

CHAPTER I INTRODUCTION

A. Background of the study

Technology and Internet brought a new way of learning nowadays since today's individual is a digital native, (Ibrahim, 2008: 78). Implementing technology and internet in the classroom activity exchange the teaching and learning process become more attractive and interactive. It means, with technology, learning process become more interesting as they have new activity that is more interesting and fun. It is fun because in a modern era, people are bound to technology especially learners, all activity and entertainment supported by technology, Therefore learners feel that they are not far from technology. Smaldino, et.,al. (2011: 166) claimed that learners can get the information easier by using technology and eventhough they are far away from others, they feel close and they still can communicate each other by using technology. For this reason information and communication technology (ICT) absolutely can bring change in the method of teaching and learning process. The technology can be used by people or learners as their usefull mobility such as wireless, laptop, tablet, and smartphone.

Currently, lecturers in higher education have employed technology devices and program and also application as a media to teach, for example online classes, distance learning, digital class lectures (Cauley, 2017:1). Eventhough not all programs used by the teacher in school but there are some program and application that is used by the teacher such as *Storyboard*, where it used to make storyboard related to language and history topic. This is one of creative and visual approach to show the karakter and plot of story then it can be saved in a form of power point and document. *Edmodo* it is an application like chat where teacher and student able to change contents such as videos and photos, even student's homework can be uploaded by using Edmodo. Edmodo is an educational website that takes the ideas of a social network and refines them and makes it appropriate for a classroom. *Blackboard mobile learn*

where it is almost the same as Edmodo but the interface of this application more brighter full of virtual chalk collar. *Schooltool* is one of application that can give the informatino about lesson based on web and its free. The function such as to register the student's demography, measuring the students skill, and giving score for students (Cauley, 2017:1). Then Schoology the application for teaching and learning based on social media, like facebook and tweeter, etc. With schoology lecturer or teacher still can give material eventhough they are absent and with schoology also, they can give task and evaluation for students' work.

Not as communication equipment but also can be used as teaching learning media. Mobile phone, computer and laptop are equipments that most popular and usually used by teachers/lecturer and learners in for teaching learning process. Eventhough not all lecturer use that device, but some of them step by step tries to explore it and make it really usefull for teaching media (Kustiawan, 2016: 165). This kind of equipment always involved with their daily activities and never far from them. With this devices such as phone and laptop, the teacher involved one application named schoology.

The schoology implemented with phone or laptop can be applied everywhere and anytime without waiting between lecturer and students meet face to face. The students must download the application first, then sign up ti make their own account. For students they must choose students category and the personal identification then join the group (Berger, 2014: 2). Then the next students just followed the instrurction based on the kind of activity that the lecturer wanted. Hence, by this they still can connected each other between lecturer and students. when lecturer did not arrive at class meeting they still can give material by using schoology.

Schoology is one of sites that combine the feature of LMS and social media and with this schoology teachers and learners can can make social interaction at once while they learning (Schlager, 2016: 4). Learners can learn any of material that is given by the teacher and lecturer everywhere. They cab get everything rekated to their studies such as material, school work, and also

evaluation from all the material. With this schoology also learners can get three most frequent positive qualities of Schoology mentioned by students were accessibility, ease of use, and the opportunity to access important class materials, such as notes, worksheets and links to helpful resources, at any time (Sophia in Schlager, 2016: 20). For teacher or lecturer, Schoology can be used to post their classroom materials online; provide a safe forum for students to discuss their ideas and collaborate on projects; and to assign and collect homework electronically. It helps students stay organized and it keeps the class connected.

The use of Schoology at university is a new thing. Because of its new, many of teacher or lecturer feel unprepared and maybe also nervous about an upcoming adoption of Schoology. Many of educators are faced with the task of changing their practices to accommodate this new tool, a task that undoubtedly brings about concerns (<https://life.idntimes.com/career/francisca-christy/15-aplikasi-canggih-yang-wajib-dipakai-para-guru-inovatif-di-tahun-ajaran-baru-ini/full>). For schools to successfully integrate any new tool or system, organizational structures and adequate technological affordances are important.

Teacher or lecturer must involved with technology If, however, teachers are not involved in the adoption of any innovation will remain largely unsuccessful, eventhough not all will be success with technology, at least they will get something new and little bit smoothen. Means that, such as in a science classroom, there must be active and inquiry based learning models implemented throughout the entire lesson (Danver, 2016: 121). Here the teacher (lecturer) must involved receiving the new technology called schoology. For example, in a certain country (big country) such as in Midwestern Virtual High School, it shows that the time students spend in the LMS affected their overall score in the class. This, however, does not speak to the effectiveness of the LMS when compared to traditional face to face teaching, among other things. (Schlager, 2016: 9).

The schoology in University of Muhammadiyah Surakarta (UMS), is also a new thing that the lecturer has to prepared, especially students. It is new because UMS has developing the e-learning at 2017. Through the seminar of e-learning on March 21, 2017 that involved a lot of sources such as; Dr. Ridwan Roy, Prof. Lincoln Arsyad (the head of Muhammadiyah director Party), Prof. Mak Chai (Asia e University), Prof. Khudzaifah Dimiyati, Asc Prof. Waluyo Adi Siswanto (University Toen Hussein Onn Malaysia, and Dr. Gunawan Aryanto (LPPI UMS leader). UMS through LJM has socialized the used of e-learning to supported the teaching learning process and the e-learning called schoology (FKI. 2017). In UMS this method related to the use of social media such as facebook or other sites where it consists of students attendance list, score, test, quis and homework (<http://fki.ums.ac.id/ums-kembangkan-e-learning-untuk-pendidikan-jarak-jauh/>).

However, the problem is how to introduce it to students, because it is new thing for them. Students must sign up, making password and logg in, and they have to run it like they run the social media. But, of course not all students have social media, or maybe handphone or laptop, or not all studens have good card operator, so the internet signal each must be different. Based on the above explanation the researcher interests to analyze the implementation of schoology in english learning department of english education University of Muhammadiyah Surakarta for four reasons.

1. Schoology is a new teaching learning technology media for UMS especially English students.
2. The schoology implementation must be spread good for all students and of course all students must involved in it.
3. Lecturer must have solution for certain problem realted to technical problem such as not all students have smartphone or laptop and how to make all students involved with schoology.
4. Schoology has number of features in it for students' educational need on teaching learning process.

Based on the above explanation about one of teaching method, the researcher wants to analyze about schoology as a teaching media at UMS (University Muhammadiyah Surakarta) on English faculty on the research entitled “The Implementation of Schoology in English Learning Department of University Muhammadiyah of Surakarta”

B. Limitation of the Study

The researcher limits the study only at English Students 7th Semester at Universitas Muhammadiyah Surakarta 2017 academic year.

C. Reserach Questions

The research question of this reseacrh are “How is the schoology implemented in English Department student 7th Semester of Universitas Muhammadiyah Surakarta?”

D. Objective of the Study

The objective of this research are to describe the schoology implemented in English Department student 7th Semester of Universitas Muhammadiyah Surakarta.

E. Benefits of the Study

The researcher hopes that this research paper have some benefits in English teaching and learning.

Theoretical benefits

Theoretically, this study can be used as the reference for students to know new e learning method that they have to learn named schoology.

Practical benefits

1. The result of this research is expected to helpful for lecturer to guide them into a good teaching learning process by using online media.
2. The result of this research is expected to be helpfull both for students and lecturer to reduce the problems in teaching and learning English.

F. Research Paper Organization

To give a clear understanding of the study, the writer organizes these chapters into several chapter. Chapter I is Introduction that consists of background of the study, problem statement, , objective of the study, benefit of the study, and research paper organization. Chapter II is Underlying Theory which consists of previous study, technology in education, and schoology. Chapter III is Research Method. It consists of type of research, object of the research, subject of the research, , data and source of data, method of data collection, technique for analyzing data, and credibility of data. Chapter IV discusses the result of the research. It consists of research finding and discussion. Chapter V is the last chapter. It consists of conclusion and suggestion