

# USING SCHOOLGY APPLICATION TO IMPROVE THE DESCRIPTIVE TEXT WRITING SKILL OF THE TENTH GRADERS OF SMA MUHAMMADIYAH 1 MUNTILAN IN THE SCHOOL YEAR OF 2018/2019

Durrotun Nafisah

English Department, Faculty of Education and Teachers Training, Universitas Tidar  
Indonesia  
durrotun03@gmail.com

## Abstract

In teaching English, there are four language skills. They are listening, speaking, reading, and writing. Writing is one of the important skills in teaching English. However, the tenth graders of SMA Muhammadiyah 1 Muntilan in the school year of 2018/2019 still got difficulties in writing, especially in writing descriptive text. It was caused by the students' low motivation in learning writing and the monotonous media that are used by the teacher. There are two objectives of this research. First, to know whether or not there is any improvement of the descriptive text writing learning motivation taught by using Schoology Application. Second, to know how great is the improvement of the students' descriptive text writing skill taught by using Schoology Application. The writer conducted a classroom action research. The subject of this research was X IPS 2 of SMA Muhammadiyah 1 Muntilan in the school year of 2018/2019. The writer used test and non-test (observation sheet, questionnaire, and documentation) to collect the data. The writer used qualitative and quantitative data as the technique of analyzing data.

The observation percentage in Pre-Cycle is 49.30% and it becomes 79.86% in Cycle II. The total improvement is 30.56%. In Pre-Cycle test, the average score of writing descriptive text is 62.75. After the writer used Schoology Application as media, the students average score in Cycle I is 66.78 while in Cycle II is 78.06. Overall the total improvement from Pre-Cycle test to Cycle II test is 15.31 points.

**Keywords** – *Descriptive Text, Schoology Application, Writing Skill*

## Introduction

In senior high school, English becomes an obligatory subject and as one of the subjects examined in the National Examination. Therefore, learning English is a necessity and a must for all the people in the world, especially in Indonesian school. Based on 2013 Curriculum, the purpose of English teaching in senior high school is to develop the students' ability to communicate using the target language both in oral and written forms that involve the four language skills. They are listening, speaking, reading, and writing. Writing is one of the important skills in teaching English because it involves some language components such as vocabulary, grammar, punctuation, and spelling.

Farikah (2017: 990) states that writing is a productive skill. It means that writing serves as a means of learning, thinking, and organizing knowledge or ideas. The purpose of writing is to communicate with the readers, to express idea without pressure, and to explore the experiences. However, the tenth graders of SMA Muhammadiyah 1 Muntilan in the school year of 2018/2019 still got difficulties in writing, especially in writing descriptive text. Smith (1999: 106) defines that the descriptive text is a kind of text to explore places, people, and things. Besides, Gerot and Wignell (1994: 208) define that the social function of descriptive text is to describe a particular person, place or thing.



Based on the data was given by English teacher, the average score of the English writing skill was still unsatisfying. The result indicated that X IPS 2 class' average score of writing test was only 62 less than standard minimum score of learning target which is 67. It was caused by the students' low motivation in learning writing and the monotonous media that are used by the teacher.

Based on Johnstone (1999: 146) in Mahadi and Jafari (2012: 231), motivation is considered as a stimulant for achieving a specific target. Similarly, Balla (2014: 217) explains that motivation is a kind of inner urge encouraging someone to follow an activity. If students have a purpose to achieve something, they can be motivated to do it. Motivation makes them more effective during their working time. In senior high school, teaching-learning process needs the teacher's creativity to avoid the students from being bored and make students are motivated. Inayati (2015: 7) states that for this decades, educators use various forms of Information and Communication Technology (ICT) into their teaching with the purpose of enhancing student learning. Besides, Rosalina (2018: 90) states that Schoology is Learning Management System (LMS) that is specifically designed and developed to be used by teachers and students in a virtual classroom. It provides teachers with a method of managing lessons, engaging students, sharing contents, and connecting with other educators. Garcia et al (2018: 7515) state that Schoology is shaping up as a free educational platform for the work of ICTs, also known as LMS, more friendly and practically. As a learning management tool, it allows the teachers to provide teaching materials, organize the learning process and make students more interested.

Based on the explanations above, the writer tried to apply Schoology Application to improve the students' descriptive text writing skill. Therefore, the writer conducted a classroom action research entitled "Using Schoology Application to Improve the Descriptive Text Writing Skill of the Tenth Graders of SMA Muhammadiyah 1 Muntilan in the School of 2018/2019.

## Methodology

The type of this research was Classroom Action Research. This research was divided into Pre-Cycle, Cycle I, and Cycle II. There was Pre-Cycle before the writer gave the treatment in Cycle I using Schoology Application. Cycle I consisted of four phases, including planning, acting, observing, and reflecting. It continued if the result in Cycle I cannot full fill the performance indicators. The subject of this research was the Tenth Graders of SMA Muhammadiyah 1 Muntilan in the school year of 2018/2019. The writer took X IPS 2 in the first semester. The total number of students are 36 consisting of 26 females and 10 males. The setting of the research is SMA Muhammadiyah 1 Muntilan. It is located on Jl. Tentara Pelajar No. 17, Tamanagung, Muntilan, Magelang, Central Java.

The writer used theory of Notoadmojo (2005) in Sarwanti and Indriani (2015: 179) that there are three ways to measure motivation. They are projection test, questionnaire, and behavioral observation. Based on Guttman (1998: 7), the percentages of students' motivation can be classified into five categories as follows.



Table 1. The Categories of the Students' Motivation

Categories	Percentages (%)
Very High	86 – 100
High	70 – 85
Fair	60 – 69
Low	50 – 59
Very Low	< 50

To evaluate the writing test, the writer used Weigle's theory (2002: 116) in Ratnaningsih (2016: 7) that there was an assessment rating scale to evaluate the writing test as follows.

Table 2. Writing Assessment Scoring

Writing Elements	Score	Criteria
Content	20 – 18	Use clearly appropriate detail to support or illustrate ideas.
	17 – 15	Use detail to support or illustrate ideas.
	14 – 12	Use some detail to support or illustrate ideas.
	11 – 6	Inappropriate or insufficient detail to support or illustrate.
	5 – 1	Little or no detail or irrelevant specifics.
Organization	20 – 18	Well organized and well developed.
	17 – 15	Generally well organized and developed.
	14 – 12	Adequately organized and developed.
	11 – 6	Inadequate organized and development.
	5 – 1	Serious disorganized and development.
Vocabulary	20 – 18	Demonstrate variety and appropriate word choice.
	17 – 15	Demonstrate some variety and range vocabulary.
	14 – 12	May contain some errors that occasionally obscure meaning.
	11 – 6	Noticeably inappropriate choices of word form.
	5 – 1	The serious problem with focus.
Language	20 – 18	Display consistency facility in the use of language.
	17 – 15	Display facility the use of language.
	14 – 12	Demonstrate adequate but possibly inconsistent facility with usage.
	11 – 6	An accumulation of error in sentence structure and/or usage.
	5 – 1	A serious and frequent error in sentence structure or usage.
Mechanics	20 – 18	Effectively addresses the writing task.
	17 – 15	Addresses some part of the task more effectively than others.
	14 – 12	Address the writing topic adequately but many slight parts of the task.
	11 – 6	Error in sentence punctuation.
	5 – 1	Severe spelling problem.

To collect the data, the researcher used two technique, they were test and non-test. The writer used the test at the end of every Cycle. They were Pre-Cycle test, Cycle I test, and Cycle II test. Non-test including observation, questionnaire, and documentation.

The technique of analyzing data which was used was quantitative and qualitative. To analyze the quantitative data the writer used Fowler's formula. Fowler (1991: 120) formulated a quantitative numeric descriptive of some functions of the population and mean score through the data collection process of the written form the research. Fowler presented a formula that was suitable to analyze the quantitative data focusing on the student's score and the number of respondents to calculate the mean of the score, the fowler's formula as follow.



$$M = \frac{SS}{R}$$

Explanation:

M: Mean of the score.

SS: Total number of the students' score.

R: Total number of the respondent.

The data analysis was compared with the score of Pre-Cycle, Cycle I and Cycle II test. The result of this research gave the description of the percentage of the improvement of the writing skill by using Schoology Application.

To analyze the qualitative data, the writer used descriptive analysis. The writer used Miles and Huberman (1994: 10-12) model which consisted of data reduction, data display, and conclusion drawing and verification.

## Findings and Discussion

### *The Improvement of Students' Motivation*

Based on Notoadmojo (2005) in Sarwanti and Indriani (2015: 179), behavioral observation can be used to measure motivation by creating the indicators that can show an attitude of the participants. Based on the theory above, the writer created learning situation in the class based on the observation indicators in order to know how was the increase of students' motivation in learning descriptive text writing skill. Besides, the writer also used Guttman's theory (1998: 7) that classified the percentages of students motivation into five categories as in the review of related literature. Related the students' motivation, the teacher used Schoology Application to improve the students' motivation in learning descriptive text writing skill. Rosalina (2018: 90) stated that Schoology Application is Learning Management System (LMS) that is specifically designed and developed to be used by teachers and students in a virtual classroom. It provides teachers with a method of managing lessons, engaging students, sharing contents, and connecting with other educators. There were improvements of percentages from Pre-Cycle, Cycle I, and Cycle II.

Table 3. The Result of Observation All Cycles

Behavioral Types	Observation Focus	Indicators	Percentage %		
			Pre-Cycle	Cycle I	Cycle II
1 The motivation of the students to listen the teacher's explanation.	1 The students pay attention to the teacher's explanation.	1. Students do not play their phone when the teacher explains the descriptive text.	61.11	86.11	94.44
		2. Students do not talk each other when the teacher explains the descriptive text.	58.33	75	88.89



	2	The students ask the material.	1. Students ask the material about the descriptive text.	33.33	47.23	58.33
	3	The students comment on the material.	1. Students comment on the material about the descriptive text.	33.34	47.22	58.33
	4	The students answer the teacher's question.	1. Students answer the teacher's question about the descriptive text.	36.11	55.56	69.44
	5	The students make a note.	1. Students make a note the material about the descriptive text.	61.11	80.56	100
The motivation of the students during the learning process.	1	The students have motivation in the learning process.	1. Students do not feel sleepy during the learning process.	86.11	100	100
	2	The students involved in the learning process.	1. Students share their opinion.	36.11	61.11	75
			2. Students give comment to the other opinion.	38.89	69.44	77.78
3	The students can understand the material.	1. Students are able to clearly express their ideas in writing.	50	75	80.55	
The motivation of the students to do the assignment that is given by the teacher.	1	The students can do the assignment.	1. Students can make the descriptive text independently.	47.22	77.77	83.34
	2	The students can finish the assignment within a given time.	1. Students can finish the descriptive text on time.	50	72.22	72.22
Average Score				49.30	70.60	79.86



Based on the Table 3, it explained the improvement of all Cycles were: the students' motivation to listen the teacher's explanation (1) in Pre-Cycle, the students who did not play their phone when the teacher explained the descriptive text only reached 61.11%, in Cycle I reached 86.11%, and in Cycle II reached 94.44% and the students who did not talk each other when the teacher explained the descriptive text in Pre-Cycle reached 58.33%, in Cycle I reached 75%, and in Cycle II reached 88.89%. (2) The students who asked the material about the descriptive text in Pre-Cycle reached 33.33%, in Cycle I reached 47.23%, and in Cycle II reached 58.33%. (3) The students who comment on the material about the descriptive text in Pre-Cycle reached 33.34%, in Cycle I reached 47.22%, and in Cycle II reached 58.33%. (4) The students who answered the teacher's question about the descriptive text in Pre-Cycle reached 36.11%, in Cycle I reached 55.56%, and in Cycle II reached 69.44%. (5) The students who made a note the material about the descriptive text in Pre-Cycle reached 61.11%, in Cycle I reached 80.56%, and in Cycle II reached 100%.

In behavioral types 2, (1) The students who did not feel sleepy during the learning process in Pre-Cycle reached 86.11%, in Cycle I reached 100%, and in Cycle II reached 100%. (2) The students who shared their opinion in Pre-Cycle reached 36.11%, in Cycle I reached 61.11%, and in Cycle II reached 75% and the students who gave comment to the other opinion in Pre-Cycle reached 38.89%, in Cycle I reached 69.44%, and in Cycle II reached 77.78%. (3) The students were able to clearly express their ideas in writing in Pre-Cycle reached 50%, in Cycle I reached 75%, and in Cycle II reached 80.55%.

In behavioral types 3, (1) the students who can make the descriptive text independently in Pre-Cycle reached 47.22%, in Cycle I reached 77.77%, and in Cycle II reached 83.34%. (2) The students can finish the descriptive on time in Pre-Cycle reached 50%, in Cycle I reached 72.22%, and in Cycle II reached 72.22%. According to Guttman (1998: 7) as in review of related literature, the result of data above in Pre-Cycle only reached 49.30% and belonged to very low category, Cycle I reached 70.60% and belonged to high category and Cycle II reached 79.86% and belonged to high category.

According to Notoadmojo (2005) in Sarwanti and Indriani (2015: 179) as in the review of related literature, questionnaire can be used to know the students' motivation. It can be presented by checklist that consist of positive and negative question. Based on the theory above, the writer used the kind of positive questions in order to know the students' opinions and responses to the Schoology Application in their class. Questionnaire was given in Pre-Cycle, Cycle I, and Cycle II.

The writer also used photo documentation to compare the class situation during the teaching-learning process. In the Pre-Cycle, the students looked passive. Then, in Cycle I, after the writer used Schoology Application in teaching descriptive text, half of them looked enjoy the class. There were interactions among them to had a discussion, although some of them did not engage in the class. Finally, in Cycle II, the writer noticed that almost the students engaged in the class through understanding, discussing, active in giving and answering the question. They also looked enjoy the class.

Based on the data above, the writer concluded that there were improvements of the students' behavior in learning descriptive text writing skill, especially their motivation after the writer used the Schoology Application. The writer concluded that the implementation of Schoology Application as media can increase the students' motivation in learning descriptive text writing skill. It can be seen from the results of observation, questionnaire, and documentation in Pre-Cycle, Cycle I, and Cycle II.



## 2. The Improvement of Writing Skill

Based on to Weigle (2002: 116) in Ratnaningsih (2016: 7), there are five elements to evaluate the writing test as in research method. Based on the theory above, the writer compared the test result of Pre-Cycle, Cycle I, and Cycle II to know the improvement of descriptive text writing skill. The clear improvement can be seen in the Table 4 as follows.

Table 4 The Result of Test All Cycles

Assessment Aspect	Average Score			Improvement		
	PC	CI	CII	PC-CI	CI-CII	PC-CII
Writing Skill	62.75	66.78	78.06	4.03	11.28	15.31
Category	Fair Category	Fair Category	Good Category			

Based on the Table above, it showed that there was an improvement of the students' writing skill who are taught by using Schoology Application as media. The class' average score of Pre-Cycle test was 62.75 that it belonged to fair category. In Cycle I, the average score was 66.78, this score was improved but still under the standard minimum score of learning target. Finally, the average score in Cycle II improved becoming 78.06, it was increased belonged to good category and it had reached the standard minimum score of learning target. Therefore, the writer stopped the Cycles in Cycle II.

The total percentage of improvement of the class' writing test was 15.31 from Pre-Cycle to Cycle II. It can be summarized that the class had already accomplished the standard minimum of learning target and they were already able to attain good category. From Pre-Cycle to Cycle I there was increasing 4.03, then they belonged to fair category. However, the class was eventually able to make good improvement from Cycle I to Cycle II. It is 11.28 at which it really made the class became good category.

From the discussion above, the writer can summarize that Schoology Application was able to improve the descriptive text writing skill of the Tenth Graders of SMA Muhammadiyah 1 Muntilan. It can be seen from the students average score in Pre-Cycle, Cycle I, and Cycle II. Here was the Diagram 1 to see the clearer improvement.

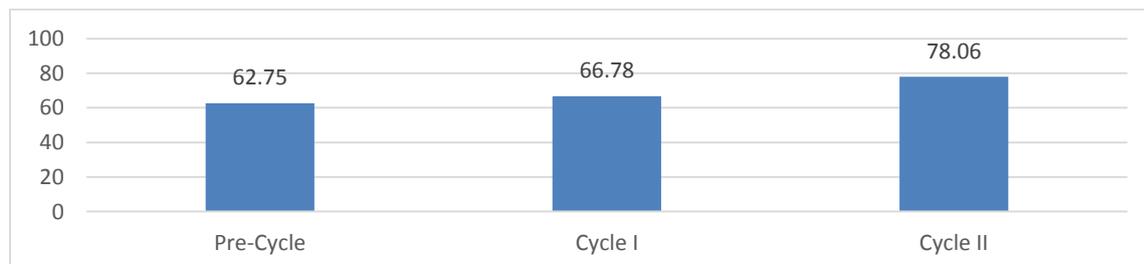


Diagram 1. The Improvement of Writing Skill in All Cycles



## Discussion

The writer used observation and questionnaire to know the students' learning motivation. The writer conducted Pre-Cycle, Cycle I, and Cycle II. The improvement of the students' learning motivation can be seen in the following table.

Table 2. The Result of Observation in All Cycle

Assesment Aspect	Improvement Score			Improvement		
	PC	CI	CII	PC-CI	CI-CII	PC-CII
Observation	52.93	63.23	80.58	10.30	17.35	27.65
Category	Low	Fair	High			

From the data above, the writer could conclude that in Pre-Cycle, the students' motivation in listening to the teacher's explanation, read the narrative text, and doing the task did not reach the target.

In the Cycle I, there was an improvement. The writer started to apply Response Cards media to overcome the problem. They had better motivation engage in teaching-learning process. They were interested in reading narrative text using that media, but the result had not satisfied and the writer continued to Cycle II.

In the Cycle II, the students' reading skill of narrative text showed better improvement. The students enjoyed during the lesson by using Response Cards media. It happened because they had more understanding how to answer the questions in the narrative text. The writer concluded that the students' motivation in learning narrative text by using Response Cards media bring the good improvement to the students' behavior. The more clearly improvement can be seen in the following diagram:

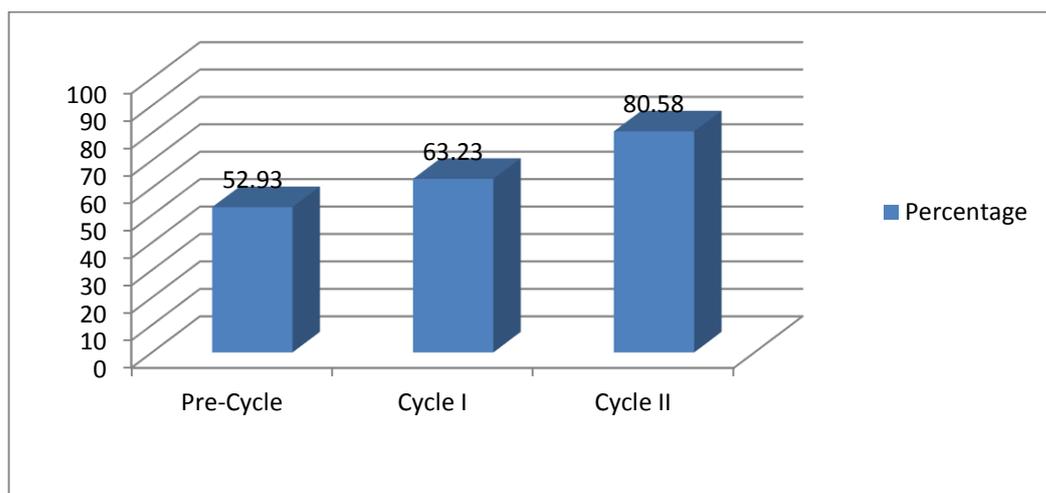


Figure 2. The Result of Observation in All Cycles



## Conclusion

Based on the analysis of the data Pre-Cycle, Cycle I, and Cycle II that the writer had done, it can be concluded the use of Schoology Application can improve the students' learning motivation of descriptive text writing skill of the Tenth Graders of SMA Muhammadiyah 1 Muntilan in the school year of 2018/2019. In the Pre-Cycle, the writer concluded that the students still had low motivation in writing class. It was proved by the total average score of students who got enough and good category in Pre-Cycle observation reached 49.30%. In Cycle I, the students had good motivation in following the writing class. The students were still confused to use Schoology Application. The total average score of students who got enough and good category in Cycle I observation reached 70.60%. In Cycle II, there was a behavior change. The students had better participation and motivation to engage in the Schoology Application. The final improvement of the students' descriptive text writing skill was 79.86%. It meant that the class participation had increased.

There was a great improvement of descriptive text writing skill of the Tenth Graders of SMA Muhammadiyah 1 Muntilan in the school year of 2018/2019 who are taught by using Schoology Application. In Pre-Cycle, the students' average score 62.75 and belonged to fair category. Cycle I, the students' average score 66.78 and belonged to fair category. It meant that Cycle I improved 4.03 from Pre-Cycle. The average score of Cycle II test reached 78.06 belonged to good category. The average score of Cycle I to Cycle II improved 11.28. The whole improvements of writing skill were 15.31. The students' average score in Cycle II was more than 67. Therefore, the writer did not continue to the action research in Cycle III.

## References

- Balla, E. 2014. Need and Motivation in Learning English Language. *Mediterranean of Social Sciences*, 217.
- Farikah. 2017. The Effectiveness of Jurisprudential Inquiry Learning Model in Developing the Students' Competence in Writing Analytical Exposition Texts. *Theory and Practice in Language Studies*, 990.
- Fowler, R. 1991. *Research Design and Its Implementation*. London: Routledge.
- Garcia et al. 2018. Schoology an Alternative to Traditional Teaching Tools for University Students. *Proceedings of EDULEARN18 Conference*, 7514.
- Gerot and wignell. 1994. *Making Sense of Functional English Grammar*. New South Wales: Antipeodan Educational Enterprises.
- Guttman. 1998. *Teaching and Researching Motivation*. Harlow: Longman.
- Huberman and Miles. 1994. *Qualitative Data Analysis: An Expanded Sourcebook*, 2nd. Thousand Oaks: Sage Publication.
- Inayati, N. 2015. English Language Teachers' Use of Social Media Technology in Indonesia Higher Education Context. *Asian EFL Journal Research Article*, 7.
- Kurikulum 2013. 2013. *Standar Kompetensi Mata Pelajaran Bahasa Inggris SMA dan MA*. Jakarta: Depdiknas.
- Mahadi and Jafari. 2012. Motivation, Its Types, and Its Impacts in Language Learning. *International Journal of Business and Social Science*, 231-232.
- Ratnaningsih, E. 2016. Improving Students' Writing Ability Through the Use of Dictogloss Technique. *Transformatika*, 2-3.



- Rosalina, M. 2018. Analysis The Use of Schoology E-Learning Towards Students' Learning Motivation Enhancement in STKIP Surya. *Indonesian Journal of Science and Education*, 89-95.
- Sarwanti, S. and Indriani, L. 2015. Scaffolding-ICT Based Technique to Promote 2013 Curriculum Character Building Among Rural EFL Students. *International Conference on Language and Religion*, 179.
- Smith, C. C. 1999. *Joining Hands in Writing and Speaking*. New Zealand: Wellington.

