Using Schoology Application as Media in Teaching English Grammar

(Pre Experimental Study at eleven grade students of SMAN 9 Makassar)

A THESIS

"Submitted to the Faculty of Teacher Training and Education Makassar Muhammadiyah University in Partial Fulfillment of requirement for the degree of SarjanaPendidikan in English Department"

Nurlyanti Wulandari Karim
10535 6030 14

MAKASSAR MUHAMMADIYAH UNIVERSITY
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH DEPARTMENT
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UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259Makassar
Telp : 0411-860837/860132 (Fax)
Email : fkip@unismuh.ac.id
Web : www.fkip.unismuh.ac.id

بســـــم الله الرحمن الرحيـــم

LEMBAR PENGESAHAN

Skripsi atas nama **NURLYANTI WULANDARI KARIM,** Nim. **10535 6030 14** diterima dan disahkan oleh panitia ujian skripsi berdasarkan Surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor : **137 Tahun 1440 H/2019 M**, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris (S1) Fakultas Keguruan Dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Sabtu tanggal **31 Agustus 2019**.

01 Muharram 1440 H
Makassar, 31 Agustus 2019 M

PANITIA UJIAN :

1. Pengawas Umum : Dr. H. Abd. Rahman Rahim, S.E., M.M. (...............)
2. Ketua : Erwin Akib, M.Pd., Ph.D. (...............)
3. Sekretaris : Dr. Baharullah, M.Pd. (...............)
4. Penguji : 1. Dr. Nuraeni Napu, S.Pd., M.Pd. (...............)
 2. Andi Asri Jumiaty, S.Pd., M.Pd. (...............)
 3. Ratu Yulianti Natsir, S.Pd., M.Pd. (...............)
 4. Hj. Ilmiah, S.Pd., M.Pd. (...............)

Disahkan oleh :
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, M.Pd., Ph.D.
NBM : 860 934

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Web : www.fkip.unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

APPROVAL SHEET

Tittle	:	Using Schoology Application as Media in Teaching English Grammar (Pre-Experimental Study at the Second Grade of SMAN 9 Makassar)
Name	:	NURLYANTI WULANDARI KARIM
Reg.Number	:	10535 6030 14
Department	:	English Education Department
Faculty	:	Teacher Training and Education

Makassar,   Agustus 2019

Approved By:

Consultant I   Consultant II

Dr. Ramlan Mahmud, S., M.Pd.   Dr. Syarul, S.Pd., M.Pd.

Dean of FKIP   Head of English
Makassar Muhammadiyah University   Education Department

.... M.Pd., Ph.D   Ummi Khaerati Syam, S.Pd., M.Pd.
                                                 NBM : 977 807

UNIVERSITAS MUHAMMADIYAH MAKASSAR

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Sultan Alauddin No.259. Telp.(0411)-860 132 Makassar 90221

SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama   : Nurlyanti Wulandari Karim

Nim   : 10535 6030 14

Jurusan   : Pendidikan Bahasa Inggris

Judul Skripsi   : Using Schoology Application as Media in Teaching English Grammar. (Pre-Experimental Study at the Second Grade of SMAN 9 Makassar).

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Jl. Sultan Alauddin No.259. Telp.(0411)-860 132 Makassar 90221

SURAT PERNYATAAN

Saya yang bertanda di bawah ini:

Nama   : Nurlyanti Wulandari Karim

Nim   : 10535 6030 14

Jurusan   : Pendidikan Bahasa Inggris

Judul Skripsi   : Using Schoology Application as Media in Teaching English Grammar. (Pre-Experimental Study at the Second Grade of SMAN 9 Makassar).

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Motto

My Experience is my best Teacher

ABSTRACT

Nurlyanti Wulandari Karim. 2018.*Using Schoology Application as Media in Teaching English Grammar (A Pre-experimental Research at Second Grade Students of SMAN 9 Makassar)*. Faculty of Teachers Training and Education, Makassar Muhammadiyah University (supervised by Syamsiarna Nappu and Muh Syaiful).

This research aimed to verify whether the use of the Schoology Application was effective to enhance students' English grammar at second grade student of SMAN 9 Makassar. The researcher applied pre-experimental method with one group pre-test post-test design, and collected the data by giving Pre-test, treatment and Post-test. The sample of the research was class XI MIA 2 of SMAN 9 Makassar which consisted of 20 students. The selection of sample was taken by using purposive sampling technique.

The research findings showed that the second grade students of SMAN 9 Makassar had average score in Pre-test. After treatment, their grammar skill in Preposition of time (in,on,at) text was significantly increase. The result of the research were the mean score of content obtained by the students through Pre-test was 65.00 and Post-test was 85.00. The t-test value was higher than t-table 13.08 >2.09. And the last was the scores of test significants was 13.08. It was concluded that the use of Schoology application was effective to enhance the students grammar the element of skill English in teaching Preposition of time.

Keywords:*Schoology Application,Grammar, Preposition of time*.

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Bismillahirrahmanirrahim

(In the name of Allah, Most Gracious, Most Merciful)

Alhamdulillahi Rabbil Alamin. This is worthy enough the researcher expresses her gratitude to the Almighty God Allah SWT, the most compassion, the most merciful. For blessing her, so that the researcher could finish writing this thesis. Salam and shalawat are addressed to the beloved and chosen prophet Muhammad SAW who has brought us to the *Nur* of Islam.

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The researcher realizes that this thesis is still the simplest one. Remaining errors are the research's own; therefore, constructive criticism and suggestion will be highly appreciated.

Finally, willingly the researcher prays may all our efforts be blessed by Allah SWT. Amin.

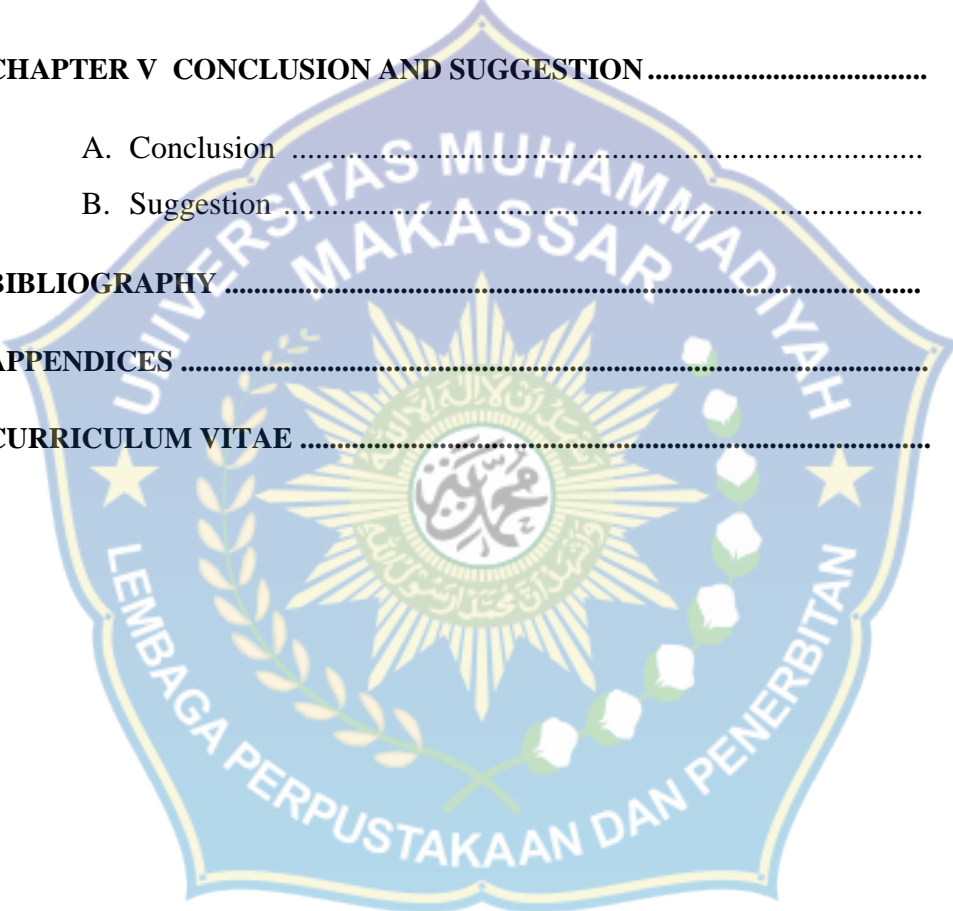Makassar,   July 2019

The Researcher

Nurlyanti Wulandari

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CHAPTER I

INTRODUCTION

This chapter presented about background, problem statement, research objective, significance of the research, and scope of the research.

A.   Background

English is the most common language used throughout the world. Brumfit (1981:1) states that "English is an International Language in that it is the most widespread medium of international communication, both because of the number and geographical spread of its speakers, and because of the large number of non-native speakers who use it for part at least of their international contact.

As a foreign language in Indonesia, English has an important position and clearly needed by many learners to deliver thought and interact in a variety of situations. Therefore, people realized without mastering the language interaction and all kinds of activities among the people will breakdown. Because when we learned a language, we learned to communicate through the language we have learned. But with mastering English, the student can develop their knowledge, science, technology, art and relations with other countries.

The education field as well as English lessons. This element grammar from the four existing skills in English. English is the first foreign language is used in elementary school till the level of University. English as a mediator of communication in the field of science and technology, as well as the

communication media expert business internationally. With the development of science education and technology in the age of millennium has brought a change in the aspect of human life, these developments have changed the paradigm of human beings in seeking and getting information easier. This demands a man to think ahead in all things considered so as not to lag behind. one of the areas that get appreciable impact in the development of Science and Technology is a field of education, where education is basically a process of communication and information between teachers to students containing an educational information, that has elements of the educator as a source of information, the media as a means of presenting educational material and learners as recipients.

According to Septialindar (2009:2) grammar is very necessary when we want to write English. For example, we can learn sentences, tenses, part of speech, classes, preposition and so on. Unfortunately, the ability of the students in mastering grammar is still poor. Actually, if we want to make a good sentence, we have to understand grammar by knowing the way to arrange and form the words well. So, the researcher got the opportunity to improve grammar especially the preposition of time through application media.

In that achievement, learning grammar is a reference in the level of understanding of English where interesting learning processes and methods are also easy to understand. internet is one of the information guidelines that can be used as a source of developing technology. The technology is very believable as a method of learning that's easy. In addition, it also helps users simplify human activities more effective. There are several platforms that can be used as

interactive learning media, one of which is the Learning Management System (LMS). LMS is an application that contains the features required in the learning process. LMS allows offender education enter into a virtual classroom for interacting 'discuss, working on problem exercises online, and others' as well as access learning materials anywhere and anytime as long as connected to the internet.

Schoology is micro blog educational website that can be applied by teacher and students for collaborating about resources, assessment and content on a secure and safe learning management platform. Shoology was founded by Friedman *et al* (2007) while still a student at one of the American colleges, namely, Washington University in St. Louis, MO. Schoology is a web page that offers web-shaped social learning is the same as in the classroom for free and easy to use. According to Animoto and Pathoni (2014:21) is a Website that blends e-learning and social networking. The concept is the same as Edmodo, however, in the e-learning thing Schoology, has many advantages. Building e-learning with Schoology is also more favourable when compared to using Moodle because it does not require the hosting and management of Schoology (more user-friendly). Therefore applications Schoology is the way teachers in a vast communications opportunities open to students in the learning process to facilitate the discussion, teamwork as well as individually.

Based on the researchers' survey when learning CALL (computer assisted language learning) in University of Muhammadiyah Makassar as courses in seventh semesters, the researcher found that the lecture use Schoology application

as platform in learning CALL. So, the lecture informed how the step to use the Schoology application and the lecture treat the concept management classroom. So, every assignment that the lecture has given the limited time, and also the students have to prepare their time to do it. The researcher can conducted data from value of students are 67% was finished the subject.

There are many studies already being conducted in the field of the applied Schoology as media in learning and teaching. Resent Study by Garcia *et al.* (2018), Noor *et al.* (2017), Widyanto *et al.* (2016), Sicat (2015) and Aminoto & Hairul Patoni (2014). However, from these 5 researchers, they only use the Schoology platform as a new innovation to facilitate students in learning proccess. Therefore, the researcher uses Schoology in the course feature as a target input and output of students in learning grammar, especially in the field of Preposition of time.

Based on the result of observation on August, 19th 2018 in SMAN 9 Makassar showed that the students usually get difficulties in understanding English especially in learning Preposition of grammar. Based on interview with one of English teacher in SMAN 9 Makassar and data of students in learning grammar, the researcher concluded that the learning Preposition of grammar in English Subject was less, it can be seen in their result under the Minimum Standar of Criteria in Curriculum 2013 for English subject is 75. Related to the explanation previously, the researchers intended to conduct a research entitle "***Using Schoology Application as Media in Teaching English Grammar.***"

B. Problem Statement

Based on the background, the problem statements of this research are formulated as:

Is the use of Schoology application effective to enhance student grammar in SMAN 9 Makassar ?

C. Objective of the Research

Based on the problem statement, the objectives of this research are formulated as:

To find out Schoology application effective to enhance students grammar.

D. Significance of the Research

The significant of the research as the theoretically is going to be an experience for teachers to enhance learning activities for participants of their protege. Practically, the teachers can know the development of knowledge about pre-experiment in learning English Grammar by using Schoology in SMAN 9 Makassar. And the students theoretically, expect this research to become a new vehicle in the process of enhancing student in learning and achievement of liveliness. Practically, this research is expecting to help the students to get a knowladge about grammar by using Schoology application.

E. Scope of the Research

In this study, it is important to make the scope to obtain relevant data. The researcher focus on teaching English grammar. Those are preposition of time (in, on, at) by using Schoology application.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviewed the previous research findings, the concept of grammar, definition of grammar, teaching grammar, preposition of time, types of preposition, kinds of preposition, concept of Schoology, definition of Schoology, the use of Schoology, conceptual framework, hypothesis.

A. Previous Research Findings

Several studies already conducted about the previous findings by some researcher, many studies have been performed by the research related in use strategies, method, technique or media in improving students' ability in learn English. Some of them are mentioned as follows:

Khoii (2015) in his research which title: *The effect of integrating diigo social bookmarking into Schoology learning management system on efl learners' autonomy and use of reading strategies: A study on introducing lms into conventional learning settings*, the result show that of reading strategies control pair and experimental pair were chosen. Experimental pair had to upload their summary assignment presentation on Schoology then these assignments were collected and scored by instructors and discussed in the chatroom. After the 7-week treatment period, the experimental pair had significantly outperformed the control pair in terms of their use of reading strategies.

Sicat (2015) in his research entitiled : *Enhancing College Students' Proficiency in Business Writing Via Schoology*, the result of statistically evidences

show that 'very significant' difference in the Pre-test and Post-test ratings of the experimental group. Overall, the findings revealed that the Schoology has shown a potential in enhancing the proficiency of college students in Business Writing.

Nugroho (2015) in his research entitiled : *The effectiveness of e-learning implementation using social learning network Schoology on motivation & learning achievement in Stmik Primakara Bali* the result show that information systems and informatics engineering Schoology learning has a significant role of giving learning motivation and is a highly influential variable on learning achievements of students.

Wah *et al.* (2013) in his research entitiled : *Understanding the Blended Learning Experiences of English Language Teachers in a Distance TESL Degree Programme in Malaysia*, the result show that blended learning Schoology approach has facilitated the students in their learning through the interaction with the teacher and classmates, and the resources that were provided. Students also responded that the BL approach has positive "impact" in their motivation in learning, by being encouraged to learn.

Biswas (2013) in his research entitiled : *Schoology-Supported Classroom Management: A Curriculum* Review Supported Classroom Management: Curriculum Review Schoology was concluded that teachers can use the Schoology website to manage everyday classroom practices with a goal of improving students' learning. Schoology enables students to monitor their own learning process and makes students responsible for their own understanding and

thinking. Schoology was highly recommended as a supportive and advanced tool in classroom management and successful teaching.

There are similiarties and differences with the research that will be conducted by the researcher. The similiar in term of the implementation of Schoology as media in learning, to motivated the students learn and support classroom management. The difference is in the third previous related findings, the researchers before focus on reading strategies. But use the Schoology as media in learning grammar with the best fiture It can be easlly helping the researcher implementated their students understand the grammar.

B. **Some Partinent Ideas**

1. **Grammar**

a) **The concept of grammar**

In language learning, people always encounter a learning material namely grammar. It always plays a central role in language learning, so learning English language cannot be separated from learning grammar. "Grammar is perhaps so serious and central in learning another language that always should be searched for which will focus student energy on the task of mastering and internalizing it" (Rinvolucri 1990:3).

English student is demanded to be able to use English language by using correct grammar. So that mastery toward grammar is very important for the students in their four aspects skill (speaking, listening, reading and writing). If grammar rules are too carelessly violated, communication may

suffer, although creating a good grammar rule is extremely difficult (Harmer, 2001:12).

b) Definition of Grammar

Grammar is the rules in a language for changing the form of words and combining them into sentences (Hornby, 1995:517). Moreover, Gerot *et al.* (1994:2) state that grammar is a theory of language, of how language is put together and how it works. Thus, grammar is a rule of putting words to make sentences and how it works.

Grammar guides people how to speak and write correctly. Cook *et al*. (1980:12) state that grammar is a set of rules that is used by people to speak and write. Grammar is a written description of the rules of a language. Since people know the grammar of their language, they know how to construct sentences or utterances in understandable forms.

According to Thornbury (1999:1), grammar is partly the study of what forms (or structures) are possible in a language. Besides, Leech et al. (1982:3) state that grammar is the mechanism according to which language works when it is used to communicate with other people.

Based on descriptions, it can be concluded that a grammar is a description of the rules that govern how a language's sentences are formed to use in communication either orally or written in a good formed. In other words, grammar makes sentences to be more understandable.

c) Teaching Grammar

Teaching grammar has traditionally been dominated by a grammar-translation method where the use of mother tongue is clearly important to elicit the meaning of target language by translating the target language into native languages. For example, several studies (Larsen-Freeman, 2000; Richards, 2002) in such a method learners are required to learn about grammar rules and vocabulary of the target language. In the case of grammar, it is deductively taught; that is, learners are provided the grammar rules and examples, focusing on grammatical form during communicative interactions .

In this chapter, the researcher will encourage a balance between grammar and communication. The first step is to come to a broader understanding of grammar than has usually been the case. Equating grammar with form and the teaching of grammar with the teaching of explicit linguistic rules concerning form are unduly limiting, representing what the researcher have called myths Larsen-Freeman (1995), which only serve to perpetuate the pendulum swing between language form and language use. Grammar is about form and one way to teach form is to give students rules; however, grammar is about much more than form, and its teaching is ill served if students are simply given rules.

In teaching and learning the language especially in English language is point at grow up the skill through the language as a communication tool. The researcher could not have master it. if researcher have not make

practices on it. Many things that should be learn to master English language. One of them are The researcher should have more collected of vocabularies, also The researcher should learn the structures of it while includes in it is the Grammar. Therefore, apply Schoology will help the students in mastering grammar in English, because through The researcher could apply our knowledge about grammar in the real life. As a teacher The researcher should be mastering how to teach the grammar to the students. It could be a challenge in teaching-learning process in the class. Actually to make students understand is not easy.

d) Definition of Preposition

According to Maoz (2013) preposition is a word used to link nouns, pronouns, or phrases to other words within a sentence. Prepositions are usually short words, and they are normally \

placed directly in front of nouns. In some cases, you'll find prepositions in front of gerund verbs.

e) Types of Prepositions

There are eight types of Prepositions

a)   Prepositions of Time

b)   Prepositions Of Place

c)   Prepositions of Movement

d)   Prepositions of Manner

e)   Prepositions of Agent or Instrument

f)   Prepositions of Measure

g)   Prepositions of Source

h)   Prepositions of Possession

One of the above types will be used by the researcher to be used as research material to enhance students grammar. Especially for prepositions of time.

f) Kinds of Prepositions of Time

In	On	At
We use "in" before months, years, centuries and long period of time. ➢ in November ➢ in winter ➢ in 2001 ➢ in the 20th century ➢ in dry season	We use "on" before days and dates. ➢ on Friday ➢ on Mondays ➢ on 4 July ➢ on 17 March 1966 ➢ on Children's Day ➢ on his birthday ➢ on Mother's Day	We use "at" to express a precise time ➢ at 5 o'clock ➢ at 11:30 pm ➢ at lunchtime ➢ at the moment ➢ at midnight ➢ at sunrise

in,on,at has a difference in the use of time or position. Use of in of preposition, The researcher use *in* before months, years, centuries and long period of time. Use *on* before days and dates than use *at* to express a precise time.

2. **Schoology**

a) **The concept of Shoology**

Schoology is micro blog educational website that can be applied by teacher and students for collaborating about resources, assessment and content on a secure and safe learning management platform. Shoology was founded by Friedman *et al* (2007) while still a student at one of the American colleges, namely, Washington University in St. Louis, MO. Schoology is a web page that offers web-shaped social learning is the same as in the classroom for free and easy to use. According to Animoto and Pathoni (2014:21) is a Website that blends e-learning and social networking. The concept is the same as Edmodo, however, in the e-learning thing Schoology, has many advantages. Building e-learning with Schoology is also more favourable when compared to using Moodle because it does not require the hosting and management of Schoology (more user-friendly). Therefore applications Schoology is the way teachers in a vast communications opportunities open to students in the learning process to facilitate the discussion, teamwork as well as individually.

At present, e-learning has become part of the learning process that helps facilitate instructors in carrying out their learning activities. The choice of an e-learning platform that demands a lot of users to be able to choose at least one platform that will become a learning and teaching partner in the school. The best way a teacher can do before deciding to use a particular platform, is to know and learn about the features that he

supports. One platform that can be used as an interactive learning media is Schoology.

b) The definition of Schoology

According to Biswas (2013) Schoology is an online platform that provides a new style for the teachers to deliver material and facilitate learning. Furthermore, it can be inferred that it provides a new way of learning for the students to engage and intensify their own learning Schoology is an application that allows students in the learning process based on E-Learning. From its webpage (www.Schoology.com), it explains that "Schoology is an online learning, classroom management, and social networking platform that improve learning through better communication, collaboration, and increased access to curriculum and supplemental content." Features on Schoology are as follows: Course, Group Discussion, Resources, Quiz, Attendance and Analytics. Schoology is free and allows for teachers and students to interact online in a user friendly and secure environment.

Moreover, the design of Schoology is resembles to that of Facebook in which conversations take place, messages are sent, statuses are updated, and information and other media are shared within the group network. It was pointed out that "Schoology helps meet literacy goals by keeping relevant the ways. The researcher teach and the ways students are expected to learn. Instead of forcing conversations to take place in our classrooms that rely so much on old ways of teaching and learning, The researcher can

combine our teachings into this new digital age. Students can interact with one another, as well as their teachers, outside of the classroom in academic ways, emphasizing the bridge between academics and real life situations and helping students to be more involved in their schooling.

c) The Use of Schoology Aplication

By using Schoology, teachers can train the minds of students to think critically and creatively. Cognitive theory is directly involved in the use of this Schoology. By providing them with training, they will think about the answer to that question. Then they will talk to each other and give their opinions and answers freely. At the end of the lesson, teachers can improve the answers that the students are saying so that all the students who are in Schoology are getting the latest and update information. social networking learning management system that offers an interactive learning platform for interaction and collaboration between teacher and students as well as students and students. Its mobile application available at Android, Apple and Kindle Fire accelerates mobile learning experiences beyond the language classroom. Even though the technical quality aspects of *Schoology*'s software application system could instigate mobile learning experiences (see Sarrab, Elbasir, Alnaeli, 2016) Schoology also serves to solve problems in school through communication. Each teacher is provided with a profile where students and parents post comments or questions on the go through the messages directly.

Schoology is complete, because you can utilize any media (text, audio, and video), discuss ways to improve recipe nutrition without compromising flavor, and even keep traditional skills alive by teaching others how to pickle, can, and cure. On a final note, non-academic groups do more than boost morale and engagement. They can also maintain a sense of friendship between people who otherwise may not have connected, which is a win in and of itself.

By using Schoology The researcher only need to register accounts as Teacher and also register as students. Through Schoology, Teacher seem to be in a original classroom atmosphere where the content of Schoology is systematic and promote self-learning. The background may also be customized to follow each other's flavors. Teacher can also form a page or collection for each project / task. Teacher can also load materials, tasks and learning materials and Arrange them to be more organized and systematic. Teacher can also provide discussion materials.

Figure 2.1. Account for studentsor teacher : Open the site : www.Schoology.com, Sign up as the instructor/ teacher
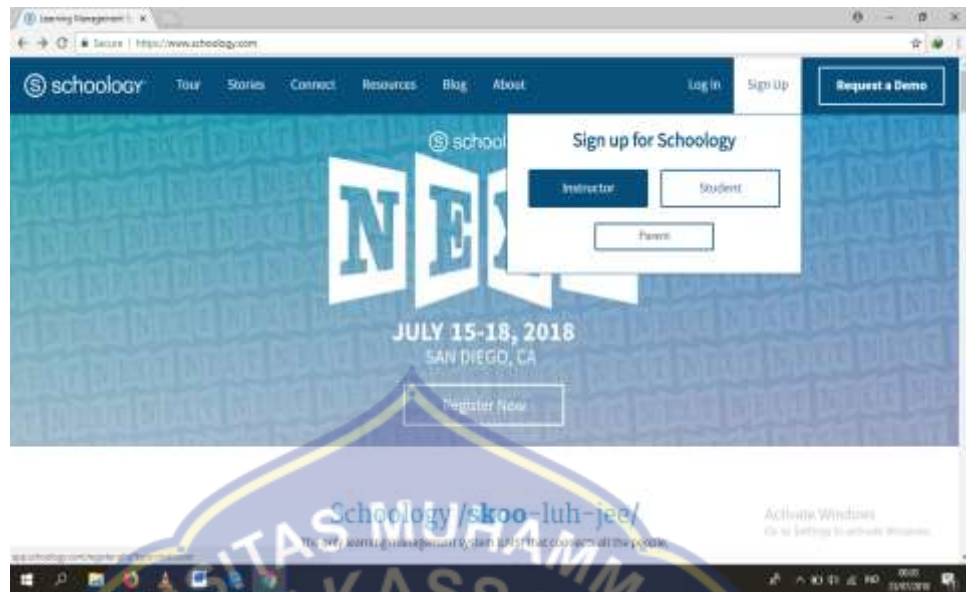
Figure 2.3. The content of data: First name, last name, Email, Password, Confirm password, Register.
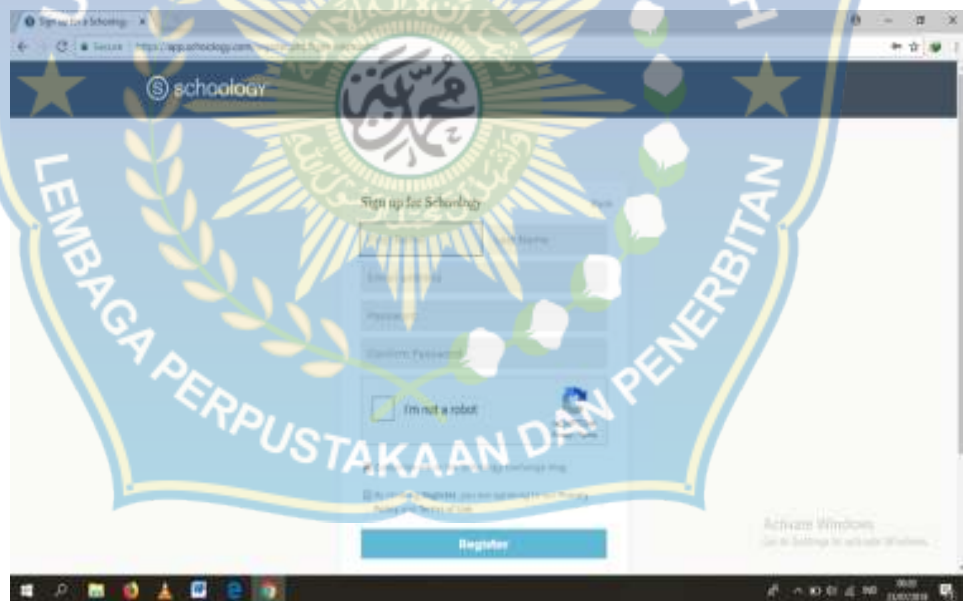
Note : Students Account (just a course access code)

Figure 2.4 Login : Enter The Email and Password
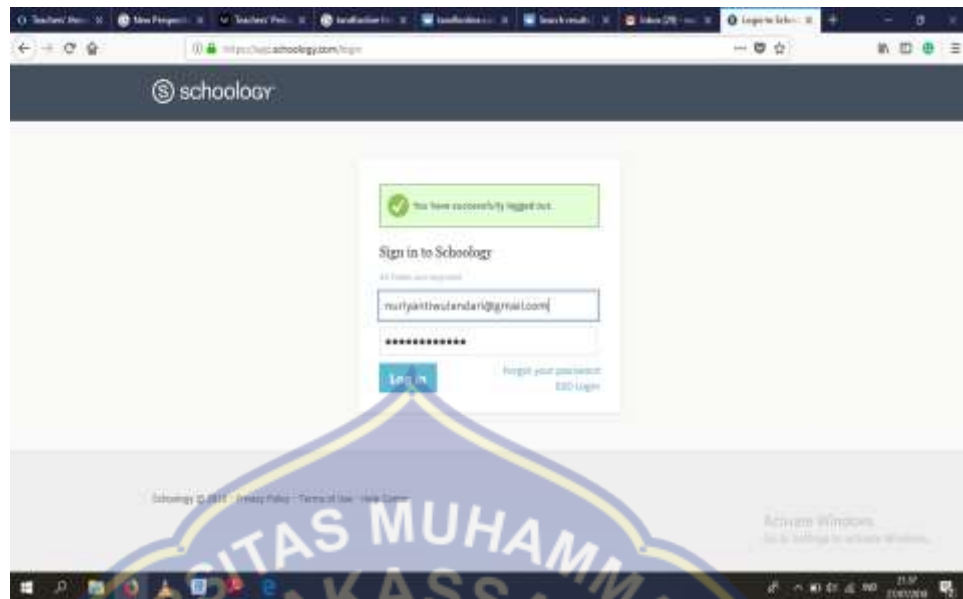
Figure 2.5 Feature Recognition
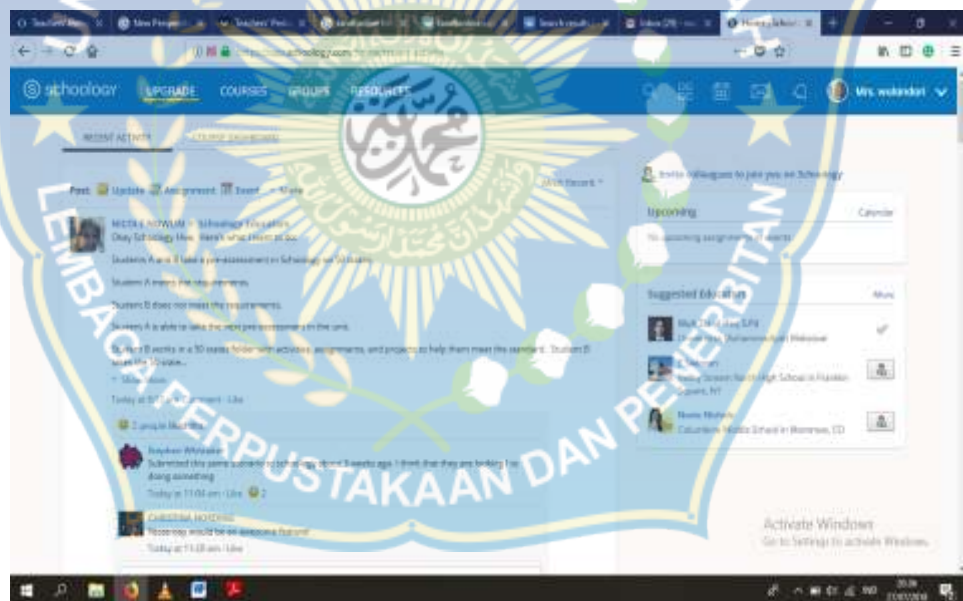
Information:Courses:courses, Groups:community groups, Resources:Self Information (Account Owner).
Figure 2.5 Procedures for making "courses", Click "course" My course (right corner).
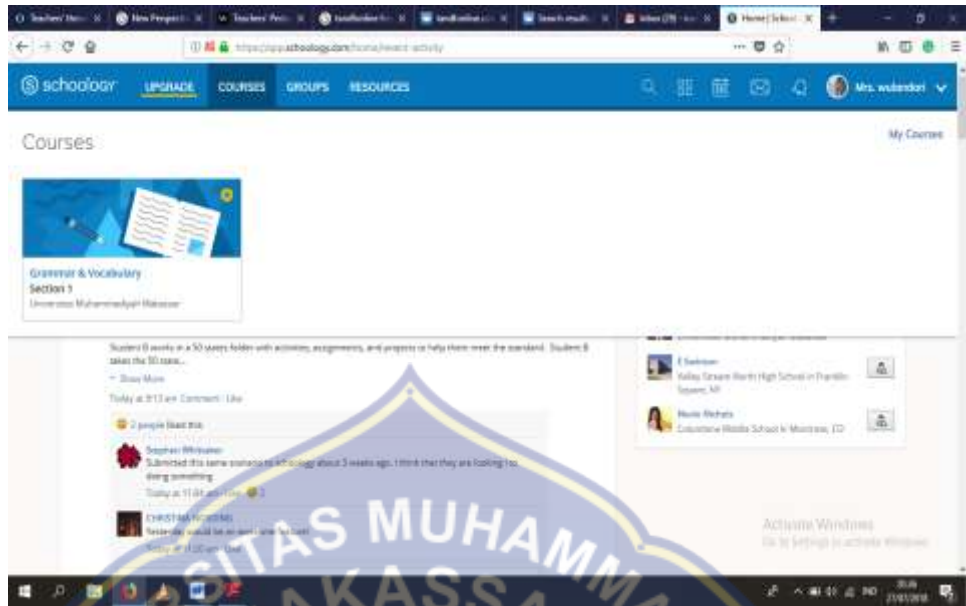
Figure 2.6 Will look like
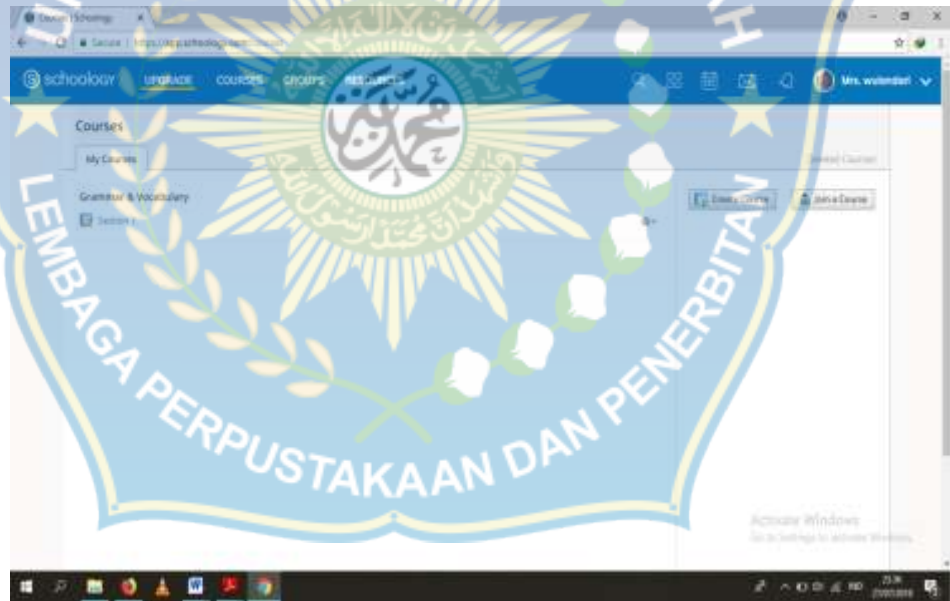
Figure 2.7 Creat course
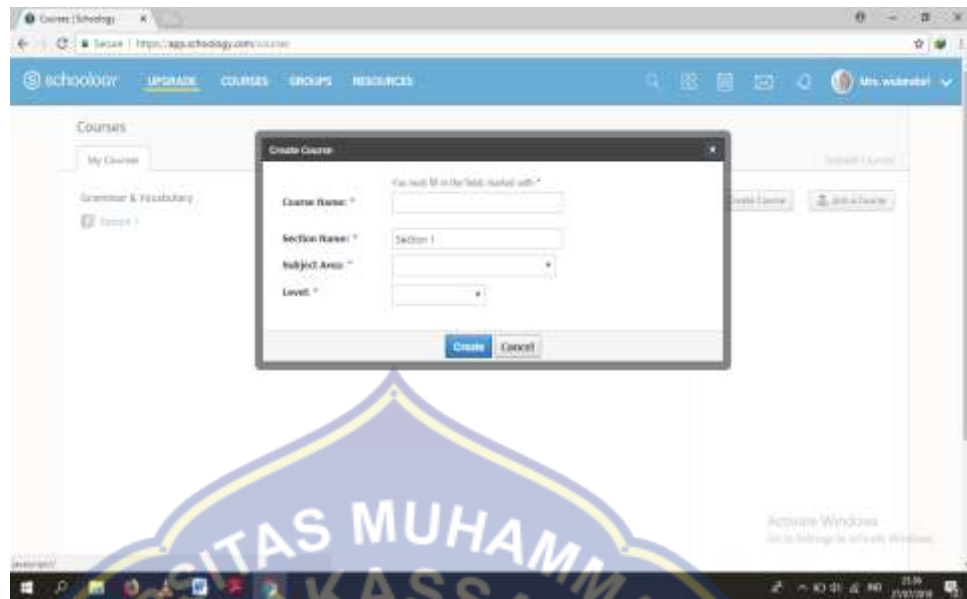
Information:Course name: Course Name, Section name: abbreviation name, Subject Area: Course scope, Grade Level: fill in (Higer-Ed).

Figure 2.8 Procedure of attachment of Course, Open Courses: select the course you want to perform as shown below
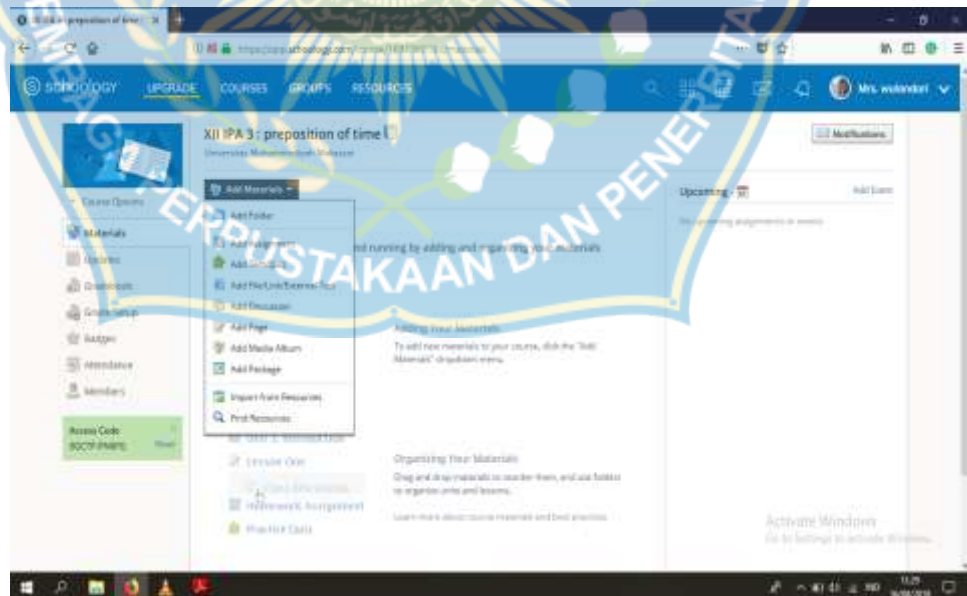
Figure 2.9 Access Code for Students
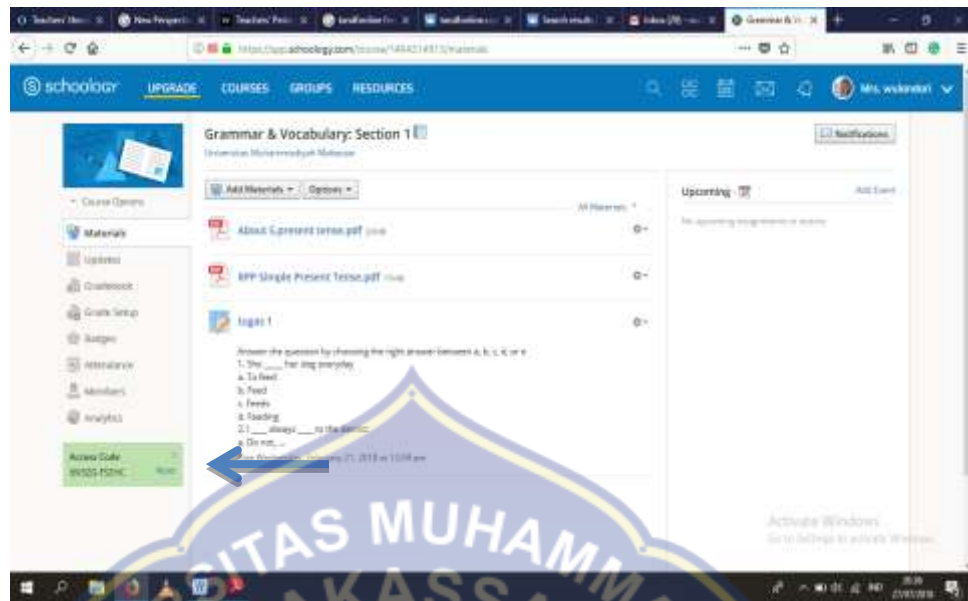
*Figure 3.0 Lecture material reporting procedures, Open Courses: select
the course you want - appear as below.*

Figure 3.1 Upload material : Test/quiz
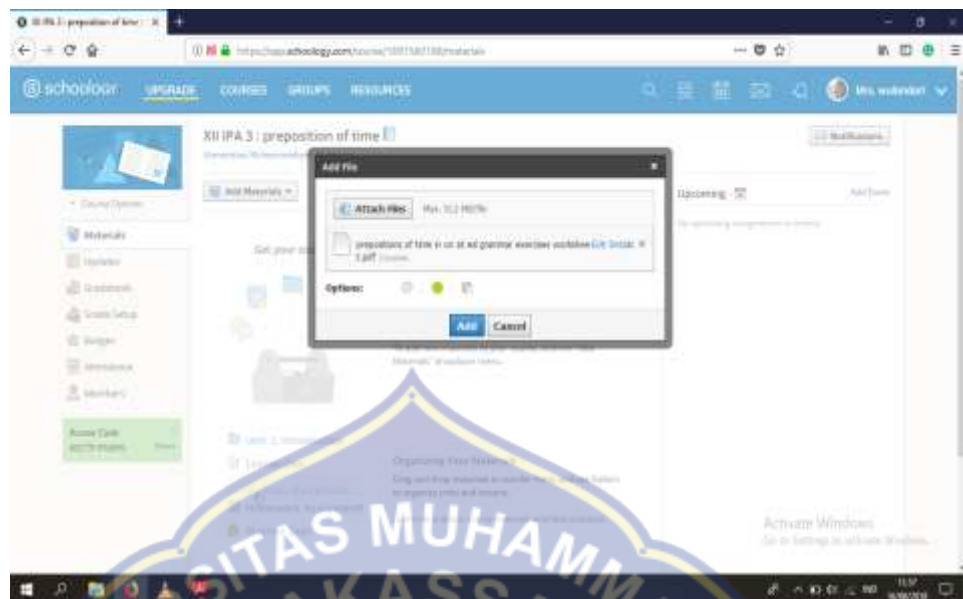
Figure 3.2 Test/quiz

Schoology consists of two main contexs :

1) Interactive communication and

2) Academic information exchange.

Teachers can create discussions questions, collaborative groups, or boards for assignments that allow for dynamic interaction between students and their teachers. Based on the above opinion, it can be concluded that Schoology is a site that combines social networks and LMS. So with Schoology, users can interact socially while learning.

The features that Schoology has are:

(1) Courses, namely facilities for creating subject classes

(2) Groups, namely facilities for creating groups

(3) Resources, in resource features can add material in the form of: assignments, tests/quizzes, files/links, discussions, pages and album media. The facility assists teachers in making discussion questions, collaborative groups, or assignments that enable the interaction between students and their teachers. Teachers can participate in monitoring the student-led discussions. Another aspect that Schoology has is that it can provide academic information to students. Schoology assists students in accessing their values, attendance records, and teacher feedback on electronic assignments delivered.

C. Conceptual Framework

The framework of this research can be illustrated as follows :
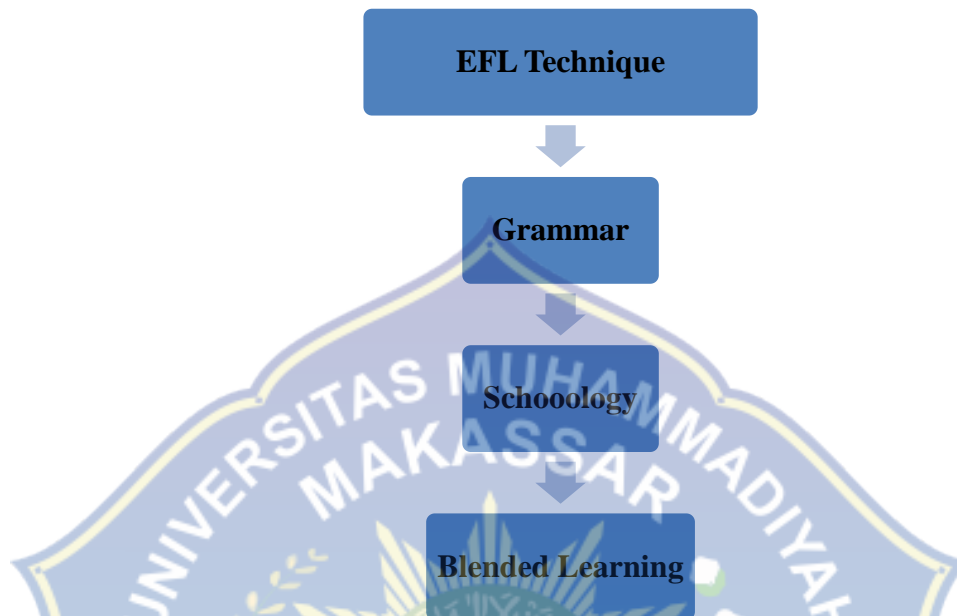
Figure 2.1 Conceptual Framwork

The conceptual framework above describes the research which conduct by the researcher. This research is quantitative research which describe about using Schoology application as media in teaching English grammar. There are some techniques to teaching English as a foreign Language, one of them is learning teaching grammar by using Schoology application. The element of skill in English, Grammar it was be used by students to enhance students grammar especially for Preposition of time (in,on,at).

By Blended Learning ,the researcher conclude that using Blanded Learning Schoology combine face to face with online learning and learning in the class to be effective. Beside of them,E-Learning help teachers can use the

Schoology website to manage everyday classroom practices and support tool in classroom management and successful teaching English grammar.

The researcher use test that consists of pre-test and post-test. The kind of test is essay test and multiple choise. The pre-test gave before application of Schoology in the class, so that the researcher be able to know the ability of the students in lerning preposition, while the post-test will give after treatment of applying Schoology Application as the teaching strategy as to access and examine the students grammar both pre-test and post-test will use to find out the effectiveness of the students after being treated by the Schoology Application.

D. Hyphothesis

a) Null hypothesis (H0) there is no significant difference between the result of pre-test and post-test on students grammar before and after used Schoology as media.

b) Alternative hypothesis (H1) there is a significant difference between the result of pre-test and post-test on students grammar before and after used Schoology as media.

CHAPTER III

RESEARCH METHOD

This chapter presented the research design, variables of the research, population and sample research instrument, data collecting and data analysis.

A. Research Design

In this research, it is applied by pre-experimental design. The treatment conducted after pre-test and post-test. The design present in the following table:

Pre-test	Treatment	Post-test
O1	X	O2

Notes:

O1   = The result of the students' pre-test

X   = The treatment by using Schoology Application

O2   = The result of the students' Post-test

Gay (2006;320)

B. Research Variable

1. Independent Variable

   Independent variable of the research is Schoology Application.

2. Dependent Variable

Dependent variable is grammatical.

C. Population and Sample

1. Population

The population of this research is all of students at eleven grade students of SMAN 9 Makassar which consist of 304 Students.

2. Sample

The sample used tecnique purposive sampling , which consist of 20 students. The researcher has collected the data by giving a test to the students. The researcher asked the students makes the biodata used by English words while gave an example of using Schoology. Then, the researcher conducted the treatment by using Schoology with grammar material of prepositions of time (in,on,at) . In the final, the researcher asked the students to answer about their own words and answers the test/quiz in Schoology (post-test)

D. Research Instrument

In collecting data, the researcher used test that consists of pre-test and post-test. The kind of test is essay test and multiple choise,fil in blank. The pre-test has given before application of Schoology in the class, so that the researcher be able to know the ability of the students in lerning preposition, while the post-test gave after treatment of applying Schoology Application as the teaching strategy as to access and examine the students

grammar both pre-test and post-test used to find out the effectiveness of the students after being treated by the Schoology Application.

E. Procedure of Collecting Data

1. Pre-test

For the first meeting, the researcher gave the test to find the students' achievement before giving treatment. The test allocated 90 minutes. The procedures was :

a) The researcher distributed the test materials to the students.

b) The researcher gave direction of the test to the students.

c) The researcher controled the students when they do the test.

d) The researcher collected worksheets of the students after the test.

2. Treatment

In treatments the researcher teached by Schoology Application. These steps was for four meetings. Each meeting has time 90 minutes. The procedure of conducting the treatment presented as follows:

Meeting 1 : The researcher explained about Grammar. After that, the researcher gave a discription of Schoology. Then the researcher gave step to make new account (students).

Meeting 2 : The researcher explained about Prepositions of time (in,on,at). After that, students wrote an examples of prepositions. Than the researcher showed the features of Schoology

Meeting 3: The researcher evaluated the students understood. And than showed the value of the quiz results. Then the researcher give the assignment and will correct by students answer.

Meeting 4: The researcher gave explain the material then The researcher gave the treatment Schoology Application.

Meeting 5: The researchers provide students with practicing about preposition of time answer questions by E-Learning methode.

Meeting 6: The researcher gave the way to updates all about the result and gave the gift to students who have been the hight score.

3. **Post-test**

The test has given to the students after they have done the treatment. The researcher gave the post-test to find out the value of the grammar through Schoology Application after giving the some treatments. Then the researcher corrected the students answer with Schoology application and analyze data (the result of pre-test and post-test) Firstly, the researcher gave scores for the students' result in the pre-test and post-test. After that, researchers analyzed them through scores obtained from comparison of the two scores before and after treatment.

F. **Technique of Data Analysis**

Analyzed the data (the result of pre-test and post-test). Firstly, the researcher gave scores about treatment, supporting the gift of the score and answer the question from the text of the students in the pre-test and post-test. After that,

the researcher analyzed them by seeing the comparison of the scores, after and before treatment.

The data from the pre-test and post-test are analyzed by using steps as follows:

1. Classified the students' score into five classification.

Excellent	90-100
Very good	80-89
Good	70-79
Average	60-69
Poor	≤50

(Depdikbud : 2006)

2. Scoring students test score

Score: $\dfrac{\text{Students correct answer}}{\text{Total number of item}} \times 100$

3. Calculated the mean score of the students' answer by using formula:

$$\overline{X} = \frac{\Sigma X}{N}$$

Where : $\overline{X}$ = Mean score

ΣX = The sum of all scores

N = The total number of sample

(Gay, 2006 :320)

4. Finding out the significant difference between the pre-test and post-test by using formula :

$$\overline{D} = \frac{\sum D}{N}$$

Where : $\overline{D}$ = Devition

$\sum D$ = Standard Devia

N = The number of subject

$$SD = \frac{\sqrt{\sum X^2 - \frac{(\sum X)}{N}}}{N-1}$$

Where : SD = Standard Deviation

$\sum X$ = Total row score

N = Number of Students

$$T = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(n-1)}}}$$

Where : T = Test of significant

$\overline{D}$ = Different between the matcher pairs

$(\sum D)_2$ = The square of $\sum D$

$\sum D2$ = The sum of D squares

N = The number of samples   Gay (1981)

CHAPTER IV

FINDING AND DISCUSSION

This chapter consist of findings of the research and its discussion. Findings shows description of result from the data that had been collected through grammar test in pre-test and post-test which are described in graphic or table form. Then, discussion contains explanation of findings which reflect to the result of the data. In this discussion, the researcher uses their own word to explain it.

A. Findings

The findings of the research that teaching English grammar through Schoology Application as media in learning English grammar. Students' english had different in Pre-test and Post-test. For further interpretation of the data analysis are given below.

1. The Effectiveness of using Schoology Application As Media in Teaching English Grammar

The method used Students' English Grammar Preposition of time using Schoology application had different in Pre-test and Post-test. In pre-test students still less understand about grammar especially prepotition of time (in,on,at) but after applying Schoology application the students more understand about grammar, and t-test significance these findings described as follows :

a. Result of Pre-test

The result students Pre-test of lack understanding about grammar especially the preposition of time. Which consisted of fill in the blank from 10 questions, the score per item is 10. It means, if students can choose the answer of

10 items correctly, they got 100 scores. Then, from 10 questions there are 3 items answer correctly of Pre-test (in), 3 items answer correctly of Pre-test (on), 4 items answer correctly of Pre-test (at). Some of them got the score lack of the standart KKM in SMAN 9 Makassar.

Table 4.1 The result of students answer correctly of Pre-test (in)
English Grammar by using Schoology application .

No.	Sample	Item	No.	Sample	Item
1.	S-1	2	11.	S-11	3
2.	S-2	1	12.	S-12	1
3.	S-3	3	13.	S-13	1
4.	S-4	2	14.	S-14	1
5.	S-5	2	15.	S-15	1
6.	S-6	2	16.	S-16	2
7.	S-7	2	17.	S-17	1
8.	S-8	1	18.	S-18	2
9.	S-9	3	19.	S-19	1
10	S-10	3	20.	S-20	1
Total					35
Presentage					58.3%

Based on the table above, it could be stated that the frequency of students" presentage is 58.3% in preposition of time (in) were: 4 students have gotten 3 correct scores, 7 students have gotten 2 correct score and 9 students have gotten 1 correct score. There were 35 corrected in students answers.

Table 4.2 The result of students answer correctly of Pre-test (on)
English Grammar by using Schoology application .

No.	Sample	Item	No.	Sample	Item
1.	S-1	1	11.	S-11	2
2.	S-2	2	12.	S-12	2
3.	S-3	3	13.	S-13	2
4.	S-4	1	14.	S-14	1
5.	S-5	1	15.	S-15	1
6.	S-6	2	16.	S-16	2
7.	S-7	2	17.	S-17	2
8.	S-8	2	18.	S-18	2
9.	S-9	2	19.	S-19	2
10	S-10	2	20.	S-20	2
Total					**36**
Presentage					**60%**

Based on the table above, it could be stated that the frequency of students'' presentage is 60% in preposition of time (on) were: 1 student has gotten 3 correct scores, 14 students have gotten 2 correct scores and 5 students have gotten 1 correct scores. There were 36 corrected in students answers.

Table 4.3 The result of students answer correctly of Pre-test (at)
English Grammar by using Schoology application .

No.	Sample	Item	No.	Sample	Item
1.	S-1	3	11.	S-11	3
2.	S-2	4	12.	S-12	3
3.	S-3	1	13.	S-13	3
4.	S-4	3	14.	S-14	4
5.	S-5	3	15.	S-15	4
6.	S-6	2	16.	S-16	3
7.	S-7	2	17.	S-17	3
8.	S-8	4	18.	S-18	2
9.	S-9	2	19.	S-19	4
10	S-10	2	20.	S-20	4
Total					**59**
Presentage					**73.7%**

Based on the table above, it could be stated that the frequency of students"

presentage is 73.7% in preposition of time (at) were: 6 students have gotten 4

correct scores, 8 students have gotten 3 correct scores, 5 students have gotten 2

correct scores and 1 student has gotten 1 correct score. There were 59 corrected in

students answers.

Table 4.4. The Score of Test Result

No.	Sample	Score	No.	Sample	Score
1.	S-1	60	11.	S-11	80
2.	S-2	70	12.	S-12	60
3.	S-3	70	13.	S-13	60
4.	S-4	60	14.	S-14	60
5.	S-5	60	15.	S-15	60
6.	S-6	60	16.	S-16	70
7.	S-7	60	17.	S-17	60
8.	S-8	70	18.	S-18	60
9.	S-9	70	19.	S-19	70
10	S-10	70	20.	S-20	70
Total					**1.300**
Presentage					**65%**

It showed that result from students Pre-test from 20 students there are 20

students got less score . 11 students got the 60 score, 8 students got the 70 score

and 1 student got 80 score. so the pre-test results of students are below of the

KKM standard.
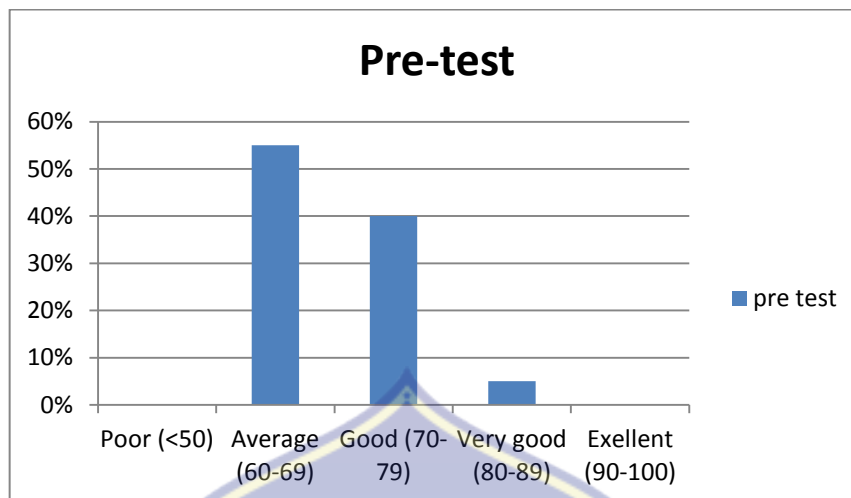
Graphic 4.1.Classification of the students English Grammar by Using Schoology application (Pre-test).

The data in Graphic 4.1 showed the rate percentage and frequency of the students' element of grammar from Pre-test. Sience the researcher was doing the treatment the researcher prepared everything needed in the implementation of the pre-test. the students studied had a working time limit set by the researcher. after pre-test it can be concluded that there were variant score on the graphic of the students' Pre-test. The graphic showed that from 20 students there were 11 students (55%) classified into 'average' score, 8 students (40%) were classified into 'good' score and 1 student (5%) classified into 'Good' score. The lowed from Pre-test happened because of lack understanding about grammar especially Preposition of time (in,on,at).

b. **Result of Post-test**

The results of students' work on post-test increased by 20% from 65% in Pre-test so that they raised by 85% in Post-test of students easier to understand in answering questions and determining the right prepositions on the questions and

writing in the text about grammar especially the preposition of time and from the

data produce:

Table 4.5 The result of students answer correctly of Post-test (in) English Grammar by using Schoology application .

No.	Sample	Item	No.	Sample	Item
1.	S-1	3	11.	S-11	3
2.	S-2	3	12.	S-12	2
3.	S-3	3	13.	S-13	3
4.	S-4	3	14.	S-14	2
5.	S-5	2	15.	S-15	2
6.	S-6	3	16.	S-16	3
7.	S-7	2	17.	S-17	3
8.	S-8	3	18.	S-18	3
9.	S-9	3	19.	S-19	3
10	S-10	3	20.	S-20	2
Total					**54**
Presentage					**90%**

Based on the table above, it could be stated that the frequency of students" presentage is 90% in preposition of time (in) were: 14 students have gotten 3 correct scores, 6 students have gotten 2 correct scores and no one student have gotten 1 correct score. There were 54 corrected in students" answers.

Table 4.6 The result of students answer correctly of Pre-test (on)
English Grammar by using Schoology application .

No.	Sample	Item	No.	Sample	Item
1.	S-1	2	11.	S-11	3
2.	S-2	3	12.	S-12	2
3.	S-3	3	13.	S-13	2
4.	S-4	2	14.	S-14	3
5.	S-5	2	15.	S-15	2
6.	S-6	2	16.	S-16	3
7.	S-7	3	17.	S-17	3
8.	S-8	3	18.	S-18	3
9.	S-9	3	19.	S-19	2
10	S-10	3	20.	S-20	3
Total					**52**
Presentage					**86.6%**

Based on the table above, it could be stated that the frequency of students"

presentage is 86.6% in preposition of time (on) were: 12 student have gotten 3

correct scores, 8 students have gotten 2 correct scores and no one student have

gotten 1 correct score. There were 52 corrected in students answers.

Table 4.7 The result of students answer correctly of Pre-test (at)
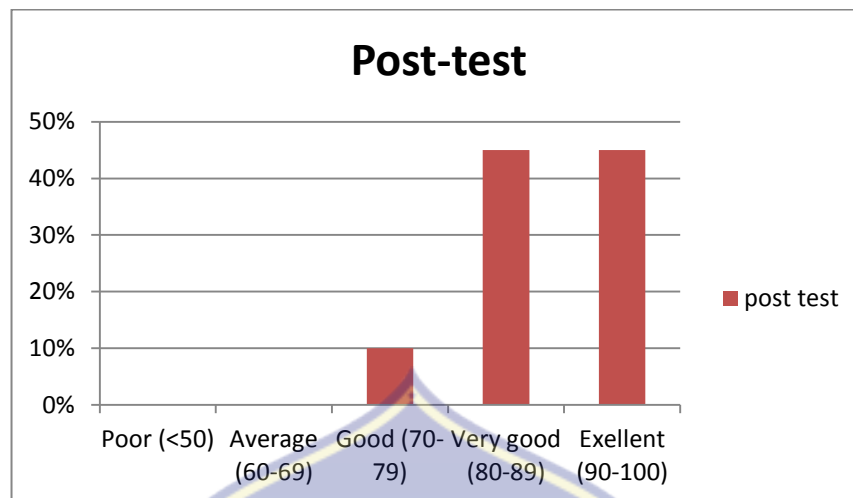**English Grammar by using Schoology application .**

No.	Sample	Item	No.	Sample	Item
1.	S-1	3	11.	S-11	3
2.	S-2	3	12.	S-12	3
3.	S-3	3	13.	S-13	3
4.	S-4	3	14.	S-14	4
5.	S-5	3	15.	S-15	4
6.	S-6	4	16.	S-16	3
7.	S-7	2	17.	S-17	3
8.	S-8	4	18.	S-18	3
9.	S-9	2	19.	S-19	3
10	S-10	3	20.	S-20	3
Total					**62**
Presentage					**77.5%**

Based on the table above, it could be stated that the frequency of students"

presentage is 77.5% in preposition of time (at) were: 4 students have gotten 4

correct scores, 14 students have gotten 3 correct scores, 2 students have gotten 2

correct scores and no one student have gotten 1 item. There were 62 corrected in

students answers.

Table 4.8 The Score of Test Result

No.	Sample	Score	No.	Sample	Score
1.	S-1	80	11.	S-11	95
2.	S-2	85	12.	S-12	75
3.	S-3	90	13.	S-13	85
4.	S-4	80	14.	S-14	90
5.	S-5	75	15.	S-15	80
6.	S-6	90	16.	S-16	90
7.	S-7	80	17.	S-17	90
8.	S-8	90	18.	S-18	90
9.	S-9	85	19.	S-19	80
10	S-10	90	20.	S-20	85
Total					**1.700**
Presentage					**85%**

It showed that result from students Post-test from 20 students there are 1

student got the 95 score, 8 students got the 90 score, 4 students got 85 score, 5

students got 80 and 2 students got standart 75 score. so the post-test results of

students are high of the KKM standard.

Graphic 4.2. Classification of the Students' English Grammar by Using Schoology application (Post-test).

The data in Graphic 4.2 showed the rate percentage and frequency of the students' English grammar from post-test. There were variant score on the table of the students' post-test. The table showed that from 20 there were 2 students (10%) classified into 'Good' score, 9 students (45%) classified into 'Very Good' score, 9 students (45%) were classified into 'Exellent' score. From the table above, the researcher concluded that the students more understand and made a significant improvement to implementated the students understand of grammar after using Schoology Application.

c. **The Classification of the students Mean Score by using Schoology application (Pre-test and Post-test).**

Table 4.9 Students' result of Presentage.

| No.	Mean score	In	On	At	Result
1.	Pre-test	58.3%	60%	73.7%	65%
2.	Post-test	90%	86.6%	77.5%	85%
	Comparison	**31.7%**	**26.6%**	**3.8%**	**20%**

The data in table 4.9 showed the result of presentage of students Pre-test and Post-test. pre-test (in) obtained 58.3% and increased by 31.7%, so that the results of the Post-test (in) obtained produce 90%. Pre-test (on) obtained 60% and increased by 26.6% so that the results of the Post-test (on) obtained 86.6% and Pre-test (at) obtained 73.7% and increased by 3.8% so that the results of the Post-test (at) obtained 77.5%. Result by students presentage in Pre-test was 65% increased 20% , so that they raised by 85% in Post-test.

Table 5 Classification of the Students Mean Score

No.	English Grammar	The students' Score	
		Pre-test	Post-test
	Preposition of time	65.00	85.00

Table 4.1 showed that the mean score of English Grammar from students in post-test enhance after using schoology in preposition of time test. The mean score of the students in Pre-test were 65.00 and Post-test which to be 85.00.
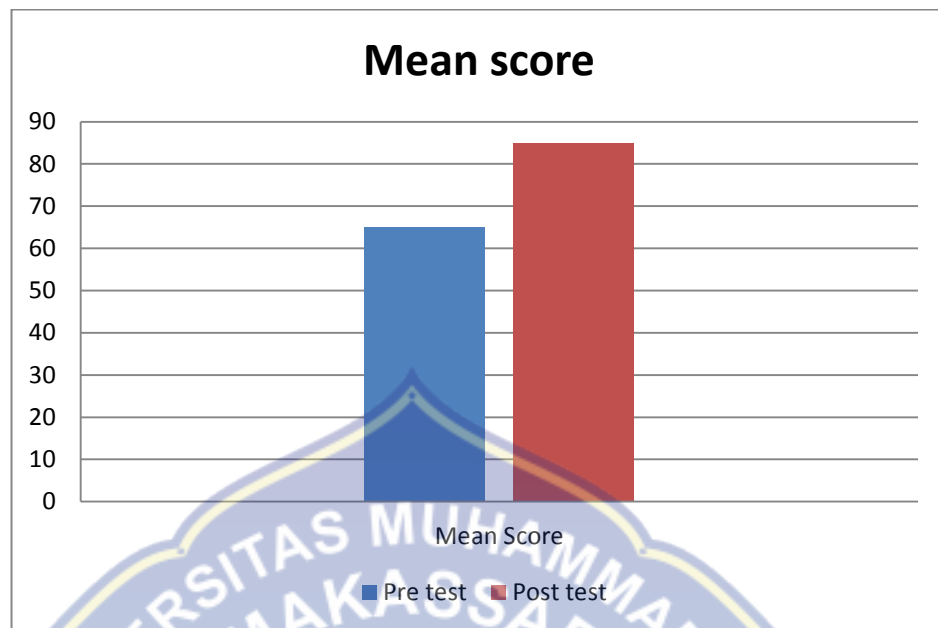
The data Graphic 4.3 showed that the result of mean score from Pre-test and Post-test from 20 students are Pre-test obtained 65.00 and Post-test obtained 85.00 its about 19% effective to enhance students EngliGrammar by using Schoology application.

d. The significance students English Grammar by using Schoology Application

Table 4.4. The T-test of Students' Improvement

Value	t-test	t-table	Conclusion
Post-test	13.08	2.09	Significant

To know the level of significance value of the pre-test and post-test, the researcher used t-test analysis on the level of significance (p) = 0.05 with the degree of freedom (df) = N-1, where N= Number of subject (20 students) then the value of t-table is 2.09. The t-test statistical, analysis for independent sample was applied.

In the t table for α = 0.05 *df* =19 t ratio 2.093. Based on the calculation, the value of t-test greater than the ratio on t-table, 13.08 >2.09.

e. **Hypothesis Testing**

Result of Comparison	Hypothesis	
	H_0	H_1
t-test>t-table	2.09 < 13.08	13.08 > 2.09

Table 4.4. Result of Hypothesis

The Table 4.6 above shows that t-test value for grammar skill was higher than t-table 13.08 > 2.09. It means that there is significant difference between the students' grammar in the class before and after using schoology application as media learning at the second grade students of SMAN 9 Makassar.

The hypothesis was needed to find out whether the hypothesis was accepted or rejected. If the result of t-test was lower than t-table' value, the null hypothesis (H0) will be rejected, and if the result of t-test was higher than the t-table' value, the alternative hypothesis (H1) will be accepted.

B. Discussion

As it was stated in second chapter, that English grammar by using Schoology application in learning process are designed to enable students to learn direct in learning material on this media or platform, so that learning would be more helpful by class management through schoology applications. from the

definition, the researcher concluded that schoology is very helpful in learning, especially in English. In this article, the author evaluates different prospects of Schoology-supported classroom management using selected principles of students learning and literacy development from Cummin *et al* (2007). This application makes students more open their minds, and the teacher can train students' brains to think critically and creatively and not get bored while learning English.

Although the method used by the researcher is rarely used in the learning process of English language at SMAN 9 Makassar. By Blended Learning, the researcher conclude that this strategy is combined by face to face with online learning and learning in the class to be more effective. Similar to previous researchers Lee Kean Wah *et al* (2013) say that Blended Learning Schoology approach has facilitated the students in their learning through the interaction with the teacher and classmates, and the resources that were provided. Students also responded that the BL approach has positive "impact" in their motivation in learning, by being encouraged to learn. Beside of them, E-Learning help teachers can use the Schoology website to manage everyday classroom practices and support tool in classroom management and successful teaching English grammar. And students more focus on the material or questions provided by the researcher.

Technology utilization is getting better. Proven by the research, students use application-based technology as a learning medium, especially English. With the help of this mobile phone technology and PC, students are not bored during the learning process and the researcher have prepared all necessary needs by students such as WiFi to prevent the occurrence of disruption to the network

during the learning process. Not only that, students who are given responsibility by researchers when the learning process is not face to end can be monitored through this application by using the chat feature, students can communicate well to students in virtual class.

According to Biswas (2013) Schoology is an online platform that provides a new style for the teachers to deliver material and facilitate learning. Furthermore, it can be inferred that it provides a new way of learning for the students to engage and intensify their own learning Schoology is an application that allows students in the learning process based on E-Learning. From its webpage (www.Schoology.com), it explained that "Schoology is an online learning, classroom management, and social networking platform that improve learning through better communication, collaboration, and increased access to curriculum and supplemental content." Features on Schoology are as follows: Course, Group Discussion, Resources, Quiz, Attendance and Analytics.

On the other hand, students'English Grammar is supported by the mean score of students on Pre-test and Post-test. Before applying Schoology Application, the students were difficult to implementated understand of grammar by using Schoology Application as well. But after applying Schoology Application students can be easlly to answer and understand materials. The students' mean score in Pre-test and Post-test were 65.00 and 85.00 which are classified as good and Exellent they are easily to finding an answer to the question that researcher have given.

It was similar with Sicat (2015) in his research entitiled : *Enhancing College Students' Proficiency in Business Writing Via Schoology*, the result of statistically evidences show that 'very significant' difference in the Pre-test and Post-test ratings of the experimental group. Overall, the findings revealed that the Schoology has shown a potential in enhancing the proficiency of college students in Business Writing. Than, the results of researchers have the same in terms of improving learning in the use of Schoology applications, so that they can be measured by pre-test and post-test.

It means that using Schoology application effectived to enhance students' English grammar. The similar in term according to Nugroho (2015) in his reaserch *The effectiveness of e-learning implementation using social learning network Schoology on motivation & learning achievement in Stmik Primakara Bali* the result show that information systems and informatics engineering Schoology effectived in learning has a significant role of giving learning motivation and is a highly influential variable on learning achievements of students.

To sum up, based on the result of this study, which showed the students' scores were much higher after the treatment in Experimental class using Schoology application. Learning Schoology in teaching grammar was surely beneficial improve students' grammatical skill.

The use of Schoology application was the most appropriate strategy for learning because the teachers could provide interesting materials. In the use of Schoology application there were advantages as follows:

1. The learning activities more interesting and not makes the students be bored to sit for hours, so that the students' motivation would be higher.

2. They enable to be active participants in a moderated classroom community that encourages collaboration, discussion, and creativity—which is just how they like it.

3. The students had freedom to learn at their pace, place, and time (Sung et al., 2015)

4. The activities of student learning was more comprehensive and more active because it could be done in various ways such as it trains students to use existing technology for things that are constructive.

From the comparison of the result of Pre-test and Post-test score in the experimental class, the skill of experimental class was getting higher. It meant that the treatment of using Schoology application as media in teaching English grammar to the experimental class was successful.

Based on the previous findings about, using Schoology application can improve students' understanding about the materials has given. Such findings from Biswas (2013) find that teachers can use the Schoology website to manage everyday classroom practices with a goal of improving students' learning.

Schoology enables students to monitor their own learning process and makes students responsible for their own understanding and thinking. Schoology was highly recommended as a supportive and advanced tool in classroom management and successful teaching.The students of SMAN 9 Makassar can easily understand the materials. Schoology application was good strategy in teaching English grammar because it helped the students to their imagination in writing and also it made the students feel enjoyable and enthusiastic in answering and understanding.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The study lasted a month with six meetings so researchers got significant results. Based on the result of findings, the researcher that Schoology as Media in Teaching English Grammar at the 11st grade of SMAN 9 Makassar is effective to enhance students grammatical such as Prepotition of time(in,on,at) after the treatment by using Schoology aplication. It was proved by the significance difference between students' achievement before and after in term.

According to findings and result calculation before the treatment applied the mean score of studens' is 65.00. After treatment given the mean score of the students' is increased 20% and the precentage enhance the students score is 85.00. There was a significance using Schoology application for the students. It was proved by t-test is higher than t-table was $13.08 > 2.09$. it means that the null hypothesis(H_o) was rejected and alternative hypothesis (H_1) was accepted, where the t=test was geater than t-table.

B. Suggestion

There were a lot of learning Schoology application on progress. The using of Schoology application was an alternative way of teaching English Grammar, especially preposition of time. Here were some suggestions as follows:

1. Schoology Application was suggested to use for teacher as an alternative strategy or method in teaching material especially English Grammar.

2. This research to become a new vehicle in the process of enhancing student in learning and achievement of liveliness.

3. Finally, the researcher expected that this thesis would bring new views for all the applicator and the english teachers. Hopefully, there would be other advantages of using Schoology Application as media in teaching and learning process not only Grammar, but also in the other skills.

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APPENDICES

Pre test

Name :

Class :

Email /no Hp :

Direction :

1. **Fill the blank on the paper that researcher has given.**

1. Let's go to the cinema __ the weekend.

2. I always breakfast __ the morning.

3. We went to London __ June.

4. I've got a meeting __ 10 o'clock.

5. I'm having a party __ my birthday.

6. I want to go on holiday __ New Year.

7. I've got to go to work __ Monday.

8. She was born __ 6th of December.

9. We're going to the theater __ night.

10. Shall we go out __ tonight ?

Good luck

APPENDIX I
The Students' Total Score in Pre-test

No	Sample	The Students' Result		
		Pre-test (O_1)	O_1^2	Classification
1	S-1	60	3.600	Average
2	S-2	70	4.900	Good
3	S-3	70	4.900	Good
4	S-4	60	3.600	Average
5	S-5	60	3.600	Average
6	S-6	60	3.600	Average
7	S-7	60	3.600	Average
8	S-8	70	4.900	Good
9	S-9	70	4.900	Good
10	S-10	70	4.900	Good
11	S-11	80	6.400	Very Good
12	S-12	60	3.600	Average
13	S-13	60	3.600	Average
14	S-14	60	3.600	Average
15	S-15	60	3.600	Average
16	S-16	70	4.900	Good

17	S-17	60	3.600	Average
18	S-18	60	3.600	Average
19	S-19	70	4.900	Good
20	S-20	70	4.900	Good
N=20	Total	1.300	85.200	Average
	Mean	65		

"Post-Test"

Direction :
Answer by your own word with some question in below

No	Question	Answer
1	What time does this class start?	
2	What time does class end?	
3	What do you usually do at 6:30 pm?	
4	What do you usually do on the weekend?	
5	When is your birthday?	
6	When is your favorite holiday?	
7	What do you usually do in rainy season?	

8	What time do you usually wake up?	
9	What time do you usually go to bed?	
10	What do you like to do in the summer?	

10/10 **Question 4** Requires manual grading ⑦

4. When is your favorite holiday?

100
/100

| My favorite holiday in Winter

💬 Add Comment

3/10 **Question 5** Requires manual grading ⑦

5. What time do you usually wake up?

30
/100

| I usually wake up on 04.45 p.m

💬 Add Comment

9/10 **Question 6** Requires manual grading ⑦

6. What time do you usually go to bed?

90
/100

| I usually go to the bed at night

💬 Add Comment

10/10 **Question 7** Requires manual grading ⑦

7. What time do you usually study?

100

APPENDIX II
The Students' Total Score in Post-test

No	Sample	The Students' Result		
		Post-test (O_2)	O_2^2	Classification
1	S-1	80	6.400	Very Good
2	S-2	80	6.400	Very Good
3	S-3	90	8.100	Exellent
4	S-4	80	6.400	Very Good
5	S-5	75	5.625	Good
6	S-6	90	8.100	Exellent

7	S-7	80	6.400	Very Good
8	S-8	85	7.225	Very Good
9	S-9	85	7.225	Very Good
10	S-10	90	8.100	Exellent
11	S-11	95	9.025	Exellent
12	S-12	75	5.625	Good
13	S-13	85	7.225	Very Good
14	S-14	90	8.100	Exellent
15	S-15	80	6.400	Very Good
16	S-16	90	8.100	Exellent
17	S-17	90	8.100	Exellent
18	S-18	90	8.100	Exellent
19	S-19	80	6.400	Very Good
20	S-20	85	7.225	Very Good
N=20	Total	1.700		Exellent
	Mean	85	144.275	

APPENDIX III
The Students' Rating Score in Pre-test and Post-test

No	Sample	Tests		D (O_2-O_1)	D^2
		Pre Test	Post Test		
1	S-1	60	80	20	400
2	S-2	70	80	10	100
3	S-3	70	90	20	400
4	S-4	60	80	20	400

5	S-5	60	75	15	225
6	S-6	60	90	30	900
7	S-7	60	80	20	400
8	S-8	70	90	20	400
9	S-9	70	85	15	225
10	S-10	70	90	20	400
11	S-11	80	95	15	225
12	S-12	60	75	15	225
13	S-13	60	85	25	625
14	S-14	70	90	20	400
15	S-15	60	80	20	100
16	S-16	60	90	30	900
17	S-17	60	90	30	900
18	S-18	60	90	30	900
19	S-19	70	80	10	100
20	S-20	70	85	15	225
N= 20	Total	1.300	1.700	400	8.450

APPENDIX IV

DATA ANALYSIS OF THE STUDENTS' SCORE

1. **Mean score of the students in pre-test**

$$\overline{X} = \frac{\Sigma X}{N}$$

$$\overline{X} = \frac{1.300}{20} = 65$$

2. Mean score of the students in post-test

$$\overline{X} = \frac{\Sigma X}{N}$$

$$\overline{X} = \frac{1.700}{20} = 85$$

3. Standar Deviation (Pre-test)

$$SD = \frac{\sqrt{\Sigma X^2 - \frac{(\Sigma X)}{N}}}{N-1}$$

$$SD = \frac{\sqrt{85.200 - \frac{(1.300)}{20}}}{20-1}$$

$$SD = \frac{\sqrt{\frac{1.702.700}{20}}}{19}$$

$$SD = \frac{\sqrt{1.702.700}}{380}$$

$$SD = \sqrt{4.480} = 66,93$$

4. Standar Deviation (Post-test)

$$SD = \frac{\sqrt{\Sigma X^2 - \frac{(\Sigma X)}{N}}}{N-1}$$

$$SD = \frac{\sqrt{144.275 - \frac{(1.700)}{20}}}{20 - 1}$$

$$SD = \frac{\sqrt{\frac{2.883.800}{20}}}{19}$$

$$SD = \frac{\sqrt{2.883.800}}{380}$$

$$SD = \sqrt{7.588} = 87.10$$

1. Deviation (Pre-test and Post-test)

$$\overline{D} = \frac{\sum D}{N}$$

$$\overline{D} = \frac{390}{20} = 19,5$$

5. Test of Significant

$$T = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{\left(\sum D\right)^2}{N}}{N(n-1)}}}$$

$$T = \frac{19,5}{\sqrt{\frac{8.450 - \frac{152.100}{20}}{20(20-1)}}}$$

$$T = \frac{19,5}{\sqrt{\frac{845}{380}}}$$

$$T = \frac{19,5}{\sqrt{2,223}} = 13,08$$

APPENDIX V

The Distribution of T-Table

Df	α(level of significant)			
	0.10	0.05	0.01	0.001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.353	3.182	5.841	12.941
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.859
6	1.943	2.447	3.707	5.959
7	1.895	2.365	3.499	5.405
8	1.860	2.306	3.355	5.041
9	1.833	2.262	3.250	4.781
10	1.812	2.228	3.169	4.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.145	2.977	4.140
15	1.753	2.131	2.602	4.073
16	1.746	2.120	2.921	4.015
17	1.740	2.110	2.898	3.965
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.845	3.850
20	1.725	2.086	2.831	3.819
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.706	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.462	3.659
30	1.697	2.042	2.750	3.646
40	1.684	2.021	2.704	3.551
60	1.671	2.000	2.660	3.460
120	1.658	1.980	2.617	3.373

For level of significance (D) = 0.05

Degree of Freedom (df) = N-1 = 20-1 = 19

T-test (13.08) > T-table (2.093)

APPENDIX VI

THE LIST NAME OF THE STUDENTS

No	Sample	Code
1	AGH	S-1
2	NWK	S-2
3	YTI	S-3
4	YSP	S-4
5	KB	S-5
6	NPI	S-6
7	MS	S-7
8	AIM	S-8
9	ANA	S-9
10	FRK	S-10
11	AGK	S-11
12	MS	S-12
13	USH	S-13
14	AH	S-14
15	NRA	S-15
16	AKI	S-16
17	HNS	S-17
18	MR	S-18
19	UI	S-19
20	AI	S-20

Pre-test

S-18

← → C ⌂   ⓘ 🔒 https://app.schoology.com/assignment/1975103342/assessment_results/student_stats/82232805/922...   •••

10pts **Question 4**   Time taken:

4. I've got a meeting _ 10 o'clock.

4. I've got a meeting [✓ At] 10 o'clock.

💬 Add Comment

0pts **Question 5**   Time taken:

5. I'm having a party _ his birthday

5. I'm having a party [✗ in] ✓ on his birthday

💬 Add Comment

10pts **Question 6**   Time taken:

6. I want to go holiday _ New Year.

6. I want to go holiday [✓ in] New Year.

💬 Add Comment

Question 7   Time taken:

7. I've got to go to work _ Monday.

7. I've got to go to work [✓ On] Monday.

10pts **Question 7**   Time taken:

7. I've got to go to work _ Monday.

7. I've got to go to work [✓ On] Monday.

💬 Add Comment

10pts **Question 8**   Time taken:

8. She was born _ 6th of December.

8. She was born [✓ On] 6th of December.

💬 Add Comment

10pts **Question 9**   Time taken:

9. We're going to the theatre _ night.

9. We're going to the theatre [✓ At] night.

💬 Add Comment

0pts **Question 10**   Time taken: 1

10. Shall we go out _ tonight?

10. Shall we go out [✗ in] ✓ at tonight?

💬 Add Comment

S-14

10/10 Question 4   Time taken:
4. I've got a meeting _ 10 o'clock.

4. I've got a meeting ✓ at 10 o'clock.

💬 Add Comment

0/10 Question 5   Time taken: 1
5. I'm having a party _ his birthday

5. I'm having a party ✗ at ✓ on his birthday

💬 Add Comment

Question 6   Time taken: 1
6. I want to go holiday _ New Year.

6. I want to go holiday ✗ on ✓ to New Year.

💬 Add Comment

10/10 Question 7   Time taken:
7. I've got to go to work _ Monday.

7. I've got to go to work ✓ on Monday

💬 Add Comment

10/10 Question 7   Time taken:
7. I've got to go to work _ Monday.

7. I've got to go to work ✗ at Monday.

💬 Add Comment

0/10 Question 8   Time taken: 1
8. She was born _ 6th of December.

8. She was born ✗ in ✓ on 6th of December.

💬 Add Comment

10/10 Question 9   Time taken:
9. We're going to the theatre _ night.

9. We're going to the theatre ✓ at night.

💬 Add Comment

10/10 Question 10   Time taken:
10. Shall we go out _ tonight?

10. Shall we go out ✓ at tonight?

💬 Add Comment

S-15

Arifin Nur (3) • Submission 2

Updates
Gradebook
Grade Setup
Badges
Attendance
Members

Access Code
FDW3K-2F9RX
Reset

Information
Grading period
semester 1

10 **Question 1**   Time taken: 14
1. Let's go to the cinema _ the weekend.

1. Let's go to the cinema [✓ at] the weekend.

Add Comment

10 **Question 2**   Time taken:
I always breakfast _ the morning.

I always breakfast [✓ in] the morning.

Add Comment

0 **Question 3**   Time taken:
3. We went to London _ June.

3. We went to London [✗ in] [✓ in] June.

Add Comment

10 **Question 4**   Time taken:
I've got a meeting at 10 o'clock.

10 **Question 4**   Time taken:
I've got a meeting at 10 o'clock.

I've got a meeting [✓ at] 10 o'clock.

Add Comment

0 **Question 5**   Time taken:
5. I'm having a party _ his birthday.

5. I'm having a party [✗ in] [✓ on] his birthday.

Add Comment

Question 6   Time taken: 1
6. I want to go holiday _ New Year.

6. I want to go holiday [✗ on] [✓ in] New Year.

Add Comment

10 **Question 7**   Time taken:
7. I've got to go to work _ Monday.

7. I've got to go to work [✓ on] Monday.

10/10	**Question 7**	Time taken: 6
	7. I've got to go to work _ Monday.	
	7. I've got to go to work [✓ on] Monday.	
	💬 Add Comment	

0/10	**Question 8**	Time taken: 6
	8. She was born _ 6th of December.	
	8. She was born [✗ at] [✓ on] 6th of December.	
	💬 Add Comment	

10/10	**Question 9**	Time taken: 6
	9. We're going to the theatre _ night.	
	9. We're going to the theatre [✓ at] night.	
	💬 Add Comment	

10/10	**Question 10**	Time taken: 9
	10. Shall we go out _ tonight.	
	10. Shall we go out [✓ at] tonight?	
	💬 Add Comment	

Post test

S-1

Question 4 Requires manual grading

4. When is your favorite holiday?

My favorite holiday in Saturday

Add Comment

Question 5 Requires manual grading

5. What time do you usually wake up?

I wake up at 5 am

Add Comment

Question 6 Requires manual grading

6. What month was the last time you vacationed with your family?

I was vacationed in December

Add Comment

Question 7 Requires manual grading

7. What time do you usually study?

I usually study in the night

Add Comment

Question 8 Requires manual grading

Question 7

7. What time do you usually study?

I usually study in the night

Add Comment

Question 8

8. When exactly happened the Rawal West Lake air crashed?

No Answer

Add Comment

Question 9

9. When do you usually do tidy up your room?

I always tidy up my room on sunday

Add Comment

Question 10 Requires manual grading

10. What year did the tsunami in Aceh occur?

In 2004

Add Comment

S-4

4. When is your favorite holiday?

0

My favorite holiday when I go to the island

Add Comment

10/10 **Question 5** Requires manual grading

5. What time do you usually wake up?

100

I usually wake up at 5 o'clock

Add Comment

10/10 **Question 6** Requires manual grading

6. What month was the last time you vacationed with your family?

100

In November with my family

Add Comment

Question 7 Requires manual grading

0

7. What time do you usually study?

I usually study tonight

Add Comment

Question 8 Requires manual grading

8. When exactly happened the plane of Lion Air crashed?

100

In October 2018

Question 7

7. What time do you usually study?

I usually study tonight

Add Comment

Question 8 Requires manual grading

8. When exactly happened the plane of Lion Air crashed?

100

In October 2018

Add Comment

Question 9

9. When do you usually wake up your mind?

100

I usually tidy up on weekend

Add Comment

Question 10 Requires manual grading

10. What year did the tsunami in Aceh occur?

100

In 2004

Add Comment

S-14

Question 7 Requires manual grading

7. What time do you usually study?

I usually study at 7 pm in my room

Add Comment

Question 8 Requires manual grading

8. When exactly happened the plane of Lion Air crashed?

In October 2018

Add Comment

Question 9 Requires manual grading

9. When do you usually do tidy up your room?

I usually tidy up on Sunday

Add Comment

Question 10

10. When year did the tsunami in Aceh occur?

In 2004

DOCUMENTATION

While The researcher gave direction of using Schoology Application

The researcher help students to login account Schoology Application

The researcher guided student to make sure that students did the Question.

Students wrote the step how to used the application.

CURRICULUM VITAE

Nurlyanti Wulandari Karim was born on july 31st 1995 in Ujung Pandang. She is child of marriage between Abd Karim Ismail dan Aisyah Karim. She has one brother and four sister. In 2000, she started in Kindergaden at TK Aisyiah, and graduated in 2001. Then she continued her study at SDN Tidung Makassar in 2001 dan graduated in 2007. After that, she continued her study at SMPN 33 Makassar and graduated in 2010 then she continued her study again at SMAN 9 Makassar and graduated in 2013. In 2014, she registered in Muhammadiyah University of Makassar as a student in English Education Department, Faculty of Teacher and Training Education.