makes many people agree with it, one of the uses of technology that is used by many people in all circles of the world is the internet. The internet is very important for society today, especially for students, because through the internet students can get more information and learn many things from various sources of knowledge. Therefore, the internet can be well received because of its potential as a learning tool. The Internet can be used as a learning resource in the language teaching and learning process and as a basis for communication in distance education.¹

People interpret the stimuli into something meaningful based on their prior experiences. In terms of language teaching and learning, the classroom environment is usually measured in terms of students' or teacher perception. Students' perception includes their thought, belief, and feeling about a person, situation, and event in the classroom.² Regarding the fact that perception toward the learning process is an important concern that influences student's attitudes, it is important to investigate student's perceptions. In the world of education, the perception of teachers and students is very important in the success of the

¹ Brandstrom, C. (2011). *Using the Internet in Education- Strengths and Weaknesses* (Unpublished undergraduate thesis). Akademin for Bildning Och Ekonomi, Italia.

²A. Hazari, " *student perceptions have a huge impact on understanding*", 2010, <http://www.scmp.com/lifestyle/family-education/article/1407745/learning-curve-student-perceptions-have-huge-impact>. (accessed oct 25, 2020).

education component itself. The teacher is the most important educational staff in developing educational ideas and designs while the student is the object that is subject to actions implemented by the teacher. To support the teaching process more effectively, schools are implementing a virtual learning process, one of which is using Schoology.

E-learning is a learning medium that utilizes electronic media as a tool in the process of teaching and learning activities to improve student learning outcomes. E-learning can help teachers in teaching and learning activities because E-learning can be used at any time even though it is used up. E-learning can be used without having to meet face to face between teachers and students. So, when the learning process is taking place, there are problems, for example, the teacher cannot attend because there are other activities, there are meetings / outside services, students can still carry out the learning process, other examples such as school hours students can continue learning at home. Schoology is one of several Learning Management Systems (LMS) that provides facilities for teachers and students to exchange information online. With the existence of Schoology, students are expected to be able to download subject matter, slide presentations, video tutorials, games, work on assignments, exams, discussions, and assignments given by the teacher. Schoology can also be used via a smartphone.³

³ Kartika Murni, c. (2016). *The Effect of Schoology-Based E-Learning on the Improvement of Student Learning Outcomes in Network Hardware Materials Class X Tkj 2 at SMK Negeri 3 Buduran, Sidoarjo*. It-Edu, 1 (01), 86–90.

In this modern era, technology has developed rapidly. The impact of technology can facilitate humans in various aspects of life. One of the conveniences of technological development is also obtained in the field of Education through Communication and Information Technology (ICT) students and teachers have the convenience of the teaching and learning process apart from the future challenges for how students prepare for the world in the digital era, one example is the Schoology application able to support in the world of education which is made to make it easier for teachers to continue to implement knowledge to students through online media so not only teachers teach directly or face to face teachers can also take advantage of this application.

SMPN 1 Palopo is currently carrying out the learning process in the 2020/2021 school year. In the first semester students and teachers can still meet face to face in the learning process but learning in semester 2 when the Covid-19 pandemic outbreak attacks all countries in the world which requires all work is done at home. SMPN 1 Palopo, use online learning media to support the learning process in the middle of covid -19 and the many online media that can be used by SMPN 1 Palopo choosing Schoology as a medium The alternative is used in this online learning period because Schoology is considered a core application that is effectively used in the middle of online learning, but this media just cannot make video calls so it needs supporting applications such as Google Meet and Whatsapp to help in the learning online process.

Schoology teachers still can give material even though they are absent and with Schoology also, they can give tasks and evaluations for students' work. Not

as communication equipment but also can be used as teaching-learning media. Mobile phones, computers, and laptops are equipment that most popular and usually used by teachers and learners in for teaching-learning process. Even though not all teachers use that device, but some of them step by step try to explore it and make it use full for teaching media.⁴

Based on the description above, the researcher wanted to know the students' perceptions of the Schoology site entitled "Students' Perception toward The Use Schoology Application in Learning English at SMPN 1 Palopo".

B. Problem Statement

Based on the background above, the research questions are formulated as follows: What is The Students' Perception toward The Use Schoology Application in Learning English at SMPN 1 Palopo?

C. The Objective of the Research

Based on the research question, the researcher explains the objectives of the research are: To find out the Students' Perception toward The Use Schoology Application in Learning English at SMPN 1 Palopo.

D. Significance of the Research

The result of this research expected to be useful to:

1. The teachers

It can be useful information for English teachers to find out student Schoology responses in using this application.

⁴ Usep Kustiawan. *Pengembangan Media Pembelajaran Anak Usia Dini*. (Malang: IKAPI, 2016). p.165.

2. The students

It can be useful information for students' to find out student's perception of Schoology in using this application.

3. Others researcher

It can be useful information for students' perceptions of learning English through Schoology. Then for schools and teachers, this study will help them to find out how student responses can be followed up if they still need improvement.

E. Scope of the Research

The focus of this research is the perceptions of SMPN 1 Palopo students towards learning English through Schoology. Sources of data in this study were students of class IX C SMPN 1 Palopo. This study is a limitation that the application of virtual learning aims to determine students' perceptions in the application of Schoology.

F. Definition of Terms

To get a general understanding of the topic, the researcher defines the terms of this research as follow:

1. Perception is the process of receiving, differentiating, and giving meaning to the stimulus received by the sensing device so that it can give a conclusion and interpret the particular object observed.
2. Schoology is an online application that has many features and makes it easy for teachers to communicate with students both in delivering learning material and also for giving assignments. This application can only be accessed when it is registered and cannot be accessed if it has not been registered so it is very secure.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

There is some previous research related to this research, these are:

Rahmita, Priyani (2018) write a study of the students' perceptions of Schoology in the subject of Learning Evaluation in semester IV students of the English Department of Muhammadiyah University Malang. This research is descriptive qualitative research. In addition, data collection was carried out through questionnaires (closed questions) and interviews (semi-structured interviews). The results showed that students received Schoology well in the teaching and learning process because Schoology is an online learning platform that makes learning interesting. In addition, it can save students time and money. The science of Schoology has many benefits for students at the higher education level, for example, it can make students have high motivation to study inside and outside the classroom.⁵

Sri Sherli Novianti Talis. (2017). The objective of this research was to find out the students' perception toward implementing Schoology Learning Method in English Language Teaching (ELT). This research employed descriptive method. The result of this research showed that the students gave their positive perception toward the implementation of Schoology Learning Method in English Language Teaching. The positive judgment from the respondents came from their

⁵ Rahmita, priyani (2018) *Students' Perception About Schoology In Evaluasi Pembelajaran Subject At Fourthsemester Students Of English Language Education Department University Of Muhammadiyah Malang*

experience in learning by using Schoology Learning Method. They enjoyed the learning process when the lecturer implemented Schoology Learning Method.

Maria Intan Permata, (2016), wrote a study on the students' perceptions about the use of Schoology in the Classroom of Satya Wacana Christian University Salatiga. Pronunciation. The method used is to use an approach designed to support technology. The results of this study can be the key to other methods of helping students improve their English skills because the use of Schoology itself is still quite rare in its new probationary period. Therefore, by knowing students' perceptions of the method used, these results can be viewed and then evaluated for a better understanding of Schoology and student skill performance.⁶

Rina Harimurti, (2016), write a study that aims to improve learning outcomes using E-based learning. Schoology is used to determine the level of ability of students before treatment and after treatment is carried out treatment. This research method using the pre-experimental method of one group of pretest-posters. The results of this study indicate that after carrying out the teaching and learning process using Schoology-based E-learning, the students' scores increased. With the average post-test score higher than the pretest score with a difference of 40.89. The pretest and posttest values were below 0.05. This means that H0 is rejected (there is no significant positive effect between Schoology-based E-learning on student learning outcomes), and H1 acceptance is (there is a

⁶ Maria Intan Permata, 2016, "*Students' Perceptions Towards The Use Of Schoology In Pronunciation Class*" English Language Education Program Faculty Of Language And Literature Satya Wacana Christian University Salatiga

significant and positive influence between Schoology-based E-learning on student learning outcomes).

Rosa Amalia, (2018), write a study on the students' perceptions about the use of online assessment in Schoology; and examine student challenges in conducting online assessments. To answer these questions, this research method uses survey research on 120 English students. The questionnaire consists of open questions and closed questions. The findings show that students have positive perceptions of the use of online assessments. . However, there are also students who have negative perceptions, there are several challenges faced by students including students having to take the test quickly and precisely because they are limited by time and the signal is sometimes slow. In short, students' perceptions were not only positive but also negative with several challenges.⁷

B. Some Pertinent Ideas

1. Perception

Can define that perception also appeared among teachers on online language learning. Online language learning was seen as a language learning method by using tools and online applications, other than classroom and course books⁸. Stern also added that online language learning was language learning that took place over the Internet. It was often referred to as “e-learning” among other terms. By looking at the definitions of perception and online language learning above, teacher’s perception of online language learning here means what teacher

⁷ Rosa amalia, *Students' Perception Of Online Assessment Use In Schoology In Efl Classrooms* (Surabaya ,2018).p.6.

⁸ T.Can, ” *Learning and teaching languages online a constructivist approach*”. Novitas-Royal, 3 (1), 60.

perceives or thinks related to an online language learning environment that can be about its impact, strengths or weaknesses of using it.⁹

a. Definition of Perception

According to Asrori understanding of perception is an individual process in interpret, organize and give meaning to the stimulus that comes from the environment in which the individual is located which is the result of learning and experience.¹⁰ In terms of perception, there are two important elements, interpretation, and organization. Interpretation is an individual's understanding of the information obtained. While organizing is the process of managing certain information to have meaning.

Williams said that perception is the process of recognizing and interpreting sensory stimuli. Think of all the ways in which you experience the world around you.¹¹ For example, you recognize your favorite food by its aroma and the way it looks. You recognize a song by listening to its melody and the singer's voice. It is through this sensory experience that we interact with and interpret things in our world. Recognizing and interpreting sensory information, such as sound and smells, are all a part of perception.

Eysenck states that true perception requires learning and experience. The result of the learning process and the interaction of a person will provide an experience for him to be able to compare the circumstances encountered.¹² And

⁹J,Stern. "Introduction to online learning and teaching". from <http://www.wlac.edu/online/documents/otl.pdf> (accessed oct 25, 2020)

¹⁰MohammadAsrori. *Psikologi Pembelajaran*. (Bandung: CV Wacana Prima, 2009), p.14.

¹¹Y Williams. *The Difference between perception and reality*. (Inc. Philadelphia: Research for Batter Schools, 2009), p. 1.

¹²Mohammad,Asrori.*Op. Cit.* p. 215.

according to Shaleh, perception is a cognitive ability. It means that, at the beginning of the formation of perception, people have to determine what would be considered. Awareness will also affect perception.¹³

Sugihartono, et.al suggests that perception is the brain's ability to translate the stimulus or process for translating stimulus into the human sensory organs.¹⁴ Human perception standpoint there are differences in sensing. There perceives something is good or a perception of positive and negative perception that will influence human action are visible or tangible.

Walgito reveals that perception is a process of organizing, interpretation the stimulus received by the organism or individual to be something meaningful, and is an activity that is integrated within the individual. The response as a result of the perception can be taken by individuals with various forms.¹⁵ The stimulus which one will get the response of the individual's attention. Based on this, feeling, thinking ability, the experience of the individual is not the same, then in perceiving something stimulus, the results may be different perception between one individual with another individual.

Based on some opinions above the researcher can conclude that the meaning of perception is the process of receiving, differentiating, and giving meaning to the stimulus received by the sensing device so that it can give conclusion and interpretation to certain objects observed.

¹³A. R,Shaleh. *Psikologi Suatu Pengantar Dalam Perspektif Islam*. (Jakarta:Kencana, 2009). p. 113-114.

¹⁴Sugihartono, et.al. *Psikologi Pendidikan*. (Yogyakarta: UNY Press, 2007). p. 8.

¹⁵BimoWalgito. *Pengantar Psikologi Umum*. (Yogyakarta: Andi offse, 2004). p. 70.

2. Types of Perception

There are several types of perception in communication, they are explained below:¹⁶

a. Self-perception

Self-perception is the way you perceive yourself. Self-perception is based on your self-system, self-concept, and self-efficacy. Self-concept is designed by how to think people perceive you, how you are perceived in a group setting and your own perception based on past experiences. Self-efficacy is the predictions you make about yourself.

b. Environmental

Environmental perception is formed based on the context in which the information is received, for example, if a child turned to a parent and said, "I hate you" would have one obvious perception, but if you were practicing for a play and you read, I hate you in your script, the perception creates a mental filter through which they process life and information through.

c. Learned

Learned perception is formed around personality, culture, and habit, learned perception are thoughts, ideas, and beliefs that are formed by a person being taught or learned by example, an individual will process and react based on his or her learned perception. This can be seen in children reflecting their parent's personality traits, religious beliefs, and philosophy on life.

¹⁶Johns. *Component Perception*. Retrieved on 06 th January 2019.(From: <http://psychology.about.com>, 2004). p. 12.

d. Physical

Physical perception is based on the tangible world. It's the way your physical ears and eye perceive something and how your mind processes it. For example, in U.S culture. It would be perceived as intrusive and rider for a stranger to stand close to you while you ride the bus.

e. Culture

Culture perception differs from environmental perception because it refers to a larger scale of society and not a specific environment based on a person's life. Culture perception will vary from city and region.

3. Components of Perception

According to Johns there are three components of perception, there are:

- 1) The perceiver, the person who becomes aware of something and comes to a final understanding. There are 3 factors that can influence his or her perception experience, the motivational stage, and finally the emotional stage. In different ways. Also in different he or she might employ a "perceptual defense" where they tend to "see what they want to see".
- 2) The target. This is a person who is being perceived or judged, "ambiguity or lack of information about a target leads for interpretation and addition".
- 3) The situation also greatly influences perception because different situations may call for additional information about the target.¹⁷

Students' perception will affect the students' response and attitude in the learning process. There are some main factors that affect it, such as students'

¹⁷Joey, Papa. *Types of Perception in Communication how.com.* (accessed: January 2019, 2000). p. 112.

expectation, motivation, and previous experience. When the students' perception is positive, the acceptance information of the teacher's feedback will be effective but if the students' perception is negative, the acceptance information of the feedback will be disturbed. It means that students' perception will give a big influence to the success of feedback. Therefore, concerns students' perception towards teachers.

4. Blended Learning

a. Definition of Blended Learning

Blended consists of two words, blended (mix) and Learning (studying). Blended learning is an education program formal or informal that combines online digital media with traditional classroom methods. Santosh defines that Blended Learning as a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace.¹⁸ Melbourne defines Blended learning that combines teaching and learning methods from both face-to-face, mobile, and online learning and that it includes elements of both synchronous and asynchronous online learning options. In addition,¹⁹ Mohammed (2015) defines that blended learning courses have some face-to-face class meetings, but also have some class sessions that are replaced with online instruction.²⁰

¹⁸ Santosh, B.K. 2013. Different forms of Blended Learning in Classroom. <http://edtechreview.in/trends-insights/trends/562-different-forms-of-blended-learning-in-classroom?start=12>(Accessed on February, 8th2017)

¹⁹ Melbourne, 2012. Blended Learning a synthesis of Research findings in victorian education 2006-2011. Ultranet and Digital Learning Branch : State of Victoria

²⁰ Mohammed, M.N.H.J . 2015. Perceptions and Attitudes towards Blended Learning for English Courses : A case Study of Studentsat University of Bisha <http://files.eric.ed.gov/fulltext/EJ1075497.pdf>(Accessed on February, 8th2017)

The methodology behind blended learning is to combine classroom learning with mobile learning and online learning. It also has different names like mixed learning, hybrid learning, blended e-learning, melted learning, etc. Blended learning is about effectively integrating ICT into course design to enhance the teaching and learning experiences for students and lectures by enabling them to engage in ways that wouldn't normally be available or effective in their usual environment, whether it is primarily face-to-face or distance mode.²¹

b. Forms of Blended Learning

Santosh explains that the reasons for choosing a blended model generally dictate which of the six (6) forms of BL:

1. Face-to-face Driver

The face-to-face driver is a blended learning model in which lectures deliver most of the curriculum. Lectures lead the class in a lecture following an established protocol taking precedence and technology being a secondary thought. However, they also produce online resources to supplement or revise course material which students can study at home, in the classroom, or in a technology lab.

2. Rotation

In the Rotation model of blended learning: within a given course, a student rotates on a fixed schedule between learning online in a one-to-one, self-paced environment and sitting in a classroom with a traditional face-to-face teacher.

3. Flex

²¹ Debra and John, 2010. Getting Started with Blended Learning. Griffith Institute for Higher Education : Griffith University

Flex model of blended learning features an online platform that delivers most of the curricula. It's the model where most of the learning is done online and the face-to-face model exists to provide on-site support for a flexible and adaptive, as required basis through in-person tutoring sessions and small group sessions.

4. Online Lab

The online lab was a model of blended learning that characterizes programs that rely on an online platform to deliver the entire course but in a brick-and-mortar lab environment. The entire course and teaching are done online. Lecturers interact with students through pre-recorded videos, audio and video conferences or discussion forums, and email.

5. Self-Blend

The Self-Blend model is a fully individualized approach that allows students to choose to take one or more courses online to supplement their traditional school catalog. The maximum part of the learning is done online, but the student will still attend face-to-face classes.

6. Online Driver

Online Driver involves online platforms as well as lectures to deliver the curricula. Students work from remote locations most of the time and come to school for optional or required face-to-face classes²².

Preparing for Blended e-Learning offers a careful analysis of what educators and managers in further and higher education could expect from

²²Santosh, B.K. 2013. *Different forms of Blended Learning in Classroom*. <http://edtechreview.in/trends-insights/trends/562-different-forms-of-blended-learning-in-classroom?start=12>(Accessed on February, 8th2017)

'blended e-learning'. It looks at the research but also draws on the experiences of practitioners to address teachers, academics, librarians, managers, and educational support staff who are involved in e-learning. It will help both novices and those who are looking to extend their e-learning practice further, offering guidance on how to change existing practice, with insights into key issues and what may appear to be intractable problems. Everyone is talking about blending and e-learning; this book goes further to explore a variety of contexts, several different views of blending and to examine what works, and why²³

5. Schoology

Schoology is a social networking service and virtual learning environment for K-12 school and higher education institutions that allow users to create, manage, and share academic content (Farmington Schoology, 2014).²⁴ Schoology according to Aminoto and Pathoni (2014: 21) - is a website that combines eLearning and social networking. The concept is the same as Moodle, however in terms of e-Learning with Schoology which has many advantages. Using e-learning with Schoology is also more beneficial when compared to using moodle is because it does not require user-friendly hosting and management of Schoology. Of course, the features are not as complete as Moodle, however for e-learning in schools is very adequate²⁵

²³Allison Littlejohn-Crish Pegler. *Preparing for Blended E-Learning*. (Open University, UK. 1995). p.17

²⁴Farmington Schoology. Retrieved on May 21, 2014 from <https://sites.google.com/site/farmingtonSchoology/what-is-Schoology>

²⁵ Aminoto, Tugiyo dan Pathoni, Hairul. *Penerapan Media E-Learning Berbasis Schoology untuk Meningkatkan Aktivitas dan Hasil Belajar Materi Usaha dan Energi di Kelas XI SMA N 10 Kota Jambi*. Jurnal Pendidikan Fisika.(Jambi: Universitas Jambi 2014).

1. Schoology Features and Function

This platform facilitates collaboration among a class, a group, or a school. 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. Students are easy to adapt to this platform because it is visually and functionally similar to Facebook.²⁶

Features provided by Schoology are:

1. Attendance records
2. Facebook-like interface
3. Online Grade book
4. Tests and quizzes
5. Homework drop boxes
6. Accessible through mobile phone

Teachers can use this Schoology to do the five teachers tasks namely: a) Planning, b) Teaching, c) Evaluating, d) Analysis, e) Reporting.

a. Planning

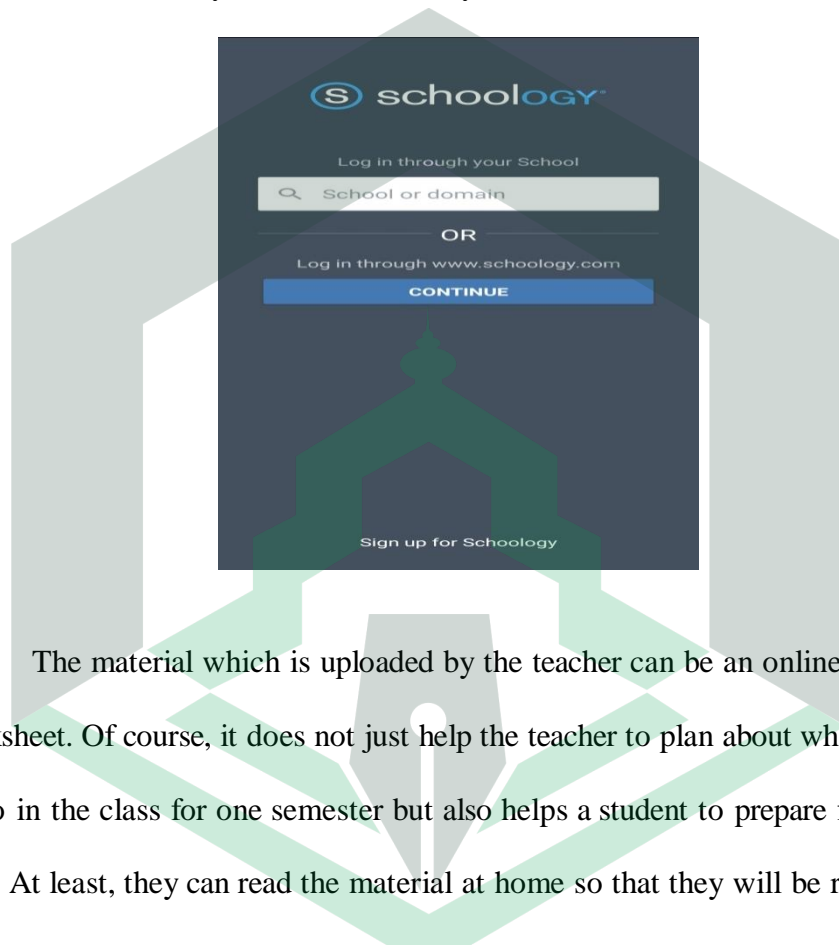
The teaching and learning process will run well if teachers do their best in preparing the material. Preparation is the key to success. Schoology accommodates teachers in planning their teaching material in the coming year. The teacher can start it by creating a course and name it based on the name of the lesson. In each course, a teacher can upload the syllabus, lesson plan, and material for each meeting.

²⁶Byrd, A, Schoology (Review). Retrieved from <http://newtech.coe.uh.edu/toolname.cfm?toolid=160&toolname=Schoology>., 201

Each course only can be accessed by students who have an access code. The access code will appear in the teacher's account. So, only the teacher can give the code to the member of the class.

Figure 1.

Courses that only can be accessed by a student who has an Access code.



The material which is uploaded by the teacher can be an online textbook or worksheet. Of course, it does not just help the teacher to plan about what they want to do in the class for one semester but also helps a student to prepare for the class well. At least, they can read the material at home so that they will be ready to join the activity in class. The teacher can arrange classroom activity by making a folder for each meeting

Figure 2.

Folder facility in Schoology



In the traditional learning method, students mostly come to the class without any preparation since they do not know about the material that the teacher wants to discuss. That's why they are more passive in class. Planning the material and giving it to the students before the class is important to increase student participation in-class activity and discussion. It also increases a student's confidence. Schoology also makes the student can access the teacher's material everywhere. They can read the material while waiting at the bus stop or waiting in the queue. They also can read it in the coffee shop or café while relaxing with their friends. Whenever they have spare time, they can use it efficiently to read the material. They do not need to bring a very thick book or many books in their bag, what they do is just log in to their Schoology account through their gadget and get

the material. Hopefully, by creating an easy-access for a student to the material, it will improve their knowledge and ability in English Learning.

b. Teaching

Schoology as Learning Management System (LMS) helps a teacher to create a flipped classroom where students study and prepare their understanding in-home and come to the class to do an activity such as group discussion and fulfill worksheet. They come to the class with knowledge about the material, so it can increase classroom participation. Schoology also helps a teacher to create a paperless culture. First, Schoology provides online student attendance with four categories: present, absent, late, excused. It makes us easier to notice about student's attendance just by clicking the sign

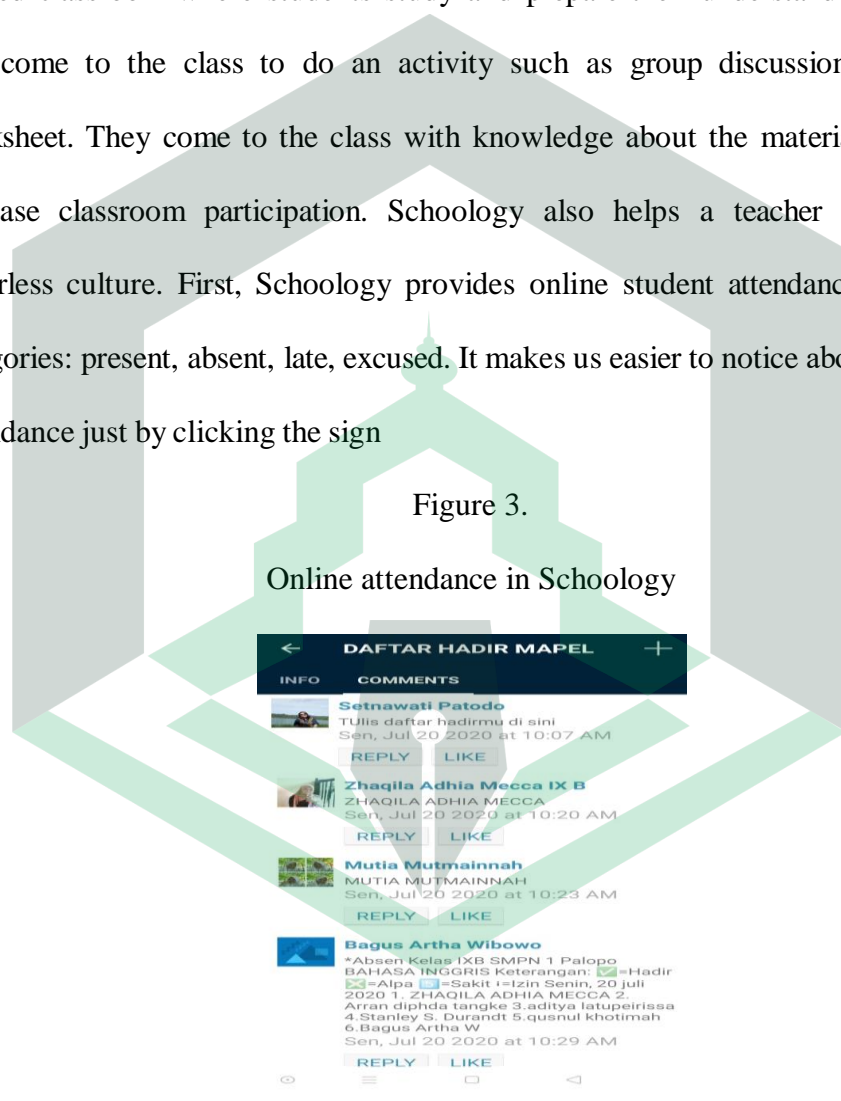


Figure 3.

Online attendance in Schoology

Second, a teacher does not need to copy the material on paper for the student like what traditional teaching does. In English literature, for example, the material can be novel, short stories, or plays which has hundreds of pages. If we

use traditional learning, it will spend a lot of costs to copy the book. But by sharing the material online, can reduce the cost for the students. Teacher shares the material online such as e-book, journal, ppt, and etc. Students can access and read it by their gadget without print it. Students in this era are engaged more with their gadgets, so it is something familiar to them.

Figure 4.

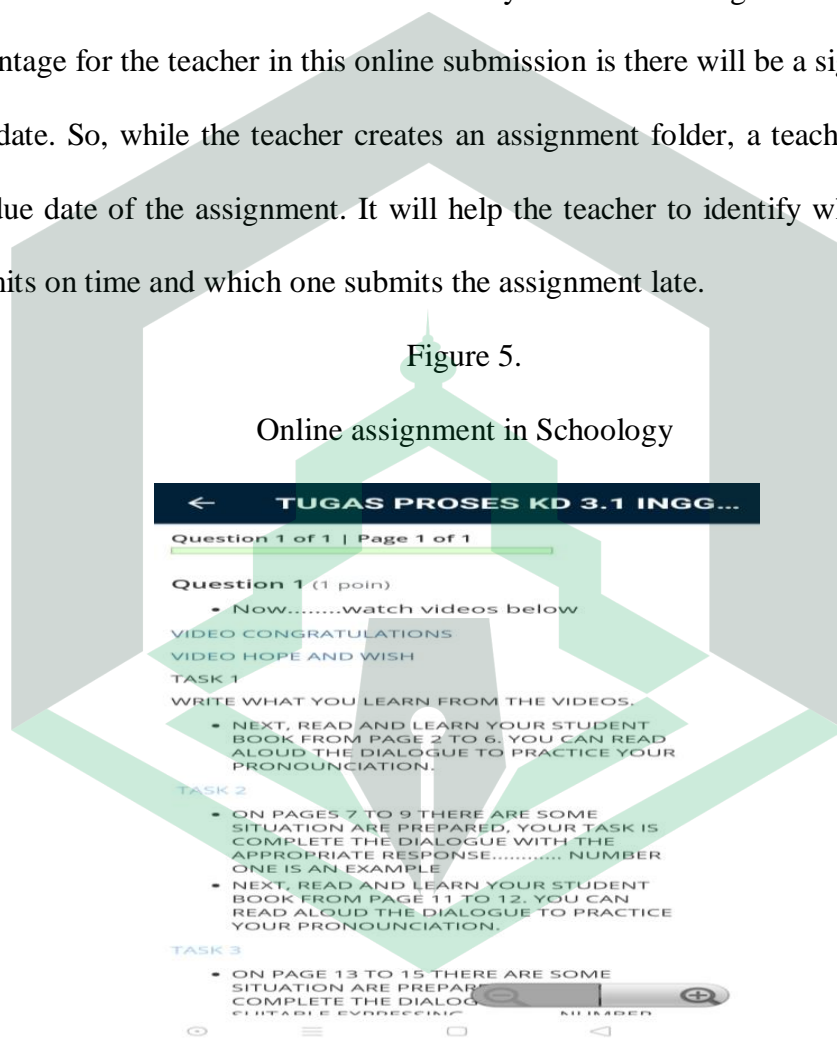
Sharing online materials for students



c. Evaluating

Schoology provides some tools for the teacher to evaluate the teaching-learning process. First, a teacher can give online assignments through Schoology. By this online assignment, students do not need to print their assignment, what they need to do is just submit their document online. They can submit their file in the form of doc, jpg, ppt, pdf, and other extensions of the file. They can submit

their assignment easily, they do not need to go to the campus and meet the teacher. What they should do is just upload their file in the assignment's folder that the teacher already created. It makes us use our time efficiently. A teacher can see the progress of submission in the Update menu. There will be an explanation about the number of students who already send their assignments. The other advantage for the teacher in this online submission is there will be a sign about the due date. So, while the teacher creates an assignment folder, a teacher can input the due date of the assignment. It will help the teacher to identify which student submits on time and which one submits the assignment late.



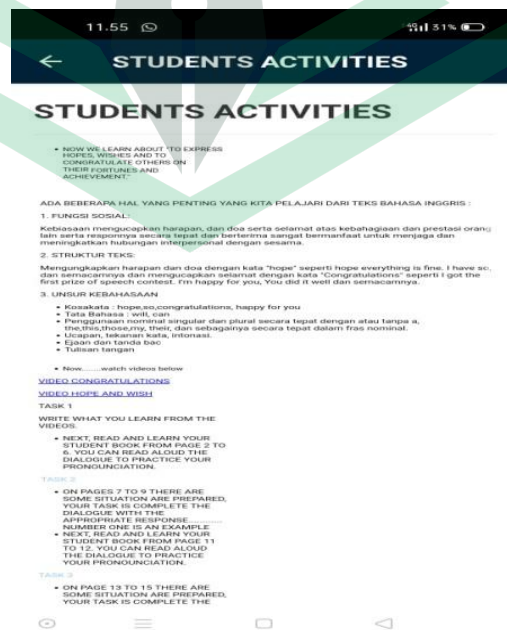
Second, a teacher also can evaluate the students through quizzes and tests. Schoology helps the teacher to create an online quiz or test with a certain period of time and the students can join the quiz by answer it online. The evaluation is more flexible because it can be done inside or outside of the class. From their room or while in the cafe, students can do the test online. A teacher can input the question

and decide the limitation of time for the student to finish the test. The other advantage of the teacher is the assessment. A teacher can check the student's work everywhere, in the home or while waiting in the queue just by clicking the mobile phone. Teachers do not need to bring a lot of paper as the work of students on the bag. Of course, it is more convenient. Then, the score also can be done online.

Besides that, a teacher also can give comments about a student's assignment and test. Teacher feedback is an important thing to improve a student's ability. It is usually difficult to give feedback for each student in the class, Schoology provides a comment column below the assignment's score, so a teacher can leave their comment about the work there. For English Learning, the assessment offered by Schoology is very helpful because it has a tool to highlight the grammar mistakes, so students can know the mistakes and revise them.

Figure 6.

Online quiz or test in Schoology

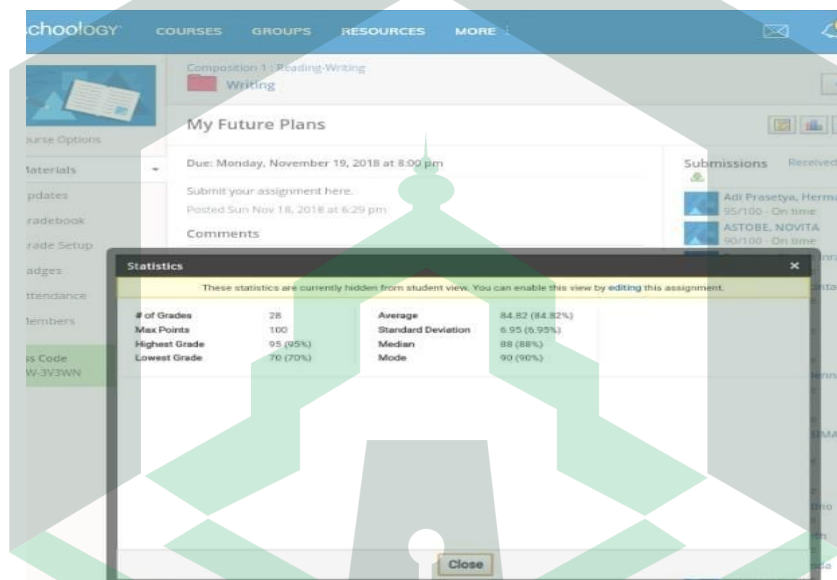


d. Analysis

After evaluating the student's understands of the lesson, teachers need to analyze the result. The analysis of the result is important to find out the percentage of students mastering the materials. Schoology provides information about it by showing the statistic of the course

Figure 7.

Course statistics in Schoology



From the statistic, we get information about maximum points, highest grade, the lowest grade, average, standard deviation, median, and mode. This statistic will help the teacher to improve the course performance.

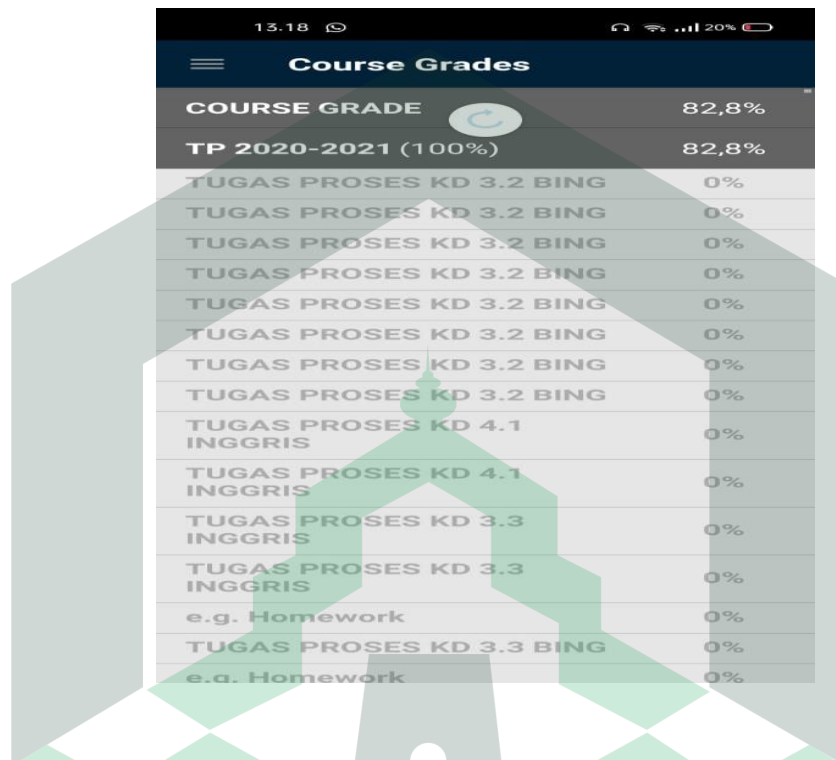
e. Reporting

Schoology has a menu called Course Grade book. By this menu, teachers can grade assignments, test/quizzes, assessments, and discussions directly in the Grade book and the students can view these grades under their Grades tab as you

post them. By clicking this menu, students can know about all their scores during a semester. They can know their progress in studying the material.

Figure 8

Course Grade book in Schoology



The screenshot shows the 'Course Grades' section of the Schoology app. At the top, the status bar displays the time 13:18, signal strength, Wi-Fi, and a 20% battery level. The app header is dark blue with a white hamburger menu icon on the left and the text 'Course Grades' in white. Below the header, there is a table with two columns: the assignment name and the score. The first row shows 'COURSE GRADE' with a score of 82,8%. The second row shows 'TP 2020-2021 (100%)' with a score of 82,8%. The following rows list various assignments, all with a score of 0%. The assignments include 'TUGAS PROSES KD 3.2 BING', 'TUGAS PROSES KD 4.1 INGGRIS', 'TUGAS PROSES KD 3.3 INGGRIS', and 'e.g. Homework'. The table is partially obscured by a large, semi-transparent green watermark logo in the center of the page.

Assignment	Score
COURSE GRADE	82,8%
TP 2020-2021 (100%)	82,8%
TUGAS PROSES KD 3.2 BING	0%
TUGAS PROSES KD 3.2 BING	0%
TUGAS PROSES KD 3.2 BING	0%
TUGAS PROSES KD 3.2 BING	0%
TUGAS PROSES KD 3.2 BING	0%
TUGAS PROSES KD 3.2 BING	0%
TUGAS PROSES KD 3.2 BING	0%
TUGAS PROSES KD 4.1 INGGRIS	0%
TUGAS PROSES KD 4.1 INGGRIS	0%
TUGAS PROSES KD 3.3 INGGRIS	0%
TUGAS PROSES KD 3.3 INGGRIS	0%
e.g. Homework	0%
TUGAS PROSES KD 3.3 BING	0%
e.g. Homework	0%

2. The advantages of Schoology as a Learning Media

The advantages of Schoology are: First, the Schoology application which can be easily searched by Google, by typing Schoology, the program will appear. Second, there are various types of material that can be used. If you need to just listen to the conversation or the conversation, then you can use the audio feature. When the teaching and learning process wants to see the pictures and listen to the explanations, then you can choose audio visuals. Third, before the teaching and learning process begins, the teacher / lecturer can send material in the assignment feature. The order to work on questions with a time limit can also fill in the

assignment feature. Fourth, Schoology can download and print attendance lists and previously sent assignments



CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used a descriptive qualitative method to analyze the students' perception to identify students' perceptions of the used of Schoology. Surachmad mentioned that descriptive research is a kind of research method using the techniques of searching, collecting, classifying, and analyzing the data, and the objective is to describe the phenomenon and qualitative research is a type of research that does not include any calculation or enumeration.

B. Time and Location of the Research

a. Time

This research was conducted in December 2020.

b. Location

The research was conducted at SMPN 1 Palopo. It is located at Jln. Imam Bonjol. No 4, Wara Utara, Luminda, and Kota Palopo.

C. The subject of the Research

The research subject is the source where the data is obtained. This connection argues if researchers use interviews in data collection, then data sources are called respondents, namely people who respond or answer researcher questions, both written and oral questions. If the researcher uses the observation technique, the data source can be the form of objects, motion, or something process. When researchers use documentation, then the documents and records are

the sources of the data, while the contents of the notes are research subjects or research variables.²⁷

In this case, the researcher only takes one class, namely the class XI C with a number of students 33 due to time constraints, the researcher only takes 10 students out of the class XI C and one English teacher, because the time and conditions are not conducive to researching all English students and teachers in the school.

D. The Instrument of the Research

The collecting of this research is an guideline. The researcher used two instrument, namely a questionnaire and interview. The questionnaire was given to students that consists of ten statements containing students' responses to the Schoology learning media used. In this questionnaire the researcher divided into something themes, namely: Schoology learning helps me better understand English material in depth, I found new information that I had not received in the classroom from Schoology learning, In Schoology learning, I have the opportunity to learn English anywhere and anytime without being limited by time and If I have difficulties, I just need to wait for the answer to the questions given by the teacher or friend instead of having to find solutions from internet sources. Each number has five options namely: strongly agree, agree, doubt, disagree, and strongly disagree. The interview can be divided into three types, namely; Interview informal talks, interviews using general guidelines, open standard

²⁷ Suharsimi Arikunto. "*Prosedur Penelitian Suatu Pendekatan Praktek*".(Jakarta: Rieka Cipta.2005)

interviews, structured and unstructured interviews.²⁸In the interview, the researcher asked several questions related to students' perceptions about learning English through the Schoology application at SMP Negeri 1 Palopo and also asked for an explanation of various aspects of the problem in the teaching and learning process using the Schoology application in interviews it is also used to establish communication with teachers and students.

E. The procedure for Collecting Data

The procedure of collecting data following steps:

1. Questionnaire

The researcher gave questionnaires to get information about students' responses to the English learning of Schoology media and during the pandemic for SMPN 1 Palopo. The researcher gave the questionnaire to students via online.

2. Interview

Researchers conducted interviews to get further learning information by students who are sampled using WhatsApp to find out students' perceptions about the use of Schoology and During the pandemic covid-19, researchers could not meet face to face with students so that the steps taken by researchers to interview using the WA application in the form of video calls. the interviews will send to students via WhatsApp group. The first step is to collect all the student population in the class. In the second step, the researcher distributed the interview files to students in the form of questions where the respondent

²⁸ Lexy J. Moelong *Metodologi Penelitian Kualitatif*. (Bandung: Remaja Rosdakarya,2006)

only needed to answer each question that the researcher would ask through video calls and the next step was the research using about 2 weeks to interview 10 respondents via video calls. After that, the researchers collected all the results of the interviews in document form for analTo find out students 'perceptions about the use of Schoology application learning, this study asked students to complete 15 interview questions provided by the researcher in which there were questions that included students' perceptions about using the Schoology application, namely; use of Schoology, problems of Schoology, instruction in Schoology, assessment criteria, benefits of online assessment in Schoology.

F. Technique of Data Analysis

After the collected data, the researcher were analyze the data. The process of analysis will do continually as long as the research is conducted.

The data analysis in qualitative research involves three things namely the data reduction, the data presentation/data display, and the conclusion drawing/verification.²⁹

1. Reduction of the Data

Reduction steps in this research are as follows the researcher categorizes data taken from the interview then those data will be gathered and translated into the target language and after that, the researcher conducts an interview with a video call, the researcher records the interview results via video call, the researcher then transcribes the data using change it in spoken form. Resume the

²⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. (Alfabeta. Bandung,2008).p.337

result of the interview And also Classify the result of the interview that suitable for the research needs. It means that the data which un-useful can be reduced. The result of the interview was changed to be a good language, then it was transformed into the note.

2. Presentation of Data

Data presentation is an assembly of information that enables research conclusions to be made. The data presentation can be in the form of images, matrices, tables or charts and Data display refers to show data that have been reduced in the form of narrative patterns. It benefits to help the researcher in understanding the data. To calculate the results of the questionnaire, the researcher uses the following formula to calculate the perceptions of the students:

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

P = percentage

F = frequency

N = total sample

3. Verification of the Data

After described and interpreted, the research made a general view of the result of the interpretation. The conclusion was then made based on the general view. The conclusion of this study is a description of students' perceptions of learning using the Schoology application in SMPN 1 Palopo

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this chapter, the study results are presented; the researcher described how the researcher obtained the data and analysis process. Because seeing the current conditions during a pandemic, the researcher conducted the research online. The questionnaires are constructed based on students' perception of the Schoology learning model used in SMP Negeri 1 Palopo. These results can be seen as follow:

1) Students' Profiles

The subjects of this study were students of class XI C who were learning English with Schoology. Respondents 1 to 10 respondents are students who are randomly selected. Following are the respondent's data:

No	Respondents	Gender
1.	R01	Female
2.	R02	Female
3.	R03	Male
4.	R04	Male
5.	R05	Female
6.	R06	Male
7.	R07	Male
8.	R08	Male
9.	R09	Male
10.	R10	Female

1. The students' perception responses toward the use of Schoology obtained from questionnaires.

The researcher obtained data using questionnaires, to find out how students' responses about the use of Schoology as a learning media. The results of the data obtained are as follows:

a. Questionnaire 1

Tabel 4.1 (Schoology makes my mastery of English skills improve)

No	Classification	Frequency	Percentage %
1.	Strongly Agree	2	20%
2.	Agree	5	50%
3.	Doubt	3	30%
4.	Disagree	0	0%
5.	Strongly Disagree	0	0%
	Total	10	100%

Table 4.1 showed that two students (20%) said “strongly agree”, five students (50%) said “agree”, three students (30%) said “Doubt”, there is no student said “disagree”, and 0 student (0%) said “strongly disagree”.

b. Questionnaire 2

Table 4.2 (schoology found new knowledge that I had not gotten from classroom learning)

No	Classification	Frequency	Percentage %
1.	Strongly Agree	0	0%
2.	Agree	5	50%

3.	Doubt	1	10%
4.	Disagree	3	30%
5.	Strongly Disagree	1	10%
	Total	10	100%

Table 4.1 showed that six students (0%) said “strongly agree”, five student (50%) said “agree”, one students (10%) said “Doubt”, three students (30%) said “disagree”, and one student (10%) said “strongly disagree”.

c. Questionnaire 3

Tabel 4.3 (Learning English in a Schoology learning is more convenient)

No	Classification	Frequency	Percentage %
1.	Strongly Agree	3	30%
2.	Agree	2	20%
3.	Doubt	2	20%
4.	Disagree	1	10%
5.	Strongly Disagree	2	20%
	Total	10	100%

Table 4.3 showed that three students (30%) said “strongly agree”, two students (20%) said “agree”, two students (20%) said “Doubt ”, one student (10%) said “disagree”, and two students (20%) said “strongly disagree”.

d. Questionnaire 4

Table 4.4 Learning English in a Schoology learning is more difficult

No	Classification	Frequency	Percentage %
1.	Strongly Agree	2	20%
2.	Agree	2	20%
3.	Doubt	0	0%
4.	Disagree	4	40%
5.	Strongly Disagree	2	20%
	Total	10	100%

Table 4.4 showed that two students (20%) said “strongly agree”, two students (20%) said “agree”, there is no students (0%) said “Doubt”, four students (40%) said “disagree”, and two students (20%) said “strongly disagree”.

e. Questionnaire 5

5 Tabel 4.5 In Schoology learning, the teachers provide textbook about technical support for face-to-face learning.

No	Classification	Frequency	Percentage %
1.	Strongly Agree	7	70%
2.	Agree	2	20%
3.	Doubt	1	10%
4.	Disagree	0	0%
5.	Strongly Disagree	0	0%
	Total	10	100%

Table 4.5 showed that seven students (70%) said “strongly agree”, two students (20%) said “agree”, one student (10%) said “Doubt”, there is no students (0%) said “disagree”, and no students (0%) said “strongly disagree”.

f. Questionnaire 6

Tabel 4.6 The teacher provides the material and its discussion clearly in English subjects..

No	Classification	Frequency	Percentage %
1.	Strongly Agree	6	60%
2.	Agree	3	30%
3.	Doubt	1	10%
4.	Disagree	0	0%
5.	Strongly Disagree	0	0%
	Total	10	100%

Table 4.6 showed that six students (60%) said “strongly agree”, three students (30%) said “agree”, one student (10%) said “Doubt”, there is no students (0%) said “disagree”, and no students (0%) said “strongly disagree”.

g. Questionnaire 7

Table 4.7 Schoology makes it possible to complete English tasks faster.

No	Classification	Frequency	Percentage %
1.	Strongly Agree	5	50%
2.	Agree	4	40%
3.	Doubt	0	0%

4.	Disagree	1	10%
5.	Strongly Disagree	0	0%
	Total	10	100%

Table 4.7 showed that five students (50%) said “strongly agree”, four students (40%) said “agree”, there is no student (0%) said “Doubt”, one student (10%) said “disagree”, and no students (0%) said “strongly disagree”.

h. Questionnaire 8

Table 4.8 Shology learning helps me better understand English material in depth.

No	Classification	Frequency	Percentage %
1.	Strongly Agree	2	20%
2.	Agree	4	40%
3.	Doubt	2	20%
4.	Disagree	2	20%
5.	Strongly Disagree	0	0%
	Total	10	100%

Table 4.7 showed that two students (20%) said “strongly agree”, four students (40%) said “agree”, two students (20%) said “Doubt”, two students (20%) said “disagree”, and no students (0%) said “strongly disagree”.

i. Questionnaire 9

Table 4.9 Learning using Schoology is more structured than other applications.

No	Classification	Frequency	Percentage %
1.	Strongly Agree	0	0%
2.	Agree	6	60%
3.	Doubt	3	30%
4.	Disagree	1	10%
5.	Strongly Disagree	0	0%
	Total	10	100%

Table 4.9 showed that two students (20%) said “strongly agree”, four students (40%) said “agree”, two students (20%) said “Doubt”, two students (20%) said “disagree”, and no students (0%) said “strongly disagree”.

j. Questionnaire 10

Table 4.10 In Shology learning, I have the opportunity to learn English anywhere and anytime..

No	Classification	Frequency	Percentage %
1.	Strongly Agree	2	0%
2.	Agree	5	50%
3.	Doubt	2	20%
4.	Disagree	1	10%
5.	Strongly Disagree	0	0%
	Total	10	100%

Table 4.10 showed that two students (20%) said “strongly agree”, five students (50%) said “agree”, two students (20%) said “Doubt ”, one student (10%) said “disagree”, and no students (0%) said “strongly disagree”.

2. The students' perception responses toward the use of Schoology obtained from interviews.

The data presented in this section is in the form of data from interviews with students. Direct interviews with students carried out data collection to determine the Schoology learning model used during a pandemic to determine students' perceptions of the Schoology learning model used in SMP Negeri 1 Palopo. After all the interview data were collected, the researcher analyzed the results of the interview.

After researching the respondents, the researcher found students' perceptions about learning English through Schoology. For more details, the researcher explained the results of the respondents obtained by the researcher as follows:

Data is something that is obtained through a data collection method. It will be managed and analyzed by a precise method. In this study, data were obtained through interviews. The following is the core of the interview. After conducting interviews with all respondents with the questions above, the following data were obtained.

Based on the results of the interview, it was found that some evidence of students' perceptions in using English learning through Schoology. For example, Respondent 1 said that,

The results of this aspect aim to answer research the question "students' perception toward Schoology application in learning English at SMPN 1 Palopo".

Consists of 10 student interviews and 15 items. To find out more about students' perceptions of English Schoology learning, researchers obtained interview data.

1. Question number 1

Question number 1 was aimed to determine students' perceptions of the perception of the application of Schoology in learning English during class: *What do you think about the process of learning English using the Schoology application?*

No	Students Perception
1.	It is sometimes easy to understand and sometimes difficult for me to understand, in my view.
2.	Not bad. There are some materials that I understand and some I don't understand
3.	Yes, I Understand
4.	I think it's less effective because the network is accompanied by different places
5.	It is difficult in my opinion because I only use this application, but I will research harder.
6.	Learning English with the Schoology app is a good idea in my view because it can be done remotely and cuts down on learning time.
7.	Very useful
8.	I believe the learning process is successful because it is implemented in an easy-to-understand manner.
9.	It's not so good because it's hard to grasp.
10.	I may flexibly handle my learning time through the Schoology application, such as doing my job of learning new vocabulary and learning new topics, even though I do not communicate with the instructor directly. I still understand the material because my teacher explained it in depth, even through videos and phrases.

Table 1.1 Respondents

From question number one, five students gave negative perceptions, and the answers were almost the same. The table above shows that students five said “very difficult”, so we can conclude that most students in grade IX.C had difficulty learning English in Schoology because it was more difficult. and also some new students are using the Schoology application and they are difficult to understand, and also the student network is less supportive in various places, students three said it was "very effective", and students two Students stated that Schoology learning was more efficient and effective and made it easier for students to learn. They provide several examples, when students cannot come to class, the teacher informs students and gives assignments or assignments to students and asks them to send through online learning. So it is more economical because it does not harm both students and teachers. say "enough". There are some students who sometimes they understand and sometimes they don't, in terms of material and use it is quite good they say they are easy to understand.

2. Question number 2

Question number 2 aims to find out the tools or media used by students are used in learning using Schoology: *Do you think the Schoology application is easy to access? "*

No	Students Perception
1.	In my view, the answer is yes or no. It's tough to get online while the network is down.
2.	No, I don't believe so. Since there may be children who do not understand or choose to engage in other activities, particularly now that the learning process is being conducted at home.
3.	Yes, I believe it is easy.

4. quite easy
 5. It's easy if the network makes it because an application is used, which means we're definitely connected.
 6. Schoology is, in my view, a simple application to use because there is an internet connection available almost anywhere.
 7. Yes, very easy
 8. The app is quite easy in access
 9. Easy and depending on a good network or not
 10. Yes, because staying logged in and continuing to select the subjects we study is simple in the Schoology application. Despite the fact that the internet is no longer reliable, the Schoology application is not sluggish.
-

Table 1.2 Respondents

From question number 2, ten students answered responses about the perception of whether Schoology application is easy to access, and from interview data obtained by four of students who say it is very difficult to access and depending on a good network or not and sometimes some children do not understand in doing online learning. And six of students said Schoology learning is very easy because the Schoology application can help students manage their learning time even if they giving of math through videos or words, and also Schoology applications can be accessed anywhere in any place

3. Question number 3

Problem number 3 aimed to find out students' perception of the problems they face during the learning process by using Schoology learning: *Do you find it difficult to learn English using Schoology application?*

No	Students Perception
1.	Yes, I sometimes find it difficult to understand English on the Schoology application
2.	Yes. Apart from not understanding it, sometimes my network is not good enough.
3.	Sometimes difficulties sometimes do not depend on soul
4.	Not
5.	It may be a bit difficult because when we do not have the application data package loading
6.	Not
7.	Not
8.	I find it difficult because I don't understand English lessons
9.	Yes, I find it difficult when learning to use Schoology
10.	No, because getting into Schoology is easy, the material is also easy to understand even if the time is little but can still be done on time.

Table 1.3 Respondents

From question number 3, students answered that they did not have problems/difficulties with learning Schoology. Four students answered that learning Schoology is very easy because some students already understand about online Schoology learning, the Schoology application is also not slow even though the network is not good, and six students say the difficulty in learning Schoology online is because most of these students They do not understand the online learning application and also students feel they do not understand accessing the application and there are also some obstacles in accessing the application, for example, a poor network can hinder the login process to the application and they need to know more information about the material, not only in books but also on the internet. Moreover, four students have different responses. They stated that the

problem they were facing was a bad network. If the network is poor, they cannot send assignments or assignments to teachers in online learning. Because when the teacher gives assignments in online learning, the teacher has limited time for students to send them. So that students have problems on the online side.

4. Question number 4

Problem number 4 aims to determine students' perceptions of the problems they face during the learning process using Schoology learning: *what do you think are the shortcomings of using Schoology applications in learning English?*

No	Perception
1.	The Schoology application's drawbacks, in my opinion, are that there is often no more straightforward explanation of the material, so I am unsure how to use it.
2.	In my view, there are no flaws in Schoology applications. Only the shoology application's learning process is a little less successful.
3.	in my opinion there is no shortage
4.	The drawback is that we don't meet face to face
5.	If the network does not support to learn through Schoology difficult
6.	The lack of learning English from the Schoology application is there at the time of material explanation because there are some materials that students do not understand when explained using the Schoology application.
7.	Nothing
8.	Say do not know the shortcomings of the application in karenvkan not pay much attention
9.	Disadvantages of using Schoology application, the difference is that offline is easier to find than learning to use Schoology
10.	Difficult, because everything is online one of them is sending photos, videos, and files so that my phone memory is full.

Table 1.4 Respondents

From question number four, 7 students gave negative perceptions, and three students gave positive perceptions whose answers were almost the same. That three students stated that they did not experience difficulties in learning Schoology online based on the results of student interviews regarding online Schoology learning, and seven students said there were many deficiencies in the online Schoology learning, for example when explaining the material there were some materials that students I don't understand when it is explained using the Schoology application because everything is completely online, one of which is sending photos, videos, so that the student's cellphone memory is full, the limit for collecting student assignments is too fast, and finally, they cannot meet face to face directly

5. Question number 5

Question number 5 aims to better understand the benefits of the learning process by using Schoology learning: *what do you think are the advantages of using Schoology applications in learning English?*

No

Students Perception

1. In my view, the advantage of this Schoology application is that it is easily accessible through Google search; simply type Schoology and the program will appear.
2. I don't think so
3. The advantages are easy to access
4. We can access the material anywhere
5. We are biased to learn because it is present in the application
6. The benefit of learning English through the Schoology app is that it can be done from anywhere, cutting down on learning time.

7. We can see the learning video in the application
8. According to me there is no over statement on the application
9. Advantages are easily accessible anywhere
10. The task collection limit is too fast. Because when giving a task is very much but the time is little so I have to work on it as quickly as possible.

Table 1.5 Respondents

Based on the results of student interviews that were obtained about students' perceptions about learning English through online Schoology, two students said that online Schoology learning had no advantages at all, and eight students said the advantages that the online learning application had been easy access. the material is wherever it is and is done in a far distance and shortens the learning time and is also easy to understand because the teacher provides material to students through video so that students understand better the material that is distributed to the teacher.

6. Question number 6

Question number 6 aims to better understand the benefits of the learning process by using the Schoology learning process by using Schoology learning: *Does the Schoology application have a forum facility to discuss and share experiences about learning English?*

No	Students Perception
1	Yes, these facilities make it easier for us to share experiences or ask questions to the teacher without meeting in person because now we all have to keep our distance
2.	Yes. The Schoology application has forum facilities for discussion and various English learning experiences.

3. Yes, Schoology has a feature that allows you to talk about your learning.
4. Yes
5. Yes, so that we can talk more easily through Wa or the Schoology application.
6. I believe that the Schoology application can be completed remotely, reducing study time.
7. Yes, very there is.
8. Schoology is an app that allows you to talk about lessons.
9. Yes
10. My teacher sent material that was simple to understand, even though it was not long, and my teacher also sent video material to help with comprehension.

Table 1.6 Respondents

From the students' perceptions that ten students who said that the Schoology application did not have forum facilities to discuss their various experiences, and nine students who stated Yes, because Schoology had access to facilities for online discussions, there were even students who were usually in the Wa group with each other. reply to comments on Schoology, this facility makes it easy for students to share experiences or ask questions to the teacher without having to meet in person.

7. Question number 7

Question number 7 aims to better understand the benefits of the learning process by using Schoology learning: *What benefits do you get from using Schoology applications in learning English?*

No	Students Perception
1.	The advantages are that when I don't know something, I can look up questions online, learn on my own, and chat with friends about learning English.
2.	Any of the information given makes sense to me..
3.	I can discuss and develop my knowledge, which is one of the many advantages I get.
4.	The advantages of being able to quickly gain learning. since it can be opened from any location
5.	The advantages include new perspectives on Schoology's English applications.
6.	The advantages of learning English will help you learn faster.
7.	very simple to comprehend
8.	One of the advantages of the Schoology application is that we can meet or understand things quicker because we can form relationships with other students.
9.	The advantage is being able to receive lessons quickly.
10.	Since the entry is simple and there are only materials and tasks, it is easily available.

Table 1.7 Respondents

Based on the results of the interviews nine almost all students responded positively and ten students found less benefit during the study of the online Schoology. From the perceptions of online Schoology learning students say the benefits of learning Schoology have many benefits, one of which is being able to discuss, learn independently, because when studying in Schoology it can train students' brains to learn on their own and students get more knowledge they don't know and the benefits that students find are that they can collaborate with other follow students deans.

8. Question number 8

Question number 8 aims to determine the perception of the results of student interviews in learning using Schoology: *Can using school applications increase your creativity in learning English?*

No	Students Perception
1.	Yes, I believe I will make greater efforts to comprehend the material.
2.	I'm afraid not.
3.	Not really
4.	Unfortunately, no.
5.	Yes, in terms of learning Schoology application, it increases intuition and character.
6.	Using the Schoology app allows me to gradually increase my creativity in learning English.
7.	Yes
8.	Learn on your own.
9.	Unfortunately, no.
10.	When ingrin daily discussions in wa community or responding to each other's comments on Schoology, there cuman typically.

Table 1.8 Respondents

From students' perceptions of creativity using Schoology, six students said Yes, because students are more independent in carrying out tasks and they can also increase their creativity in learning Schoology online, and about four students say No because students think this learning does not make they are much more creative.

9. Question number 9

Question number 9 aims to determine the perception of the results of student interviews in learning using Schoology: *do you think using the Schoology application can attract interest in doing English assignments?*

No	Students Perception
1.	Yeah, I believe, because we just need to take a quiz quickly.
2.	No, I don't believe so. Since my network can be a little sluggish at times.
3.	Yes, since it is extremely beneficial.
4.	It's intriguing because it's more straightforward and realistic.
5.	Since the first experimenter learns English through the Schoology application, yes will pique interest.
6.	Yes
7.	Yes
8.	Yes
9.	It's intriguing because it's less time-consuming than studying face-to-face.
10.	Studying independently because when I was learning English in Schoology, I did so on my own, which taught my brain to learn English more quickly.

Table 1.9 Respondents

Based on the results of student interviews some students answered Yes as much as nine and they said learning Schoology online only needed to type easily when doing a quiz, it could attract new experiences and also access and material that was easy to understand and the teacher was also fun so that students were more fun to learn, the online Schoology learning can attract students in a simpler

learning process. And ten students said No because sometimes the student network was not good and slow.

10. Question number 10

Question number 10 aims to determine the perception of the results of student interviews in learning using Schoology: *Does learning English using Schoology make you better understand?*

No	Students Perception
1.	Yes, the Schoology application is extremely beneficial in learning English.
2.	Not at all. I'm not sure I understand everything; there are some materials I'm not sure about.
3.	Often I get it, and other times I don't.
4.	It's the same as it's always been.
5.	Often I don't get it, and other times I do.
6.	Schoology will help me understand English better.
7.	Yes
8.	Yes
9.	It's the same as always.
10.	Yes, because using Schoology interactively allows students to consciously share their thoughts and ideas in a flexible manner, as well as think objectively and creatively about how to address English questions. They can then discuss their findings with their peers and openly express their own opinions.

Table 1.10 Respondents

There were six students who chose yes who said that when learning English using Schoology it could make students more understanding and sufficiently helpful to understand English learning and also the teacher provided material and videos properly and completely but briefly and also we could discuss with the

teacher about assignments and English materials. And students who answered No. Were four who said that some students did not understand Schoology learning and some students understood Schoology.

11. Question number 11

Question number 11 aims to determine the perception of the results of student interviews in learning using Schoology: *Does Schoology allow you to complete English tasks more quickly?*

No	Students Perception
1.	Yes, since it allows you to apply assignments without having to consult with your teachers or colleagues.
2.	Not at all. I'm tired and slow.
3.	Not
4.	Not really
5.	Yes because it is faster in searching
6.	Yes, since Schoology publishes task-related material that can make the task easier to complete.
7.	I don't think so
8.	Yes
9.	Not
10.	Yes, since it is readily available, the content is simple to comprehend, and teaching the instructor is enjoyable.

Table 1.11 Respondents

Students who say Yes are five who state that Schoology makes it possible to complete assignments faster because they collect online-based assignments without having to meet with the teacher and usually students do English assignments casually now students do them quickly because they are catching up

with time and Schoology to publish material related to the task it can make it easier to carry out the task. Five students said no for reasons of slow and lazy networks.

12. Question number 12

Question number 12 aims to determine the perception of the results of student interviews in learning using Schoology: *Is learning English using Schoology more effective than other applications?*

No	Students Perception
1.	Yes, the Schoology app appeals to me because of its ease of use.
2.	I'm not sure because I've never used an English learning tool.
3.	Yes
4.	Effective, but not long-lasting
5.	Yes
6.	I believe it is counterproductive because the content is not directly articulated by the instructor, and the students do not understand, making it difficult to ask questions.
7.	Very effective
8.	Yes
9.	More effectively using Schoology than other applications
10.	Yes, since my teacher included all of the information and video material in a concise manner, and Koita was able to discuss the assignment and English language material with the teacher.

Table 1.12 Respondents

As many as eight students answered yes who said that learning English using Schoology was more effective in use, this was stated by students because access to Schoology learning was easy to access and students could see whether

the time to send their assignments was slow or not and the Schoology application was very effective in use than other applications it is just less face to face. And two students said it was a little less effective because the material was not explained directly by the teacher and if students did not understand it, it was difficult to ask questions

13. Question number 13

Question number 13 aims to determine the perception of the results of student interviews in learning using Schoology: *by using Schoology applications, can you find new knowledge that has not been obtained from classroom learning?*

No	Students Perception
1.	Yes, I don't understand the formula for making sentences as well as I used to, but with this application, I still know enough formulas to use in two sentences in English.
2.	There isn't any. I tend to research in a classroom setting because I gain a better understanding.
3.	Yes
4.	Could
5.	Yes
6.	Yes
7.	Yes
8.	Yes
9.	Can
10.	Yes, because I used to do English assignments casually, but now I do them quickly due to a desire to save time.

Table 1.13 Respondents

As many as nine the students answered the results of the interviews that the students put forward, which was like the formula for making sentences the students did not understand than before, but this application already knows enough what formulas will be used in making English sentences and also usually the teacher explains directly so that usually forgetfulness of matter. And ten students who said no, students prefer to study in class because some students understand better.

14. Question number 14

Question number 14 aims to determine the perception of the results of student interviews in learning using Schoology: *do you think the Schoology application can improve English language skills?*

No	Students Perception
1.	It is very useful in studying English, in my view, because the explanations of the content that I don't understand are a little less I am not fluent in English.
2.	I don't think so
3.	Not
4.	Not really
5.	Yes
6.	I believe it is possible if the assigned content is well known.
7.	Passable
8.	Yes
9.	Not even
10.	Yes, because it is easily available, and we can see whether we are sending English assignments on time or not.

Table 1.14 Respondents

It can be seen from the results of student interviews about their perceptions about Schoology learning, namely as many as four students who perceive improving English using Schoology because the teacher usually gives the task of looking for words that are not understood by these students and looking for their meaning and sending them to Schoology so that they can Increase students' insight into learning and six of students say it is quite helpful in learning English because most students do not understand the material explanation and some students think it is possible if the material provided is well understood.

15. Question number 15

Question number 15 aims to determine the perception of the results of student interviews in learning using Schoology: *do you think Schoology helps the process of learning English from home independently?*

No	Students Perception
1.	It is very useful in my opinion since collecting assignments online is quite useful when having to keep a distance sharing experiences with teachers or friends in learning English via online is very enjoyable.
2.	To be honest, I'm not confident in my ability to learn how to use the Schoology program.
3.	Yes
4.	Help
5.	Yes
6.	Yes, since Schoology can be accessed from anywhere with an internet connection.
7.	Yes
8.	Yes

9. Help
 10. Yes, since the teacher who describes explicitly typically forgets the content, but if we can open it again in Schoology, we can remember the material and the teacher.
-

Table 1.15 Respondents

Based on the results of interviews from students as many as eight students said yes because usually, they are lagging in other applications while Schoology is not and students can also think and answer questions easily, the Schoology application is very helpful for students because Schoology can be accessed anywhere if the location has a network. And twenty students answered No because students felt uncomfortable learning to use the Schoology application and students did not understand the material explained by the teacher.

B. Discussion

Taking these findings into account, the researchers presented a discussion of the data. Given to students, this illustrates the perception of students of SMPN 1 Palopo in learning English using Schoology.

As has been presented on findings, results in both questionnaires show that respondents had positive perception towards the implementation Schoology learning. It can be seen from the result of questionnaires. Below were the detail answers of the research questions. Based on the results of the questionnaire and interview shows that the process of learning English with Schoology provides an elusive view of the student and its features. Moreover. So our number 1 statement It can be concluded that 50% of the students at SMP Negeri 1 Palopo agree that Schoology makes my mastery of English skills improve. Statement number 2, it can be concluded that 50% agree that schoology found new knowledge that I had

not gotten from classroom learning. statement number 3 It can be concluded that most of the 30% chose strongly agree that learning English in Schoology Learning is more comfortable. And we can also see that no one said they disagreed or strongly disagreed. statement number 4 we can concluded that mostly 40% of students choose to disagree that learning English in Schoology Learning is more difficult. statement number 5, we can conclude that most 70% students were strongly agree that in Schoology learning, the teachers provide textbook about technical support for face-to-face learning. Statement number 6, we can conclude that most 60% students were strongly agree that The teacher provides the material and its discussion clearly in English subjects. Than statment number 7, the data obtained show that out of 10 students there is 50% of students strongly agree that Schoology makes it possible to complete English tasks faster. In statement number 8, the data obtained show that out of 10 students there is 40% of students agree that Shology learning helps me better understand English material in depth. statement number 9, we can conclude that mostly 40% of students choose to agree that Learning using Schoology is more structured than other applications. In statement number 10, the data obtained show that out of 10 students there is 50% of students agree that In Shology learning, I have the opportunity to learn English anywhere and anytime.

The results of their perceptions mostly show the advantages of using Schoology as learning. students feel that Schoology is suitable for all subjects. students also perceive that presenting subjects in a mixed format makes it easier to follow and enhances their learning. Online content is well illustrated and easy to

understand and the material is easy to find. students give positive responses perceptions of the application of the Schoology Learning in English Language Teaching. Positive ratings from respondents came from them learning experience using Schoology Learning. They enjoy The learning process when the teacher applies Schoology Learning.

From the data, it can be seen that many student respondents agree Schoology Learning is very beneficial for those in a pandemic period. Schoology Learning makes them more interested in learning. In Also, be more active and responsible.

The findings of this study are systemic related to previous research on the perception of online Schoology English learning related to previous research findings. Among the five previous related studies, all the findings showed that students' perceptions of students' online Schoology were all used by students. On the other hand, there are also differences between the findings of this study and some previous research.

The first previous research was conducted by Rahmita, Priyani (2018). The results showed that it showed that students obtained Schoology well in the teaching and learning process because Schoology is an online learning platform that makes learning interesting. Moreover, it can save students time and money. The science of Schoology has many benefits for students at a higher level of education, for example, it can make students have high motivation to learn inside and outside the classroom. Likewise, the findings of Sri Sherli Novianti Talis. (2017). The result of this research showed that the students gave their positive

perception toward the implementation of Schoology Learning Method in English Language Teaching. The positive judgment from the respondents came from their experience in learning by using Shoology Learning Method. They enjoyed the learning process when the lecturer implemented Schoology Learning Method.

Other previous studies found similarities in findings with this study regarding positive responses to perceptions, Maria Intan Permata (2016) found that the results of this study could be the key to other methods of helping students improve their English skills because the use of Schoology itself is still relatively rare in his new probation period. Therefore, by knowing students' perceptions of the methods used, these results can be viewed and then evaluated for a better understanding of Schoology and student performance skills. Further findings from Rina Harimurti, (2016) also show that the results of this study indicate that after carrying out the teaching and learning process using Schoology-based E-learning, student scores increase. There is no significant positive influence between Schoology-based E-learning on student learning outcomes, and there is a significant and positive influence between Schoology-based E-learning on student learning outcomes. The fifth previous research conducted by Rosa Amalia, (2018) also shows that the findings show that students have positive perceptions about the use of online assessments. However, some students have negative perceptions, there are several challenges faced by students including students having to take the test quickly and precisely because they are limited by time and sometimes slow signals. In short, students' perceptions are not only positive but also negative with various challenges.

Previous research with this research shows that some students have students about the perception of online Schoology learning why they think positively about Schoology learning that is most widely used at home, and there are also negative responses about Schoology learning, it is found that Schoology can be a medium for learning and teaching less. effective positive perceptions about the use of Schoology as an online learning medium which tends to be popular and most widely used during pandemic times.



CHAPTER V

CONCLUSION AND SUGGESTION

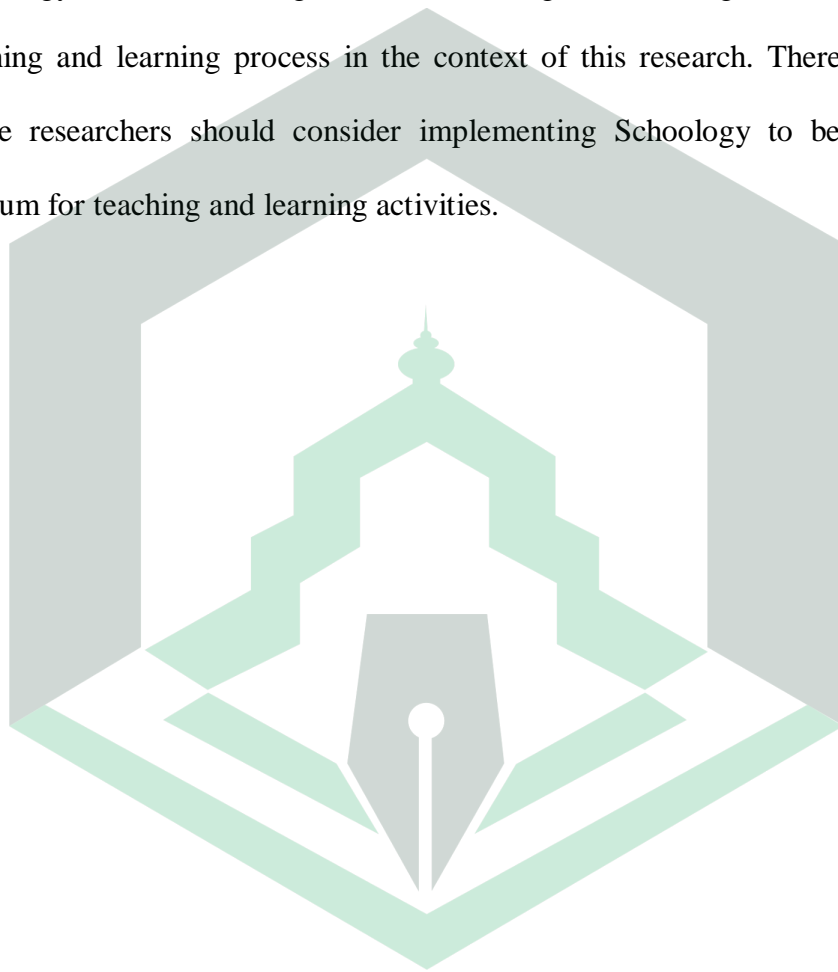
A. Conclusions

Based on the description in chapter IV, it can be concluded that students' perceptions of the application of Schoology in learning English at SMPN 1 Palopo have a positive perception towards the application of Schoology in learning English. Respondents' positive ratings came from their experience in online learning received. This can be seen from the results of student questionnaire and interviews who stated that they were positive and also negative that they enjoyed learning during a pandemic. almost all respondents' answers are satisfactory. All students already know what Schoology is and its features. And a common obstacle also occurs in web-based learning, namely the slow internet network, so that activity is also disrupted.

Although the results of this study indicate that students' perceptions of Schoology are good. Students benefit from it. Several drawbacks limited the research. First, the sample size of a student may be considered not large enough to show strong enough results, would the same result be obtained if the sample size was enlarged. Larger sample size is required in future studies. The second weakness is that there are still students who are not evenly distributed so that respondents are randomly selected from the lack of presence of researchers. The third weakness is the slow internet network so that students do not optimally learn this web-based learning material.

B. Suggestions

For further research, researchers hope that it can be done with more varied settings so that the results are richer. Not only that but also to broaden the scope of this topic, the researcher proposes a study on teachers' perceptions of the use of Schoology in classroom argumentative writing. The findings can influence the teaching and learning process in the context of this research. Therefore, in the future researchers should consider implementing Schoology to be used as a medium for teaching and learning activities.



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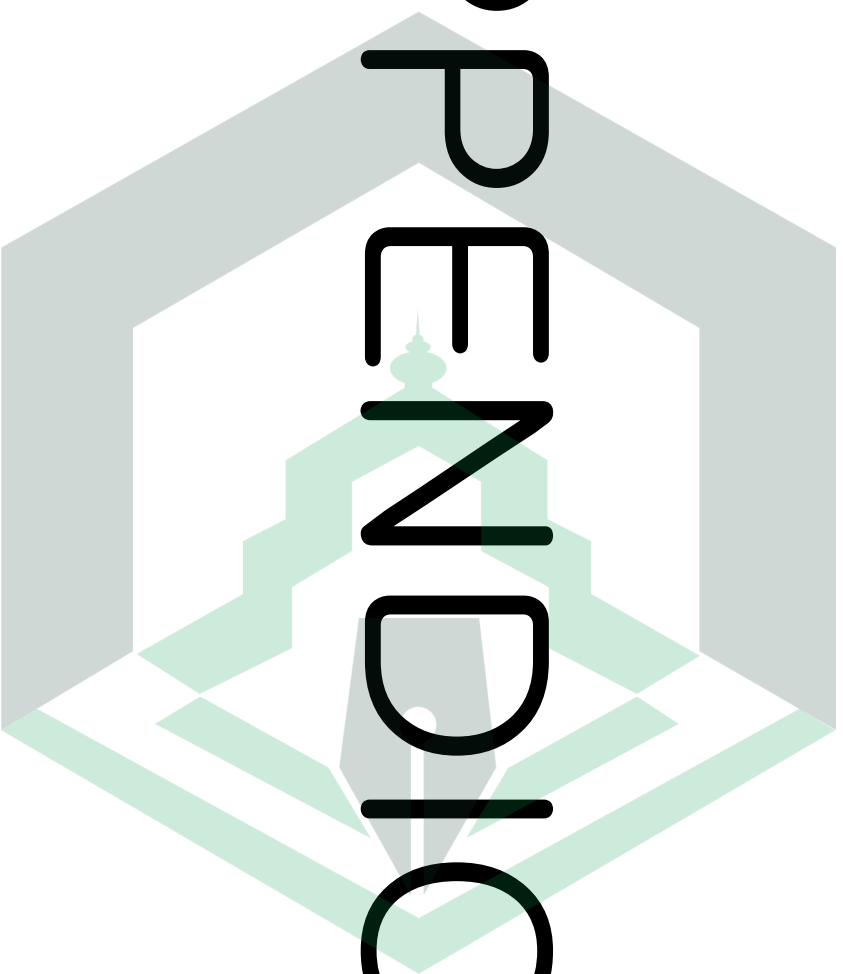
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APPENDICES



INTERVIEW GUIDELINES

A. Data Responden

Nama :

Kelas :

Jenis Kelamin :

Jawablah pertanyaan-pertanyaan di bawah ini disertai dengan alasannya !

1. **Peneliti** : Bagaimana menurut Anda proses pembelajaran bahasa Inggris menggunakan aplikasi Schoology?

Siswa :

2. **Peneliti** : Menurut anda apakah aplikasi Schoology mudah untuk di akses ?

Siswa :

3. **peneliti** : Apakah anda merasa kesulitan dengan pembelajaran bahasa Inggris menggunakan aplikasi Schoology?

Siswa :

4. **Peneliti** : menurut anda apa kekurangan dari penggunaan aplikasi Schoology dalam pembelajaran bahasa Inggris?

Siswa :

5. **Peneliti** : menurut anda apa kelebihan dari penggunaan aplikasi Schoology dalam pembelajaran bahasa Inggris?

Siswa :

6. **Peneliti** : Apakah aplikasi Schoology memiliki fasilitas forum untuk berdiskusi dan berbagi pengalaman mengenai pembelajaran Bahasa Inggris.

Siswa :

7. **Peneliti** : Apa manfaat yang anda dapatkan dari penggunaan aplikasi Schoology dalam pembelajaran bahasa inggris?

Siswa :

8. **Peneliti** : Apakah dengan menggunakan aplikasi Schoology dapat meningkatkan kreativitas anda dalam belajar bahasa inggris?

Siswa :

9. **Peneliti** : menurut anda apakah penggunaan aplikasi Schoology dapat menarik minat dalam mengerjakan tugas bahasa inggris?

Siswa :

10. **Peneliti** : Apakah belajar bahasa Inggris dengan menggunakan Schoology membuat anda lebih paham?

Siswa :

11. **Peneliti** : Apakah Schoology memungkinkan anda untuk menyelesaikan tugas Bahasa Inggris dengan lebih cepat?

Siswa :

12. **Peneliti** : Apakah pembelajaran bahasa inggris menggunakan Schoology lebih efektif digunakan dibandingkan dengan aplikasi yang lain?

Siswa :

13. **Peneliti** : dengan menggunakan aplikasi Schoology, apakah anda dapat menemukan pengetahuan-pengetahuan baru yang belum didapatkan dari pembelajaran di kelas

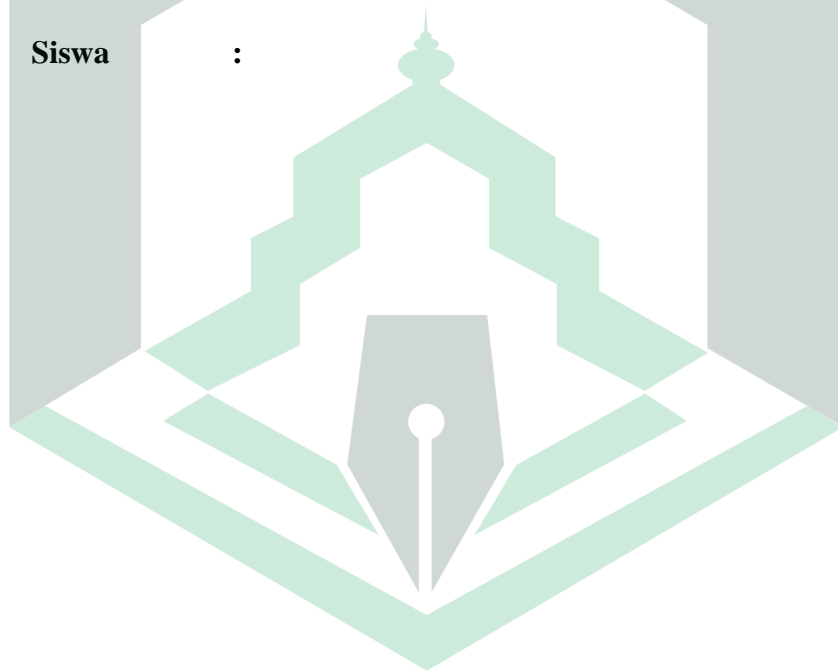
Siswa :

14. **Peneliti** : menurut anda apakah aplikasi Schoology dapat meningkatkan kemampuan berbahasa inggris?

Siswa :

15. **Peneliti** : menurut anda apakah Schoology sangat membantu proses pembelajaran Bahasa Inggris dari rumah secara mandiri.

Siswa :



QUESTIONNAIRE

A. Data Responden

Nama :

Kelas :

Jenis Kelamin :

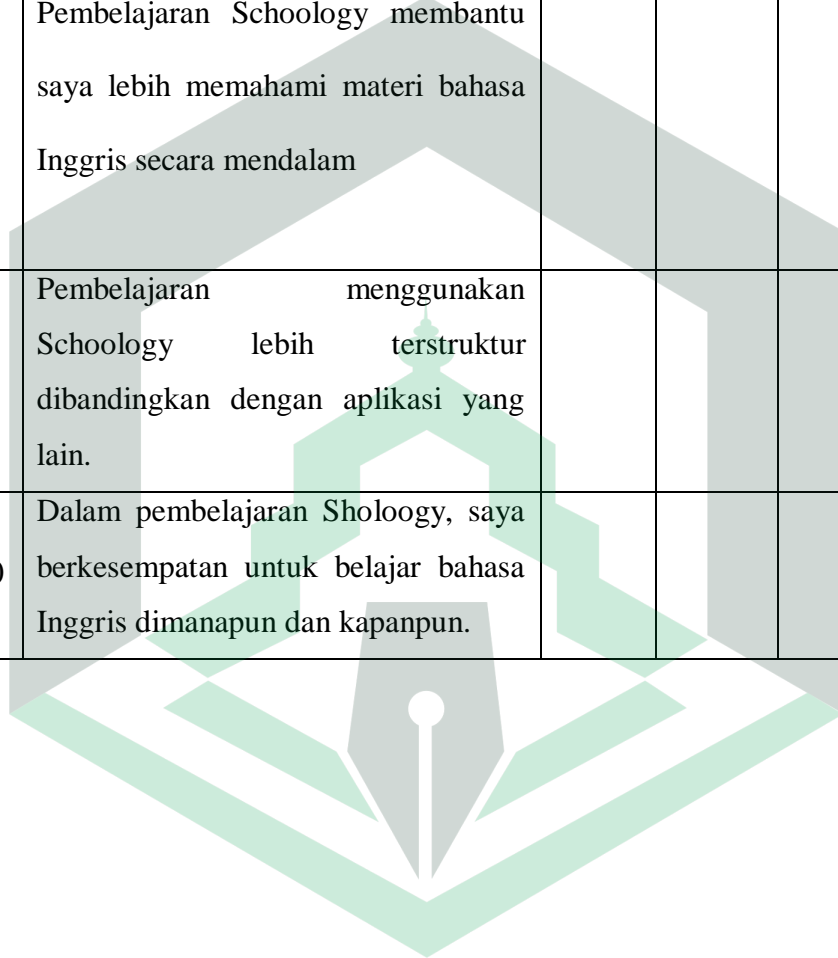
B. Petunjuk Pengisian

Berilah tanda (√) pada pilihan yang sesuai dengan yang paling menggambarkan keadaan anda saat ini, serta sesuai dengan yang anda butuhkan atau yang anda inginkan terkait dengan pembelajaran Bahasa Inggris terhadap media online learning Schoology.

(Materi dan Metode)

No	Statements	Sangat Setuju	Setuju	Ragu-Ragu	Tidak Setuju
1	Schoology membuat penguasaan skill bahasa Inggris saya meningkat				
2	Schoology saya menemukan pengetahuan-pengetahuan baru yang belum saya dapat dari pembelajaran di kelas				
3	Belajar bahasa Inggris dalam pembelajaran Schoology lebih nyaman				
4	Belajar bahasa Inggris di Schoology lebih sulit				
5	Dalam pembelajaran Schoology, guru memberikan buku teks tentang dukungan teknis untuk pembelajaran tatap muka				
6	Guru memberikan materi dan				

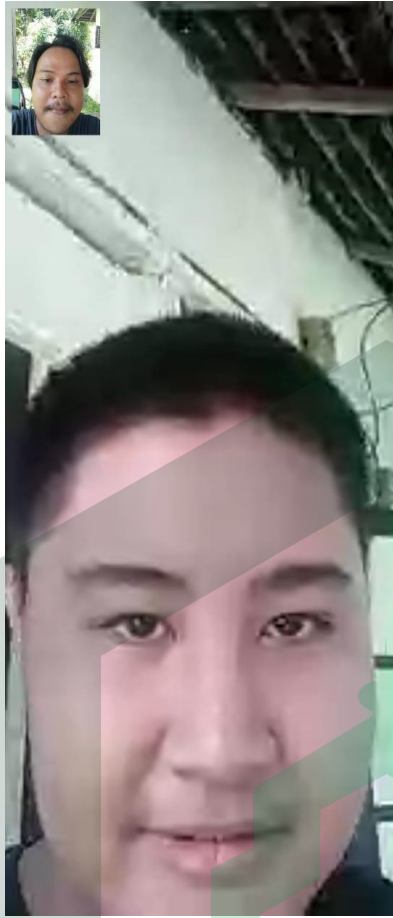
	pembahasannya dengan jelas dalam mata pelajaran bahasa Inggris ..				
7	Schoology memungkinkan untuk menyelesaikan tugas Bahasa Inggris dengan lebih cepat.				
8	Pembelajaran Schoology membantu saya lebih memahami materi bahasa Inggris secara mendalam				
9	Pembelajaran menggunakan Schoology lebih terstruktur dibandingkan dengan aplikasi yang lain.				
10	Dalam pembelajaran Shology, saya berkesempatan untuk belajar bahasa Inggris dimanapun dan kapanpun.				



**DOCUMENTATION ONLINE
INTERVIEW**

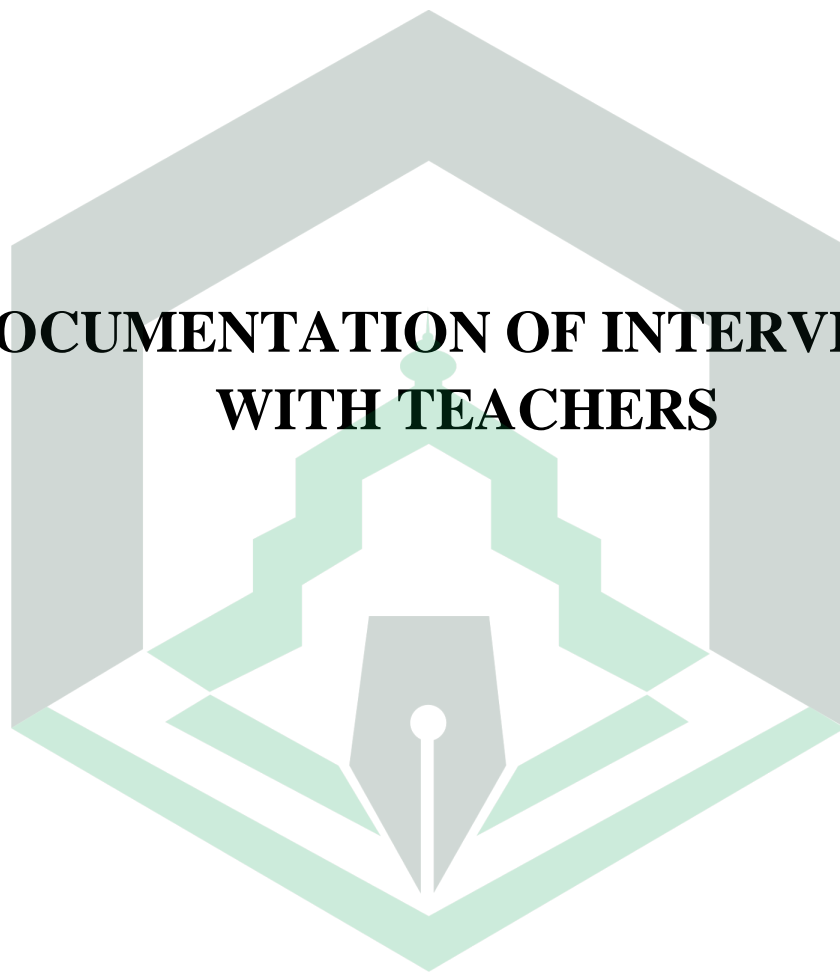








**DOCUMENTATION OF INTERVIEWS
WITH TEACHERS**







PEMERINTAH KOTA PALOPO
DINAS PENDIDIKAN
SMP NEGERI 1 PALOPO

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Nomor : 421.3/022/SMP.01/II/2021

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Nama : BAHRUL ILMU
NIM : 16. 0202 0019
Jenis Kelamin : Laki-laki

7. Bahwa yang bersangkutan telah melaksanakan penelitian pada SMP Negeri 1 Palopo pada Tanggal 28 Desember s/d 28 Maret 2021, dengan judul **STUDENTS PERCEPTION TOWARD SCHOOLGY APPLICATION IN LEARNING ENGLISH AT SMP 1 PALOPO.**
Demikian Surat Keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Palopo, 11 Februari 2021

Kepala Sekolah,


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NIP : 19771013 200501 2 006
Jabatan : Ketua Program Studi Pendidikan Bahasa Inggris

menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

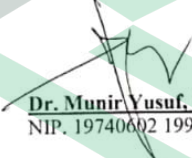
Nama : Bahrul Ilmi
NIM : 16 0202 0019
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Alamat/ No. HP : 0831-3795-0085

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.


Palopo, 15 Februari 2021

Ketua Program Studi

a.n. Dekan
Wakil Dekan Bidang Akademik
Fakultas Tarbiyah dan Ilmu Keguruan


Dr. Munir Yusuf, S.Ag., M.Pd
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Amalia Yahya, SE., M.Hum
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Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya “Mata Kuliah Mahasiswa” sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Bahrul Ilmi

Nim : 16 0202 0019

Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 11 Februari 2021

Ketua Prodi
Pendidikan Bahasa Inggris


Amalia Yahya, S.E., M.Hum
NIP.19771013 200501 2 006



IAIN PALOPO

INSTITUT AGAMA ISLAM NEGERI PALOPO
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Website: pbi.iainpalopo.ac.id E-mail: pbi@iainpalopo.ac.id.

SURAT KETERANGAN

No. 081 / In.19/FTIK/PBI/PP.00.9/02/2021

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:


Nama : Bahrul Ilmi
NIM : 16 0202 0019
Semester : IX (sembilan)
Program Studi : Pendidikan Bahasa Inggris
Keperluan : Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 21 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 10 Februari 2021

Mengetahui,
Ketua Prodi,


Amalia Yahya, S.E., M.Hum.
NIP 197710132005012006

Admin Turnitin PBI,


Muhammad Iksan, S.Pd., M.Pd.
NIP 198603272018011001



CURRICULUM VITAE

Bahrul ilmi, usually called arul was born on february 12, 1998 in jakarta. The writer is the daughter of Rahman aziz and Sitti aminah. The writer is the four child of five siblings. The writer completed him education in elementary level at SDN 253 sabbamparu in 2010. In 2013, he graduated from SMPN 1 Palopo and graduated from SMAN 1 Palopo in 2016.

In the same year, the writer continued her study in State Islamic Institute of Palopo (IAIN PALOPO) at the Tarbiyah and Teacher Training Faculty of English Education Study Program. In the final stage of completing the study, the writer compiles a thesis under the title " students' perception toward the use of schoology application in learning english at smpn 1 palopo" as a requirement to obtain the bachelor's degree in the undergraduate program (S1). In her free time, the writer mostly spend it by watching movie, listening to the music, reading, and playing basketball.