The Use Of Schoology To Enhance Students' Reading Comprehension At Lakidende University

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Abstract

Reading is always considered as difficult skill by many students. Most students at Lakidende University have encountered the following problems: the first problem concerns; they are still lack comprehension of what they read. The second problem, the way of teacher taught reading is used conventional way and it is not encourage students to be active in learning process. Moreover, one of the problems is faced by the teacher in the teaching process is just few students can comprehend the text well. It is caused by there is no motivation from the students to read in English and most of students' point of view about reading in English made them bored. This study conducted to investigate whether the use of schoology would reveal students' critical thinking ability in the target language as well as discover if the strategy had any impact on their motivation to use English. The objective of the Study is to find out the extent to which schoology enhance students' reading comprehension. This study used quasi-experimental design that consists of experimental class and control class. In experimental class referred to the class that is given schoology. While the control class referred to the class that is given the usual set of conditions or conventional way, namely three steps strategy. The study was carried out at Lakidende University of Unaaha with 66

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undergraduates as the sample. Data were collected by using reading test. The result shows a significant different on students' reading comprehension between experimental and control group before and after treatment. The researcher uses analysis of independent Sample t-test by SPSS verse 16 to test the hypothesis. Data analyses show there is significant enhancement on students' reading comprehension from pre-test to post-test revealed the significant difference (0.000 < 0.05) before and after the implementation of schoology. The findings suggest that schoology is effective for increasing students' reading comprehension.

Abstrak

Membaca selalu dianggap sulit oleh banyak siswa. Sebagian besar siswa di Universitas Lakidende mengalami masalah berikut: masalah pertama menyangkut; mereka masih kurang memahami apa yang mereka baca. Masalah kedua, cara guru mengajar membaca digunakan cara konvensional dan tidak mendorong siswa untuk aktif dalam proses pembelajaran. Selain itu, salah satu masalah yang dihadapi oleh guru dalam proses pengajaran adalah bahwa hanya beberapa siswa yang dapat memahami teks dengan baik. Hal ini disebabkan oleh tidak adanya motivasi dari siswa untuk membaca dalam bahasa Inggris dan sebagian besar sudut pandang siswa tentang membaca dalam bahasa Inggris membuat mereka bosan. Penelitian ini dilakukan untuk menyelidiki apakah penggunaan schoology akan mengungkapkan kemampuan berpikir kritis siswa dalam bahasa target serta menemukan apakah strategi tersebut berdampak pada motivasi mereka untuk menggunakan bahasa Inggris. Tujuan dari Studi ini adalah untuk mengetahui sejauh mana schoology meningkatkan pemahaman membaca siswa. Penelitian ini menggunakan desain quasi eksperimen yang terdiri dari kelas eksperimen dan kelas kontrol. Di kelas eksperimen disebut kelas yang diberi schoology. Sedangkan kelas kontrol disebut kelas yang diberi seperangkat

kondisi biasa atau cara konvensional, yaitu strategi tiga langkah. Penelitian ini dilakukan di Universitas Lakidende Unaaha dengan sampel 66 mahasiswa sarjana. Data dikumpulkan dengan menggunakan tes membaca. Hasilnya menunjukkan perbedaan yang signifikan pada pemahaman membaca siswa antara kelompok eksperimen dan kontrol sebelum dan sesudah perawatan. Peneliti menggunakan analisis uji-t Sampel independen oleh SPSS ayat 16 untuk menguji hipotesis. Analisis data menunjukkan ada peningkatan yang signifikan pada pemahaman membaca siswa dari pre-test ke post-test mengungkapkan perbedaan yang signifikan (0,000 <0,05) sebelum dan sesudah implementasi schoology. Temuan menunjukkan bahwa Schoology efektif untuk meningkatkan pemahaman membaca siswa.

Introduction

Reading is one of the most important skills for educational and professional success. It is the process results from a negotiation of meaning between the text and its reader. Reading is one of receptive skill that influences other skills and also it seems to be a common source to achieve and to develop learners' knowledge. Through reading, students not only can get some information, but also can develop their critical thinking and cognitive level by applying their knowledge in comprehending information provided in written text. In spite of the importance of reading in academic context, students often have difficulties in learning reading materials in the classroom. One of them is that they often get difficulty in comprehending long texts. Most students find it bored when they face such texts. Moreover, their boredom easily leads them either into lost motivation or low awareness.

A new learning environment will be beneficial for the students' reading to comprehend the text; an interesting and fun learning can be created through interesting materials integrated with internet. One of internet devices that can be employed as an alternative to traditional classrooms that could stimulate their reading comprehension is Schoology. Schoology is a web based K-12 learning environment that will give students, parents, and teachers access to class materials and information via the internet.

The studies on learning management system has been employed by the researcher but the strategy of using schoology is still largely unexplored, it was because the sample of the study was small and the time was limited. Therefore the research on schoology should be studied more deeply by using larger samples and the more time. Following from the finding, the researchers investigated whether the use of schoology would reveal students' critical thinking ability in the target language as well as discover if the strategy had any impact on their motivation to use English.

Method

1. Research Design

This study used quasi-experimental design that consists of experimental class and control class. Sugiyono (2016:116) define quasi-experimental design as the design that would provide as much control as possible under the existing situation and it is used when true experimental design is not feasible. The experimental group was teach by the first researcher and received treatment that is using schoology and the control group was teach by the second researcher and using conventional way that is top-down processing.

The design is formulated as follows:

$$
\begin{array}{cccc}
EG & O1 & x1 & O2 \\
\hline
CG & O1 & x2 & O2
\end{array}
$$

Gay, *et al* (2006) Research Design

EG = Experimental group

CG = Control Group

O1 = Pre-test

O2 = Post-test

X1 = Treatment with schoology

X2 = Treatment with Conventional Way.

2. Population and Sample

The population of this study was students of English Department Lakidende University Konawe in academic year 2018/2019. The selected sample is based on the purposive sampling technique. Sugiyono (2014) explained that purposive sampling is one of sampling technique which is chosen based on certain consideration. There are two classes of this 2nd semester and each class consists of 33 students. One class is treated as experimental, the second one is the control group.

3. Instrument of Data Collection

a. Reading Comprehension Tests

In this study, the reading comprehension test consists of multiple choice 23 items after pilot study. The reading test is the same in use on pre-test and post-test, only one answer is correct for multiple choices, and one point is given to the correct answer and zero for the false one.

4. Procedure of Data Collection

a. Pre-test

The pre-test which is conduct to both experimental and control group is carried out to find out students' prior knowledge in reading comprehension performance before receiving treatment.

b. The Treatment

Following the pre-test, the students in experimental and control group received difference treatment. The schoology has been implemented to the experimental class. Whereas in control class has been taught using conventional way.

c. Post Test

Next, the post–test is given to the students after receiving four meetings of treatment. Then, the result of pre-test and post-test both of two different groups: experimental and control group are compare to examine whether there is significant effect on students' reading performance.

5. Technique of Analyzing Data

In this analysis, the researcher divides into two analyses such as scoring the result of students' reading comprehension and pre-test and post-test analysis.

a. Scoring the Result of Students' Reading Comprehension

1) Calculating students' score:

There were two kinds of scores in this research; pre-test and post-test. Then in scoring students' answer, it employs this formula :

$$\frac{\text{Total correct answer}}{\text{Total number of items}} \text{ x } 100\% =$$

b. Pre-test and Post-test Analysis

In the first phase, the quantitative data are calculated using SPSS version 16, especially descriptive and inferential statistics. Descriptive statistics which include

the percentage of students' score, mean score, the SD of the data and inferential statistics are meant to compare the students' result in experimental and control group.

Result And Discussion

1. Result

a. Comparison of Pre Test and Post Test Score in Experimental Class and Control Class

Having seen the result pre test and post in experimental class and control class, the researcher concludes that students who get the instruction through schoology has a more significant effect rather than those who taught using Three stapes strategy. The characteristics of students' score of the second year students of Lakidende University before and after applying both schoology and Three stapes strategy can be seen on the table 1.1.

Table 1.1 The Summary of the Descriptive Statistics from the Students' Pre-Test and Post Test in Experimental Class and Control Class

Students' Score	Experimental Class		Gain Score	Control Class		Gain Score
	Pre Test	Post Test		Pre Test	Post Test	
Mean	70.0	74.6	0.15	68.00	69.15	0.04
Std. Deviation	5.19	4.71	-0.01	5.068	5.286	0.00
Minimum	60	65	0.13	60	60	0.00
Maximum	78	85	0.32	75	79	0.16

Based on the description of students' score above, the researcher concludes that the students' score on post test in experimental class is higher or better than the students' score on pre test, in which the mean score on pre test is 70.0 while the mean score on post test is 74.6. It means that the increasing of students' average score from pre test to post test is 4.6.

While, in the control class, the students' score on post test in control class is higher than the students' score on pre test, in which the mean score on pre test is 68.0 while the mean score on post test is 69.1. It means that the increasing of students' average score from pre test to post test is 1.1.

For the result of students' gain score in experimental class is 0.51 and for control class is 0.14 it is proves the students' reading ability who taught by using schoology has significant improving. This result also proves that the gain score of the students in experimental class is higher than the gain score of the students in control class. Hence, the students' reading ability in experimental class that is taught by schoology has more significant effect.

b. Normality Test of Score Distribution

To test of hypothesis, the researcher uses independent Sample t-test. Before the hypothesis is tested, normality test is used to obtain whether the data score show a normal distribution or not. In other word, the data must fulfill requirement. In this case Kolmogorov-Smirnov test is employed.

One-Sample Kolmogorov-Smirnov Test

		NgainEx	NgainCtrl
N		33	33
Normal Parameters[a]	Mean	.1506	.0352
	Std. Deviation	.10071	.08686
Most Extreme	Absolute	.086	.174
Differences	Positive	.076	.106
	Negative	-.086	-.174
Kolmogorov-Smirnov Z		.492	.999
Asymp. Sig. (2-tailed)		.969	.271

a. Test distribution is Normal.

Table above displays the normality of gain in experimental and control class. The result of normality for experiment class is 0.969 ($p_{value}> 0.05$) which is higher than 0.05. The result of normality control class is 0.271 ($p_{value}> 0.05$) which higher than 0.05. It can be inferred that all the data both pre test and post test are normally distributed. It means that students' score on experiment and control are acceptable to be analyzed through parametric statistic in the form analysis of Independent *Sample t-test.*

c. The Result of Hypothesis Testing

Based on the result of the normality test, the analysis through *Independent Sample t-test* can be done to find out whether There is a significant enhancement of using

schoology on students' reading comprehension. The result of *Independent Sample t-test* analysis can be seen in the following table:

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Students Score	Equal variances assumed	.636	.428	4.327	64	.000	5.364	1.240	2.887	7.840
	Equal variances not assumed			4.327	63.337	.000	5.364	1.240	2.887	7.840

Table above shows that statistical analysis of *independent Sample t-test* has been conducted to compare result for experiment and control class in their reading comprehension. The result shows that schoology has a noteworthy impact on students' reading comprehension. The probability value (p_{value}) is less than the level of significant which p_{value} is $0.000 < 0.05$ (alpha value). Means, there is difference mean score on experimental and control class class.

d. **The Effect Size of Schoology**

The effect size is calculated to investigate how significance of independent variable (schoology) in practical terms is. If the treatment works well then will be a large effect size (Cohen: 1988). Additionally, an effect size is typically calculated by taking the difference in means of group and dividing that number by their deviation.

To see the large of effect size of schoology, the researcher use Cohen's index or Cohen's Value:

Effect size 　　　: $\dfrac{\text{(Mean of experimental group - Mean of control group)}}{\text{Standar Deviation}}$

$$(d) = \dfrac{74.6 - 69.15}{9.99}$$

$$(d) = 0.55$$

The effect size of this study is 0.55 that regarded as Large Effect Size on Cohen's criteria (Cohen: 1988). Based on the criteria of Cohen's effect size above, an effect size equivalent to $(d) = 0.55$ would qualify as large in size because it is bigger than the minimum threshold of 0.02. In the other words, schoology has worked well and brought a large effect for achieve students' reading comprehension at Lakidende University.

2. Discussions

The finding of pretest of two different groups were reportedly in the same level, they were mainly categorized as poor users and it was an evident that students still had difficulties in reading skill. Furthermore, the result of post-test revealed that the students' mean score of experimental group in which schoology has been implemented increased from 70.0 to 74.6

This findings which indicated that schoology considerably improved students' reading comprehension performance confirm with previous studies that has been due by the researcher. Therefore, treatment proved to have a significant impact on vocabulary learning of the learners.

The result of this study revealed that the development of students' reading comprehension associated with the total of students' reading comprehension employment in schoology. This was indicated by the descriptive analysis of students' reading comprehension employment in schoology which was correlate with the improvement of reading comprehension. The students with higher reading comprehension employment based on Depdiknas was identified getting higher reading score. Conversely, students with lowest reading comprehension employment were found getting the lowest reading score. In sum, it was proven that reading comprehension by using schoology was effectively enhancing students' reading comprehension.

Conclusion

Schoology has a significant effect toward the students' reading compression of second year of Lakidende University. It is caused by the application of this technique that gives students opportunity to think and work systematically in reading process. The students' reading scores of the post-test is higher than scores in pretest (the mean score of students' post-test is 74.6 while pre test is 70.1) for the result of t_{test} analysis shows that the t_{test} is 4.327 and a t_{value} is less than level of significance value in which t_{value} is $0.000 < 0.05$ (alpha value). Therefore, this result confirms that the hypothesis of this research is accepted. It means that there is a significant effect of schoology toward the students reading comprehension at Lakidende University.

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