

**THE IMPLEMENTATION OF *SCHOOLOGY* E-LEARNING WEB
TO IMPROVE STUDENTS' SPEAKING ABILITY DURING COVID-19
PANDEMIC ERA AT TENTH GRADE OF SMA N 1 KARANGANOM
IN ACADEMIC YEAR 2021/2022**

THESIS

Submitted as A Partial of the Requirements Degree of *Sarjana*



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Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

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RATIFICATION

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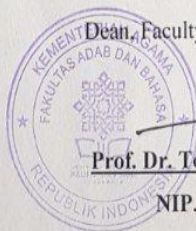
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DEDICATION

This thesis is dedicated to:

1. Allah SWT, The God of the universe.
2. My prophet Muhammad SAW, who always inspires me in every condition and occasion.
3. Me, myself and I as the researcher who never give up to take the positivity in every obstacle and any conditions.
4. My whole family, especially my beloved Mom and Dad and my siblings who always support and love me.
5. My friends, who have become my people in every conditions.
6. All the teachers and lecturers of State Islamic University Raden Mas Said of Surakarta.

MOTTO

“This too shall pass”

*“Alhamdulillah for everything I have, Alhamdulillah for everything I had and
Alhamdulillah for everything I will have.”*

*“Start now. Start where you are. Start with fear. Start with pain. Start with doubt.
Start with hand shaking. Start with voice trembling. Start and don’t stop. Start
where you are, with what you have. Just start!”*

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled “The Implementation of Schoology E-Learning Web to Improve Students’ Speaking Ability During Covid-19 Pandemic Era at Tenth Grade of SMAN 1 Karanganom in Academic Year 2021/2022” is my precious masterpiece. The things out of my masterpiece in this are signed by citation and referred in bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, October 2nd 2022

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The researcher realized that this thesis is still far from perfection. The researcher hopes that her thesis is useful for every researcher in particular and the readers in general.

Sukoharjo, October 2nd 2022

The Researcher,

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ABSTRACT

Hidayati Khoirun Ni'mah. 2022. Entitled "*The Implementation of Schoology E-Learning Web to Improve Students' Speaking Ability During Covid-19 Pandemic Era at Tenth Grade of SMA N 1 Karanganom Klaten In Academic Year 2021/2022*". Thesis. English Language Education, Cultures and Language Faculty.
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Mastering English is an important language in communicating skill for every student. Considering the function of English language, this research is focusing on the implementation of *Schoology* e-learning web during Covid-19 pandemic era at SMAN 1 Karanganom, (1) to describe the improvement of students' speaking ability, (2) to describe the students' motivation.

The research was conducted from November 14th 2021 until April 7th 2022 on English blended learning of SMA N 1 Karanganom, Klaten. The research was doing classroom action research, six meetings in two cycles to tenth grade students. The data is collected from the test and questionnaire. The data of research were presented in diagrams and showing the conclusion. Based on the objective stated the researcher found as supported on unstructured interview with English teacher that there were some deficiencies of students' speaking and some students have low motivation. Particularly during Covid-19 pandemic, which all teaching-learning system have changed into online.

The implementation of blended learning of *Schoology* gave a significant result, with pre-test score 46.6 which KKM 75. Then it founded up to average score 79,3 in the final post-test. The present study compared and analyzed students' speaking ability and students' intrinsic and extrinsic motivational factors that improve students' interest to learn English language. And as the result the implementation of *Schoology* e-learning web is helping to students' speaking ability improvements. Principle, they should be able to apply it in their regular teaching-learning during Covid-19 pandemic era in social's communication.

CHAPTER I

INTRODUCTION

A. Background of Study

Learning language need four literacy skills that integrate together. According to Brown (2001: 232) English skill is divided in four skills, namely listening, speaking, reading and writing. These four skills also applies in learning English because these are supported and interrelated. English skills divided into two categorized, these were receptively and productively. First in receptively categorized of the use of language is reading and listening, and second categorized of productively is writing and speaking. Many assessments of academic requirement in written form. But the ability to speak is one of the newest requirements that students must have. One example of English requirements is International English Language Testing System or the abbreviation of IELTS.

According to Charles Barber (1994: 2) that basically a language is something which is spoken: the written language is secondary and derivative. In the case, speech is learned before writing. But practically, speaking skill may not be too emphasized or put in last skill to test. This is the reason the speaking skill still feels foreign and deems not too important. The product of language is speaking. Hornby (1994: 398) said that speaking is expressing ideas or feelings using language. Therefore, speaking is not about an act to express one's ideas, feeling, purpose, and thought orally, but uttering, delivering, and presenting to other people and become a language. Most of people think that mastering the

art of speaking is the single most important aspect of learning a foreign language, and success is measured in term of the ability to carry out a conversation the language (Nunan, 1992: 39).

Based on researcher's discussion with English teacher, speaking skill is the lowest skill that students at SMA N 1 Karanganom have than other skills. They have deficiencies in speaking first language. It could be an analogy as a baby trying to imitate a voice around him for weeks or months before he can name a word perfectly. A baby should hear same of words in daily and repeatedly. This is reinforced the form of hard work for a speaking learner. Same as learning English, it should be learned intensively and continue. Yet, English language subject in SMA N 1 Karanganom have not learned every single day or in daily. There are only twice meetings of English subject in a week. One for English language and one for English literature.

Based on unstructured interview with English teacher, the students get many problems in speaking, also from English teacher itself. Most of students even judge that they are limited encounter with English spoken language and opportunities in practicing it orally, the lack of vocabularies, the lack of grammatical structure that make them unsure and afraid about pronunciation. These causes make bad effects on students, they are afraid also shy of making mistakes, some of them become passive learners, and unmotivated of improving their speaking ability. The other problems come to the one of the stakeholders, there are English teachers, they are overwhelmed because their capacity to handle heterogeneous students. This is due to changes in the new student

admission system that uses a zoning system or a scale of the radius of student domicile coverage, and also due to the pandemic factor.

The most time of human life is communication activities. And speaking is an act of communication which take important part of people connections. To communicate, they need a tool as we called language. Cameron (2001: 40) stated that speaking is the activity of using language to express meaning so that other people can understand. But speaking skill itself is the only skill that is difficult to be efficiently acquired among the other English language skills. Through education is one way in developing speaking skills.

The role of teachers and learning media should be able to overcome the lack of speaking ability with reliable of teaching. Teachers can help students to improve their second language by anything way, for example the use of ICT (Information and Communication Technology). Combining an education and technology are a unified package that will give good result. The implementation of ICT (Information and Communication Technology) on education to expand the study experience is the best way.

The world is struggling against an epidemic that broke out and developed in the past one year. This outbreak is called Corona or Covid-19 (Corona Virus Disease 2019). Initially this virus broke out in China, to be precise in the city of Wuhan. Currently this virus has been spreading widely and evenly throughout the world and has affected various sectors, ranging from business economics, employment, tourism, to education.

As one of the sectors affected by Covid-19, the Minister of Education and Culture (Kemendikbud) issued circular No. 4 of 2020 concerning The

Implementation of Education Policies in an Emergency for the Spreading of Corona Virus Diseases-19. Namely as an effort to break the chain of spreading the virus, the government recommends closing teaching and learning activities at school (offline) and implementing a SFH system (Study From Home) or using online facilities. One form of how to deal with the impact of Covid-19 in the world of education in Indonesia is technology empowerment. All schools strive to deliver education in various ways. One of schools is SMA N 1 Karanganom which located in Klaten, Central Java. This school will be the nice target of research by researcher.

In this study, students in SMA N 1 Karanganom were the research subjects. The researcher focused on doing research of speaking ability of how to express their personal experience in the past based on the Core and Standard Competence of English Curriculum for tenth grade students at Senior High School. The researcher realized that students have to increase the speaking skill, and congratulating was first step to explore.

Based on the researcher's experience and supported by teacher interview, there was some difficulties faced by students in express and speak in English language. The students also have difficulties in identifying and analyzing the grammatical sentence of congratulating text. Also, the students faced many unfamiliar words, phrases, and in conversation text. Another problem arises because of the implementation of zonation system for PPDB 2019/2020, the selection of new recruits is done by prioritizing nearby residence distances to the school in assigned zone (Permendikbud, 2018). So, SMA N 1 Karanganom has heterogeneous student resources. Based on some students'

explanation during unstructured interview, that the students found difficulties to comprehend the material because of their passivity of receiving the material in junior high school and the students realized that conventional e-learning made it difficult for them to learn English.

Based on the problems above, it is very suggested for teacher to select and to prepare some variations of e-learning system in order to motivate students, encourage active learning. Moreover, nowadays, many e-learning systems are offered to facilitate teachers in improving students' ability in speaking skill. One of those e-learning systems is *Schoology*.

Schoology is started from a 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. *Schoology* was founded by Jeremy Friedman, Ryan Hwang, and Tim Trinidad at Washington University in 2008. Technically, students and teacher can reach out to one another and content by sharing their ideas, problems, also helpful tips. Using *Schoology* in teaching learning English is likely to be more interesting, showed by the result of the research that the website design provides professional looks and beneficial features. Many researchers conducted by experts about the implementation of *Schoology* in education. For example, first investigation of the use *Schoology* by Low from Thammasat University in 2015. He revealed that *Schoology* could motivate students and had a positive effect on students' learning outcomes. The result said 80% students agreed that *Schoology* was interesting, flexible, and increase students' marks. Then, in 2016, a researcher named Wibowo from Satya Wacana University conducted a study about the

implementation of *Schoology* in educational sector. The result of his study found that *Schoology* could be an effective way for teaching speaking, indeed supporting 4.0 era. It has proven that there is a significant different students' achievement after and before tough by using *Schoology*. Based the results of some studies, it meant that *Schoology* had positive impacts when implemented in teaching and learning process. Using *Schoology* in education need is important thing that must be conducted by the teacher when the teacher teaches speaking. Through this study, the researcher has purpose to initiate such recommendations; (1) to summarize the literature on *Schoology* for teaching speaking skill and (2) to show what is the implication of *Schoology* for teaching speaking skill to teachers and students. The discussion will show the implementation of *Schoology* in teaching and learning process of speaking skill and as learning media platform for speaking skill for teacher and students.

The English teacher of tenth grade students SMA N 1 Karanganom has not used *Schoology* e-learning platform as teaching learning media. The English teacher gave chance to the researcher to implement *Schoology* e-learning web in tenth grade of the senior high school. Because English teacher thought that tenth grade need special attention than other grades, and also tenth grade is new students who need some adaptations from teachers and school rules. The result of this study is expected to become evidence that the implementation of *Schoology* e-learning web can be one of proper e-learning systems in teaching speaking.

Regarding to the explanation above, the researcher is interested in making an effort to entitle this study "*The Implementation of Schoology E-*

Learning Web to Improve Students' Speaking Ability during Covid-19 Pandemic Era" (A Classroom Action Research at the Tenth Grade of SMA N 1 Karanganom, Klaten in Academic Year 2021/2022).

B. Identification of Problem

Based on the explanation of background of the study above, there are some problems that can be identified in this research, such as:

1. Most of the students in the tenth grade of SMA N 1 Karanganom have difficulty to get the right pronunciation of words.
2. Most of the students in the tenth grade of SMA N 1 Karanganom have lack vocabularies which make them difficult to comprehend the whole of explanation text.
3. Most of the students in the tenth grade of SMA N 1 Karanganom have difficulty in comprehending the material because of the basic English skill in last level study passively.
4. All of the English teachers in the tenth grade of SMA N 1 Karanganom got difficulties during school from home (SFH) cause of covid-19 pandemic.

C. Limitation of Problem

Based on background and identification of problem above, the research has boarder scope. And it is impossible to handle all problem. The problem that discussed is limiting only teaching speaking using *Schoology*. There are many e-learning such as Edmodo, Mzinga, Moodle, Skillsoft, *Schoology*,

Blackboard, etc. The researcher used *Schoology* e-learning web as object investigated. And based on syllabus of SMA education authorities, the kind of text genre in the tenth grade of SMA is past event (Simple Past and Perfect

Continuous). The researcher only focuses on the teaching speaking inquiry telling personal experience to the tenth grade of SMA N 1 Karanganom, Klaten in Academic Year 2021/2022.

D. Problem Statements

Based on the limitation of the problem, there would be problems arise. Some of problems formulated as follows:

1. Can the implementation of *Schoology* e-learning web improve the students' speaking ability at the tenth grade of SMA N 1 Karanganom Klaten in academic year 2021/2022?
2. How does *Schoology* e-learning web motivate the students' in speaking at the tenth grade of SMA N 1 Karanganom, Klaten in academic year 2021/2022?

E. Objective of Problem

Based on statements of the problem above, it can be figure out the purpose of this research are as follows:

1. To find out the improvement of using *Schoology* web as e-learning platform in students' speaking ability of tenth grade students at SMA N 1 Karanganom, Klaten in academic year 2021/2022.
2. To find out the motivation of using *Schoology* web as e-learning platform in students' speaking ability of tenth grade students at SMA N 1 Karanganom, Klaten in academic year 2021/2022.

F. Benefit of the Study

The result of the research supplies benefits and gives the important advantages. It expected to be used theoretically and practically:

1. Theoretically

- a. The result of this research is expected to be able to widen the skill of teachers in using *Schoology* web as e-learning platform to increase students' speaking skills of expressing congratulation at the tenth grade of SMA N 1 Karanganom, Klaten.
- b. The result of this research can be used as the reference for those who want to conduct research in English teaching and learning process
- c. The finding of this research will enrich the use of teaching and learning platform as alternative study to the tenth grade. It also can be the reference for further research.

2. Practically

- a. To students
 - 1) The students can share their idea and their language style freely.
 - 2) The students can more interactive in this teaching learning process.
 - 3) It can improve students' speaking ability, especially in expressing congratulation.

b. To teachers

The result of the study might be useful for additional information in teaching English especially in speaking ability. *Schoology* e-learning web may be an alternative teaching platform to teach speaking skill.

c. To other Researchers

- 1) This research can become reference in making a thesis.

- 2) The researcher knows about the manner to teach in the classroom directly or indirectly and can develop creation for other alternative teaching learning platform.

G. Definition of Key Terms

There are some key words of this research, some definitions as follows:

1. Schoology E-Learning Web

Schoology is social media platform for teacher to students which it used to share the idea, files, activity agenda and assignment. It created a new interaction between teacher and students. And, *Schoology* can be used as one of alternative studying in e-learning based with many attractive features and easy to apply. As followed by Farmington (2014), explains that *Schoology* is a web-based social network for K-12. It assists the users to create, manage, interact and share academic contents. The platform also provides the access to teacher and students for the presence, collection tasks, exercises and media learning resources that can be accessed anytime, anywhere and also provides access to parents to monitor students' progress in the school. It is accessible at www.Schoology.com.

2. Speaking Ability

According to Lado (1961: 240), speaking ability as the ability to express oneself in life situation or the ability to report art or situation in precise words, or the capability to converse or to express sequence of ideas fluently. In language teaching and learning, speaking is considered a skill to practice and master. In this light, Nunan (2003: 48) put it that, "Speaking is

the productive oral skill. It consists of producing systematic verbal utterance to convey meaning”.

3. Classroom Action Research (CAR)

According to (Stringer 2007: 9), “Action research is disciplined inquiry (research) which seeks focused efforts to improve the quality of people’s organizational, community and family lives”.

CHAPTER II

LITERATURE REVIEW

This chapter discussed about some theories which are related on some information to support the research investigation.

A. Theoretical Description

1. Nature of Speaking Ability

a. Definition of Speaking

Speaking is one of the important skills that have to be mastered by students in learning English. Many experts define speaking in different ways. According to Scoot and Ytberg (2000: 3) state that speaking is perhaps the most demanding skill for the teacher to teach. Hornby (1994: 398) says that speaking is expressing ideas or feelings using language. Therefore, speaking is not only uttering ideas in or mind, but also delivering and presenting new information to other people. It is a way to present new language English orally. Speaking is an act to express one's ideas, feeling, purpose, and thought orally. (Nunan 1991: 39) says that to most people, mastering speaking is the single most important aspect of learning a second language, and success is measured in terms of the ability to carry out a conversation in the language.

Speaking is one of the four language skills. If students want to speak English fluently. As Harmer (2001) says learners should be able to pronounce it correctly, like they need to master intonation,

conversation, and transactional between the speakers. He says that speaking is called productive skill because speaking produces language.

From the theory above it can be concluded that speaking is an effort to use language freely, being able to speak which puts more emphasis on interaction, communication and understanding each other.

Speaking is an act to express one's ideas, feeling, purpose, and think orally. Besides, people have to be able to pronounce correctly and they need to master intonation, conversation, either transactional or interpersonal conversation.

b. Concept of Speaking Ability

Nunan (1998: 26) said that spoken language consists of short, often fragmentary utterances, in a range of pronunciations. There is often great deal of repetition overlap between one speaker and another, and speaker frequently use non-specific references.

The other theory is based on Guralnik (1994: 2) state that "ability" is a genetic word represents the term capacity, capability, intelligence, competence, mind power and others. It also relates to skill, knowledge to do something, proficiency, attitude, faculty, expertise, talent, facility, qualification, and strength.

When people speak, they construct ideas in words, express their perception, their feelings and their intensions, so that interlocutors grasp meaning of what the speakers mean. If the learner does not have speaking ability, does not understand the English words about what the speaker's said, they can't grasp meaning of the speaker's mean. From

that condition can be concluded that the learner have to be success in learning English, in order they can understand about the material.

From the statement above, speaking in learning English is highly important, not only in the teaching and learning process but as basic life skill. The skill increases students' ability which functioned to do communication. That contains some interaction that carry a lot of ideas, knowledges, opinions, perceptions, feelings and information. Speaking English is one of requirements for students who want to get higher degree for the next level education process.

c. The Elements of Speaking Ability

There are some elements is speaking which must be considered by teachers and learners in pedagogy. According to Harmer (1998: 266-271). Generally, there are four elements in the speech process, they are:

1) Pronunciation

Pronunciation is a difficult component in learning speaking ability. Pronunciation itself is defined as the way in which a word is pronounced (Oxford Advanced Learner's Dictionary, 1995: 928).

2) Vocabulary

Vocabulary means the appropriate diction which is used in conversation. Without having a sufficient vocabulary, one cannot communicative effectively or express ideas in both oral and written. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore, should process considerable knowledge on how to manage an interesting

classroom so that the learners can gain a great success in their vocabulary learning.

3) Grammar

It concerns with how to arrange a corrected sentence in conversation. It is line with explanation given by Heaton (1998: 5) that the students' ability to manipulate structure and to distinguish appropriate grammatical forms from inappropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language, both in oral and written form.

4) Fluency

Fluency is also can define as the ability to speak fluently and accurately suited with professional necessity. Basically, being fluent means able to keep the language coming.

Another opinion is from Nunan (1989: 32) he states that successful communication involves:

- 1) The ability to articulate phonological features of the language comprehensibly
- 2) Mastery of stress, rhythm, intonation patterns
- 3) An acceptable degree of fluency
- 4) Transactional and interpersonal skill
- 5) Skill in taking short and long speaking turns
- 6) Skills in the management of interaction
- 7) Skills is negotiating meaning

- 8) Conversational listening skills (successful conversations require good listener as well as good speakers)
- 9) Skills in knowing about and negotiating purpose conversations
- 10) Using appropriate conversational formulate and fillers.

From the explanation above, the elements of speaking ability are constructed between pronunciation, vocabulary, grammar and fluency. To identify the ability is not from one aspect, as a teacher need consider the rest of elements. From the explanation above, the researcher used those elements as assessment aspects.

d. Problems in Speaking Activities

According to Ur (1996: 121) there are some problems faced by the learners in speaking activities. The problems include inhabitation, the lack of theme to be spoken, the low of participation, and the use of mother tongue”. Those problems can be explained as follows:

1) Inhibition

Unlike writing, reading, and listening activities, speaking requires some real time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, such as worried about making mistakes, fearful of criticism, or shy of the attention that their speech attracts.

2) Nothing to say

Some learners get the difficulties in thinking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

3) The low or uneven of participation

Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each one will have only very little time to talk. This problem is compounded by tendency of some learners to dominate, while others speak very little or not at all.

4) Mother – tongue use

In a number of classes, the learners share the same mother tongue. They might tend to use it because of some reasons. Firstly, it is easier. Secondly, it feels unnatural to speak to one another in a foreign language. If they are talking in small groups, it can be quite difficult to keep using target language.

The problems not only came from the students but also came from the teachers. The teacher may give a little exercise to develop speaking skill. The students who learn about a new language will not learn to speak merely by hearing teacher's speech in a class. The teacher would be in the position of handling a set of strategies that would help the students improve their performance.

e. Strategies in Speaking Activities

Many problems arise in speaking, we have to solve those problems. Improving the speaking skills of the students may be difficult, but the added benefit is building confidence in students for speaking skills and strategies. There are some suggestions proposed by Ur (1996: 121) in order to overcome the problems in the speaking class. The strategies are explained in the following term:

1) Use the group work

Using group work will increase the amount of learners to talk going on in limited period of time and also reduce the inhibitions of learners who are unwilling to speak in front of the full class. By using group work, the use of oral practice is more than in the full class set up.

2) Base the activity on easy language

Language should be easily produced by participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to review the essential vocabulary before the activities sets. The level of language needed for a discussion should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is good idea to teach or review essential vocabulary before the activity starts.

3) Make a careful choice of topic and task to stimulate interest.

The clearer purpose of the discussion will make the participants more motivated in doing the task.

4) Give some instructions or training in discussion skills

The participants should give the contribution to the discussion, appoint a chairperson to each group who will regulate the participation.

5) Keep students to speak the target language

The best ways to keep students in speaking the target language are:

- a) Try to be model from them by using the target language;
- b) Remind them to always use the language. The teacher is reminding participants to use the target language. Also, the important thing is about the monitoring activities of the students.

The explanation above tells that teacher controls all the teaching-learning process. During the teaching activities, teacher should make teaching strategies as easiest way to stimulate students to speak English. Started make a limitation of material such as topic. Let the students focused on increasing their interest and exploring their experiences. Speaking needs minimum two persons to do real interaction, to make students can active during the teaching-learning process. Make class combination like teamwork or work in pair to push the competitive nature of students.

f. Role of the Teacher in Teaching Speaking

According to Byrne (1997: 2) the teachers also need to know their roles in teaching speaking. They have specific roles at different stages, as follows:

- 1) The presenting stage; the teacher as informant

As the presentation stage, the teacher's main task is to serve as a kind of informant. The teachers know the language; select the new material to be learned; and present the material in such a way that the meaning of the new language is as clear and memorable as possible. In this stage students listen and try to understand the

material. So, when the teachers introduce something new to be learned, the teachers play a role as informant.

2) The practice stage; the teacher as conductor and monitor

At the practice stage, it is the students' turn to do most of the talking. The main task of the teacher is to devise and provide the maximum amount of the practice. And at this stage, the teacher does the minimum amount of talking. The teacher is like the skillful conductor of an orchestra, giving each of the performers a chance to participate and monitoring the students' performance to see that is satisfactorily.

3) The production stage; the teacher as manager and guide

There is not a real learning that should be assumed to have taken place until the students are able to use the language for themselves, and unless opportunities are available for them to do this outside the classroom. Provision must be made as part of the lesson.

At any levels of mastering English, from basic to elementary, elementary to intermediate, intermediate to advanced, the students need to be given regular and frequent opportunities to use language freely, even if they sometimes make mistakes as a result. It does not mean that mistakes are unimportant, but rather that free expression is through the opportunities, the students can use the language as they wish; try to express their own ideas, and encourage their confidence to go on learning.

Based the theory above, as a teacher we must know what our roles in teaching and learning process. So, we can get the goals that we made. Explicitly, in teaching speaking, we do not use one role. As an English teacher, the better and the best will be founded by trying to use all kinds of the roles above. Finally, we can select what is the best role to improve our students' speaking ability.

g. The Criteria of a Successful Speaking Activity

Based on Ur (1996: 121) said that the speaking activity is the important part of language course, and there four characteristics for a successful speaking activity:

1) Learners talk a lot

As much as possible the period of time allotted to the activity is in fact occupied by the learner talk. This may seem obvious, but often most time is taken up with teacher talk pauses.

2) Participation is even

The lesson should not be dominated by only some students but all get chances to talk and contributions are fairly evenly distributed.

3) Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve a task objective. So, the teacher should prepare an interesting material for the learners.

4) Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

From the explanation above, it can be concluded that there are many elements that form a fluency of speech. The first is learners talk a lot. Learn and practice would be best key to seeing language in use. The second is students' participation. Teachers can make fair of students' contribution. Let all students practice their idea in creative way to let them develop their own language. The third is high motivation. The power of motivation to demonstrate a higher degree of interest when they have both a chance to see language in use and hear it. And last of all, the acceptance level of language. To show students opportunity to create something fresh and interesting.

2. Concepts of Learning Media

a. The Definition of Media and Learning Media

Etymologically, the word "media" comes from Latin language "*medius*". Literally, it means mediator or media that companion from the sender to the receiver.

Association for Education and Communication Technology (AECT) in Sadiman (2002: 6) defines media as all forms and lines which are used by people to convey information. According to Gagne and Riggs in Azhar (2006: 4) media is device used to deliver content of material which includes some of books, recorder, video, photograph, pictures, televisions and computer.

According to Usman and Asnawir (2002: 12) media is anything used to send messages from senders to receivers, so it can be aroused the learners' thought, feeling, and interest to gear the students' learning. Heinich et al in Azhar (2006: 4) states that medium is things that deliver information from source to the receiver. Using media creatively will make students to study better and can increase their performance in accordance with the goal that they want.

In addition, David (2002: 3) a medium is something we use when we want to communicate with people indirectly, rather than in person or by face to face. In other word, medium is a component of learning source of physical vehicles that consist of instructional material in students' environment which can motivate students to learn.

Based on those definition above, it can be concluded that media is tool that can be used to deliver the message from sender to receiver. Some examples of the media are video, television, diagrams, printed materials, computer programs, and instructors. Media is a tool which has an important function to support teaching learning process in the classroom. Learning is the process to get information and knowledge from the deliver to receiver. That means the media can be called the connector between both. Media has many functions. The stakeholder can choose or combine depend on what they need. To make learning process run well and effectively.

b. Function of Media

There are some functions of media in learning stated by experts, they are:

1) As a Learning Resource

Munadi (2013: 27) technically, the learning media serves as a learning resource. In the phrase "learning resources" is implied by the meaning of liveliness, namely as a distributor.

2) Semantic Functions

Munadi (2013: 39) namely the ability of the media in adding word to speech (verbal symbol) which meaning or meaning is completely understood by the child educated (not verbalistic). The relationship between words, meanings, and references becomes very clear, "meaning" is not attached to the "word"; "Word" only "meaningful" when referring to a number of referents. As tiger can be used as a symbol of courage. In fact, the tiger itself usually referred to beasts.

3) Manipulative Functions

Munadi (2013: 43) this manipulative function is based on common characteristics it has. Based on these common characteristics, the media has two abilities, is overcoming the boundaries of space and time and overcoming the limitations of the senses.

- a) The ability of media in overcoming the boundaries of space and time

- b) The ability of the media to bring objects or events that are difficult to be presented in its original form.
- c) The ability of the media to become an object or event that make long time become short time.
- d) The ability of the media to bring back objects or events that has happened.
- e) The ability of learning media in overcoming the limitations of human senses
- f) Assist students in understanding objects that are difficult to observe because it is too small.
- g) Assist students in understanding moving objects that are too slow or too fast.
- h) Assist students in understanding the objects in need clarity of voice.
- i) Assist students in understanding objects that are too complex.

4) Psychological Functions

a) Attention Function

Munadi (2013: 43) learning media can increase students' attention on teaching materials. Thus, learning media that are right to use are a learning medium that is able to attract the attention of the students.

b) Affective Function

Munadi (2013: 44) affective function, namely to arouse feelings, emotions, and levels acceptance or rejection of students

of something. Appropriate learning media can improve speech or student acceptance of certain stimuli. Welcoming or accepting is in the form of a will.

c) Cognitive Function

Munadi (2013: 45) students who learn through learning media will acquire and use forms of representation that represent the objects faced, whether the object is a person, object, or event.

d) Imaginative Functions

Munadi (2013: 46) learning media can improve and develop students' imagination. Imagination is the process of creating objects or events without the utilization of sensory data. This imagination includes the inclusion or creation of new objects as plans for the future.

e) Motivation Function

Munadi (2013: 47) motivation is the business of the outside people, in this case is teachers who can encourage, activate and mobilize their students consciously to be actively involved in the learning process. Teachers can motivate their students by generating interest in learning and by giving and giving hope. Giving hope can be done by facilitating the students, even those who are considered as weak, to receive and understand the content of the lesson through the utilization of an appropriate learning media.

f) Socio-Cultural Functions

Munadi (2013: 48) that is overcoming the socio-cultural barriers among participants to communicative learning. This problem can be solved with learning media, because the learning media has the ability of giving the same stimulus, equating experience, and generating the same perception.

Based on the theories above, in educational needs, the application of media is very helpful and it has a lot of benefited as a promote communication between students and teachers. A lot experts claimed that media creates a lot of positive impacts in every learning system. As stakeholders need to utilize media as a part that defector between educational system and the result of education itself. Not only utilize it but also need to be developed time by time.

c. Types of Learning Media

Arsyad (2003: 4) media is the accessories that can send and transmits learning messages. According to Arsyad (2006: 33-34) types of media are divided into two categories. They are traditional media choice and technology media choice.

1) Traditional Media

Traditional media are things that can be used to transmit a message from the sender to receiver traditionally. There are eight traditional media choices as follows:

- a) Silent visual that was projected (Examples: filmstrips, slide).
- b) Visual that wasn't projected (Examples: diagram, poster, and picture).

- c) Audio (Examples: reel, cartridge, and cassette).
- d) Multimedia presentation (Examples: tape, multi-image).
- e) Visual dynamic that was projected (Examples: movie, television, and video).
- f) Published (Examples: textbook, wordbook, and hand-out).
- g) Games (Examples: puzzle, simulation).
- h) Realia (Examples: model, specimen, manipulative (map, doll)).

2) Technology Media

Technology media are the opposite of traditional media. There are two technology media choices:

- a) Telecommunication media (Examples: teleconference and telecture).
- b) Microprocessor media (Examples: computer-assisted instruction, computer games, and compact disc).

There are so many media are used in teaching that starting from the simplest or cheapest ones to the most complex one. According to Nuhung (2009: 10) there are six kinds of media:

1) Teacher Mode Drawing

This media can be constructed and supported the topic which is being taught. The teacher can prepare it at home and apply it easily in the class to achieve the goals of the teaching and learning process.

2) Still Pictures

This media can be shown into the real objects or the events of outside the class. A still pictures is a record or a copy of a real

object or event which may be longer or smaller than the real object or events, for example: photograph, bulletin board material, brochure, etc.

3) Audio Recording

Recording is a mode of magnetic, on disc, or on motion picture soundtracks. This is the reproduction of actual event of sound effects. Sound is presented in the sequence in which they actually happen unless the recording is edited. Audio recording may be used individually or displayed directly to the audience.

4) Motion Picture and TV

A motion picture or video tape recording is a moving image on color or black and white produced from live action from graphic presentation. Objects or events may be in normal motion and edited for abbreviating or high lighting. It can be silent or having sound. All types of audio-video electronic system can be appeared on a cathode ray tube or TV monitor.

5) Real object, Simulations, and Models

The category includes people, events, objects, and demonstration. Real object as contrasted with other media are not substituted by the artificial objects or events. They are in fact, life, often in is natural setting. There are countless real objects in immediate community. As long as they are readily and economically available, use them. Simulation is the replication of real situation which has been designed to be as near actual events or process as

possible. A model is a replica or reality. It is often in scale and may be in miniature, exact size or an enlargement.

6) Programmed and Computer-Assisted Instruction

The example of program and computer-assisted instruction are sequences of information which are designed to elicit predetermined response. The most common examples are programmed text books or instructional program prepared for computers.

From the explanation above, the researcher concluded that learning media has two types. There are traditional media and technology media. The use traditional media still applied on Indonesia's education. And also, to support globalization era of 4.0 to 5.0 concept (technology based) which are the use technology media on educational revolution. But, the point of researcher wants to pop is both of type learning media are good depends on the need. But during pandemic, technology media would be better and useful to improve students' skills, on speaking ability focused.

d. The Characteristic of Learning Media

Gerlach and Ely in Azhar (2002: 12-14) propose three characteristics of teaching media, those are fixative property, manipulative property, and distributive property.

1) Fixative property

This characteristic explains the ability of media to record save, continue and rearranged using media such as photograph,

video, tape, audio tape, and film. By this characteristic, an event that just once in a life time can be perpetuated and rearranged for education.

The object or events which have been “fixed” some media formats are available to use at any time. Events which occur only once in history can be recorded and reconstituted. The performance an individual or group can be analyzed and criticized by the individual or group after the performance and as often as necessary. Hence, the fixative property is important from teacher’s point of view.

2) Manipulative property

This characteristic enables an event to be transformed, so the event that needs long time can be shorted in order to be showed in class for example the process of metamorphosis, the record of motion in sport class, the plant treatment.

The advantages of manipulative property of media are editing of real objects or events. The special motion picture effects such as time-lapse photography or high-speed filming can show events that would otherwise be unavailable to human eye. Complex details may be simplified by highlighting important components of an object.

3) Distributive property

This characteristic enables an object or event to be transported through space and be served together in a number of

students, in which each other gets the same experiences. Once information was recorded, it can be reproduced for many times and be used in many different places.

The advantages of the distributive property are as follows: once the information is recorded in any medium it is available for reproduction as often as necessary and in almost any location. It is available for simultaneous use in many locations or for repeated use in one location. Once the information is recorded in any medium it can be used and reused and reproduction will be exactly the same as the original. The potential for same content to be transmitted to different audience is enhanced.

e. Advantages of Media

According to Sudjana (2002: 155), there are some benefits that can be obtained by using media in teaching learning process. They can be followed:

- 1) By using media, it can make students learn to think concretely and avoid the teacher tech verbally.
- 2) To increase students' motivation, interest, and attention to learn about something.
- 3) To foster students' learning development in order to get good outcome.
- 4) To stimulate the students' way of thinking in learning something from their own real experience toward the objects of media.
- 5) To make the students learn to think regularly and continuously.

- 6) To increase students' critical thinking and help them to develop their ability in using language.
- 7) To help students getting a better learning experience.
- 8) Through media, the learning material will be easier to understand by the students and enable them to achieve the learning goals.
- 9) The teacher will have various teaching methods, not only focus on teaching in verbal communication. So that, the students will not feel bored and reducing teacher's tiredness in teaching along time in classroom.
- 10) The use of media in the classroom can encourage the students to do many activities, such as observing, applying, and demonstrating.

From the theory above, the researcher concluded that media is taking best weapon in teaching-learning process. For the students, it can help students to understand the material easily and enjoy following the lesson.

Arsyad (2002: 26) states that there are many advantages of media in teaching and learning, they are:

- 1) Learning media can clarify the presentation of messages and information that can facilitate and improve the process of teaching learning activities.
- 2) The media can enhance students' attention so that media can lead some motivation of learning. The more direct interaction between students and their environment, the more possible students learn independently in accordance with the abilities and interests.

Teaching media can overcome the limitations of the senses, space and time.

- 3) The teaching media can provide a common experience of teaching the students about the events of their environment, and allow direct interaction with teachers, community, and environment for example through study tours, visits to museums or zoo.

From the explanation above, the researcher concluded that media also can help teacher in teaching and learning process. Media can make students interested in teaching and learning process, and motivate the students to understand the material.

3. Concepts of E-Learning

E-learning is electronic learning that uses technology and information. According to Michael (2013), E-learning is organized with the purpose of e-learning to use an electronic system or computer also to be able to support a learning process. E-learning is created to overcome the limitations between teachers and students, especially regarding space and time. Therefore teachers and students should not be in one dimension of space and time. The education process can run at any time by ignoring the space and time (Kusmana, 2011).

In addition, Derek (2003) stated that e-learning involves the use of a computer or electronic device in some way to provide training, educational or learning material. E-learning has an impact on learning, there are cognitive performance and motivation. E-learning improves the cognitive skills of the learners (Songkram et al., 2015). Harandi (2015) said there is a

significant relationship between e-learning and students' motivation. In addition, Ibrahim and Suardiman (2014) state there is influence of the use of e-learning on student motivation, students' motivation tendency to use e-learning is higher than conventional learning. According to Frey (2015), there are 3 types of e-learning:

a. Synchronous E-learning

Synchronous e-learning is commonly understood as instructor that leads the training. That is delivered in an electronic or digital format. It involves instructor or teacher being online at the same time as the students.

Synchronous e-learning can be delivered to just one person at a time, or to multiple people, and includes online tutoring, lectures, or meeting between peers. Example of synchronous e-learning are online chat and video conferencing. The main benefit of synchronous e-learning is that it enables students to avoid feelings of isolation since they are in communication with others throughout the learning process.

b. Asynchronous E-learning

Asynchronous e-learning on other hand can be carried out even when the students or teacher is offline. Coursework and communications delivered via email and messages posted on community forums are example of asynchronous e-learning. In these instances, students will typically complete the lessons on their own and merely use the internet as a support tool.

c. Blended E-learning

Blended e-learning is a combination of synchronous and asynchronous. Blended e-learning combines face-to-face and online instruction. In blended e-learning, students attend the class taught by teacher, and also independently completing online task. In blended learning, teacher can post the video, material, task, quizzes and assignment. One of the examples that researcher takes of blended e-learning is *Schoology*.

4. An Overview of *Schoology*

a. Definition of *Schoology*



Picture 2.1 Logo of *Schoology*

Schoology is an online learning management system (LMS) designed to make online education a collective effort and to increase the overall impact of everyone involved in a student's education. A Learning Management System (LMS) is a software application or Web-based technology used to plan, implement, and access a specific learning process. Typically, a learning management system provides an instructor with a way to create and deliver content, monitor student participation, and assess student performance (Rouse, 2005). *Schoology* is similar to Facebook in appearance and functionality.

Schoology allows keeping of attendance records, online grade books, administration of tests and quizzes. *Schoology's* mission is to

empower teachers, giving tools and connections to engage students more efficiently and improve educational effectiveness. A teacher can assign and grade work on *Schoology*, students can get help from the entire class on *Schoology*.

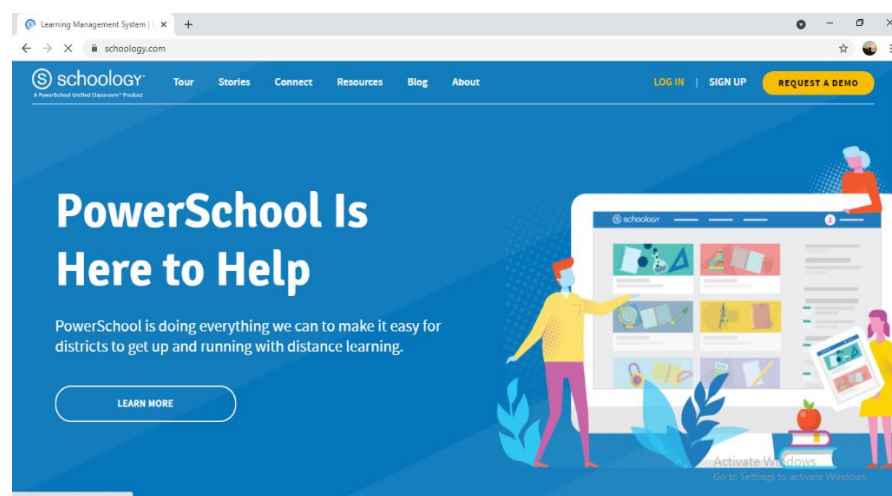
Schoology was created by Jeremy Friedman, Ryan Hwang, and Tim Trinidad in 2007 while they undergraduates at the University of St. Louis. The LMS focuses on three main components for educational engagement: online curriculum and lesson planning, classroom management through attendance and grading, and parent-student engagement via access portals and discussion forums. On August 2009, *Schoology* was released commercially.

Schoology was released in 2009 and has pressed through the education sector's slow pace of innovation to bring a product to market that can truly help students and teachers. Starting with K12, but rapidly expanding in higher education. *Schoology* lets teacher create curricula on the platform and share it with students. But beyond that, *Schoology*'s content is all in the cloud, across 12 million users in more than 130 countries. On August 2013, *Schoology* was chosen as Best App for managing Classrooms by American Association of School Librarians. In 2017, *Schoology* got the first place in the LMS software category which has a total score of 9.8/10 and is the winner of Best LMS Software Award.

b. Profile of *Schoology*

Schoology's design visually mirror of Facebook, but unlike Facebook. *Schoology* consist of two main context 1) interactive communication and 2) academic information exchange. Teachers can create discussion questions, collaborative, or boards for assignments that allow for dynamic interaction between students and their teachers. For example, students participating in reading workshop can ask questions and post comments about classmates' book choices. Teachers can participate in and monitor these student-led discussions. The second aspect that *Schoology* has capitalized on is the ability to deliver academic information to students. Within *Schoology*, students are able to access their grades, attendance records, and teacher feedback on electronically-submitted assignments. Access to this information increases communication between teachers and students and holds students accountable for their academic responsibilities (Manning, C. et. Al, 2014). There are features of *Schoology* e-learning web, they are:

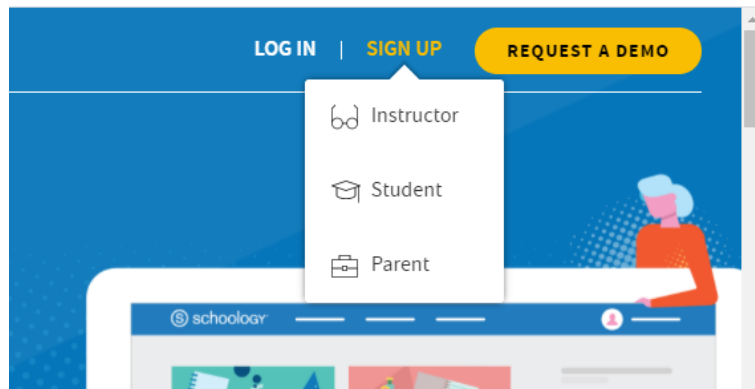
1) First page of *Schoology* e-learning web



Picture 2.2 First page of *Schoology*

This page will appear when user sign up to *Schoology* link www.Schoology.com. The first time, user should sign up. User can choose their identity as an instructor/teacher, student or parent.

2) Creating *Schoology* as instructor

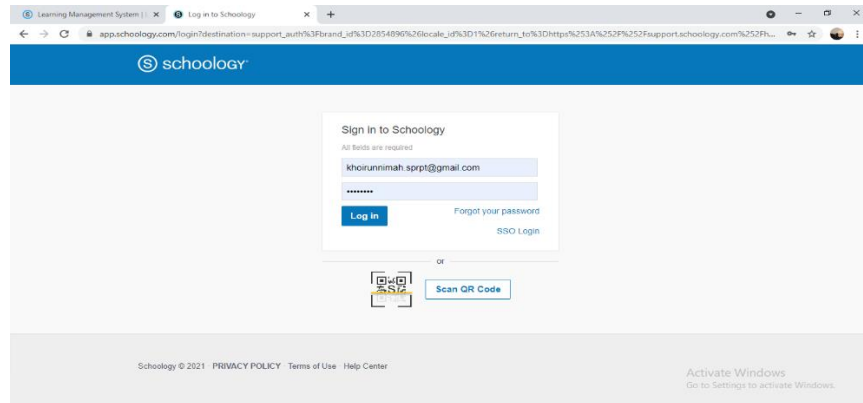


Picture 2.3 Sign-up as an Instructor

To sign up as “instructor” click instructor and will show column page. Fill out each required field after filling in all necessary information, click register.

After click register, user should fill the country, state and city. If user cannot find the school, user can click *skip this step*. And account *Schoology* is already created.

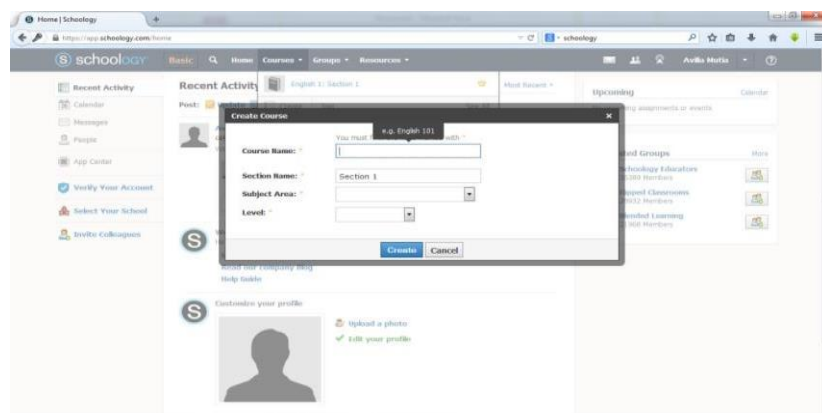
Also, for the next visitation of *Schoology* no need signed up to register, but just sign in using e-mail and password like image below. And then click log in or scan QR code but the *Schoology* should capable user’s camera access.



Picture 2.4 Log-in account of *Schoology*

3) Creating course

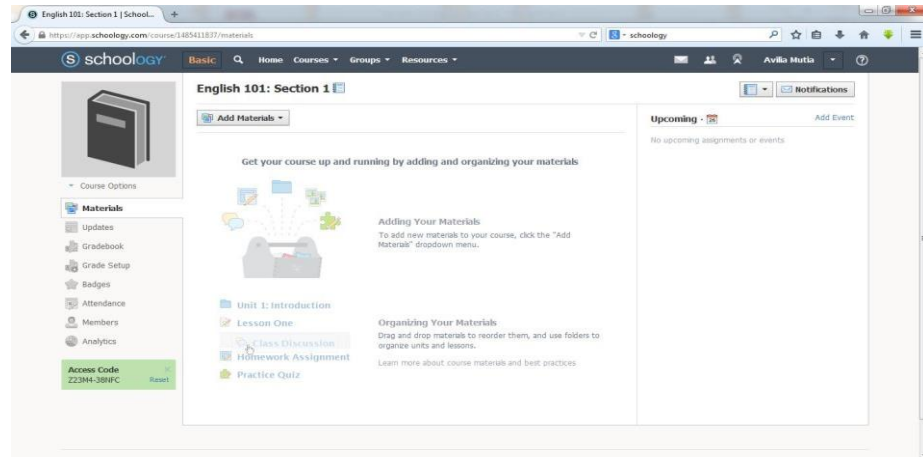
To create course, click ***Courses*** in the top menu, enter the course name for example “English 101”, select the subject area click ***Create***.



Picture 2.5 Make a course on *Schoology*

The course has been successfully created and there is access code. Access code for students to join the course.

4) Creating an assignment

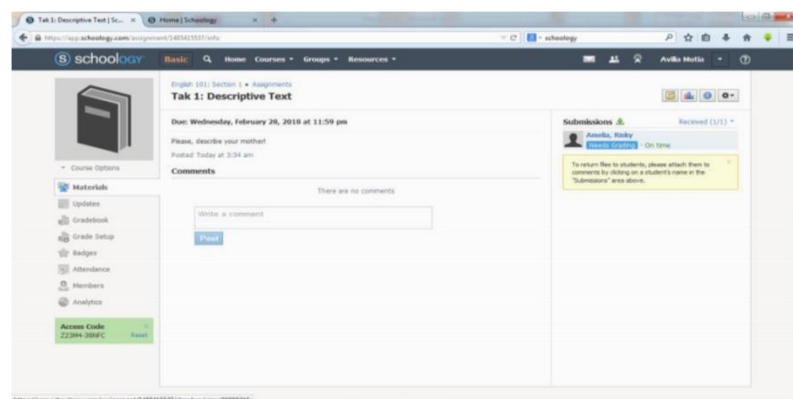


Picture 2.6 Creating an Assignment on *Schoology*

After create the course, user as instructor can create assignment to the students. To create an assignment, click the **Add Material** at the top, click **Add Assignment**, and fill out the **Create Assignment** form. Set a due date to place the assignment in the course calendar and upcoming area. It will also enable overdue notifications if a student fails to submit the assignment.

5) Grading assignment

The document viewer enable teacher to view and annotate students' assignment submission directly through *Schoology* account. To use the document viewer, click **Submission**.



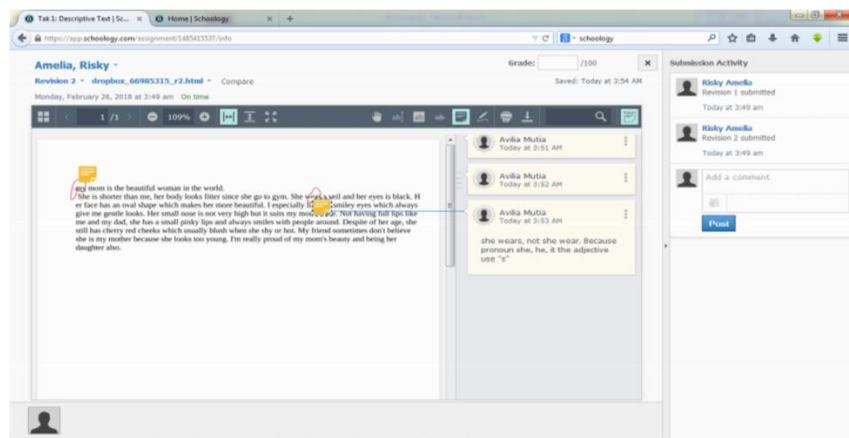
Picture 2.7 Grading page on *Schoology*

In the document viewer, teachers can:

- a) Comment and discuss in the right column.
- b) Upload a file to the comment/discussion feed.
- c) Highlight selected text.
- d) Give annotate
- e) Strikeout selected text.
- f) Draw on the document.
- g) Grade the assignment.

In grading assignment, teacher can give note, circle the students' mistake and give score.

Teacher can give note so students know their mistake and teacher also can give motivation in written form.



Picture 2.8 Grading Page of *Schoology*

6) Benefits of *Schoology* e-learning web

The use of *Schoology* can give some benefits to the users.

They are:

- a) Discussion forum

- b) No private information is required from students.
 - c) Students join classes by access code.
 - d) Teacher/instructor has fully management control.
 - e) Teacher/instructor can track students' progress.
 - f) Teacher/instructor can create assignment, quiz. Teachers can choose the form of quiz such as true/false, multiple choice, ordering, fill in the blank, short answer/essay question.
- 7) The steps teaching speaking of telling personal experience by using *Schoology* e-learning web

The steps in teaching speaking of telling personal experience through *Schoology* e-learning web are as following:

- a) The researcher made *Schoology* e-learning web account as an instructor.
- b) The researcher gave access code to the students to join course in *Schoology* e-learning web that made by researcher.
- c) The students made *Schoology* e-learning web account.
- d) The researcher posted some materials in form PPT, Quiz and file about the definition of past event and the generic structure of past tense in *Schoology* e-learning web.
- e) After that, the researcher gave a question card to each student and asked the students to interview their friends to answer the question in the card. The question based on their personal experience in the past. They are asked to answer using form of past event that already forwarded in *Schoology* e-learning web.

- f) After the work is finished, the students who completed the least got punishment to share their memorable experience in the past. They shared in front of the class and other friends put attention to them. During the teaching-learning process the researcher could give some feedbacks.

Due to the explanation before, it can be summarized every e-learning system has both advantages and disadvantages. Neither does *Schoology* e-learning web. But the *Schoology* e-learning web itself already updated and designed for every student and all stakeholders needs. The researcher utilizes the good of learning system as well as utilize *Schoology* e-learning web as new e-learning system. The use e-learning system would not stop the live activity in the class because *Schoology* is suitable to be used in online or offline classroom mode.

5. The Concepts of Motivation

a. Definition of Motivation

Webster New World Dictionary in Guralnik (1984: 393) defines motivation is an affecting; a motive; an inciting. A cognitive view of motivation includes factors, such as the need for exploration, activity, stimulation, new knowledge, and ego enhancement. Harmer (2001: 51) says motivation is a state of a cognitive arousal which provokes a 'decision to act' as a result of which there is 'sustained intellectual and/or physical effort' so that the person can achieve some 'previously set a goal'. Motivation is a kind of internal drive which pushes someone to do things in order to archive something. This definition is introduced

in some theories, the most widely known are motivation to learn, to work, and get achievement.

That will be analyzed in this research is motivation to learn, it is a kind of internal and external drive which pushed students who are studying about something to improve their attitude. According to Uno (2008: 23) some supporting factors, they are:

- 1) Desire to success
- 2) There is pushing of study
- 3) There are necessities in study
- 4) There is expectation in future
- 5) Appreciation in the learning process
- 6) There are attractive activities in the teaching learning process
- 7) Good learning environment

Motivation is one of important factors that influence English learning achievement. Maintaining a high level of motivation during a period of language learning is one of the best ways to make the whole process more successful. As each student is motivated in different ways, the teacher has to find the right balance of incentives to succeed and disincentives to fail, encouragement, and the right environment to learn.

b. Types of Motivation

There are two types of motivation. They are extrinsic and intrinsic motivation.

- 1) Extrinsic Motivation

According to Yamin (2008) extrinsic motivation is learning activity that occurs from the encouragement and someone's need that absolutely not related to the activities of their own learning. It is caused by any number of outside factors. For example: the need to pass an exam, financial reward, good mark, etc.

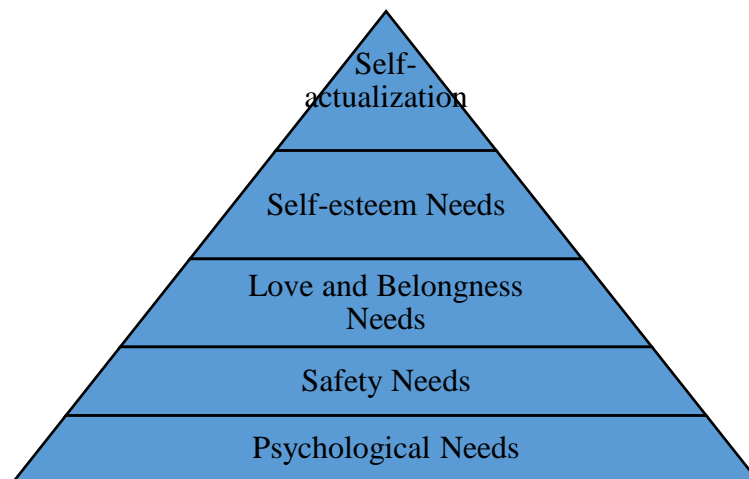
Some opinions state that the concept intrinsic motivation occurs when extrinsic motivation is fulfilled. Extrinsic motivation itself is basically a behavior that is driven by external forces of the individual. Ghufroon and Risnawati (2010) states Individual motivated extrinsically if that individual chooses an easy task, routine, simple and predictable, working to get prize, depending on help of others, less confident to express their opinions, and using external criteria in determining success and failure.

2) Intrinsic Motivation

Each of us is motivated by need. Our most basic needs are inborn, having evolved over tens of thousands of years. According to Maslow the underlying of human behavior are basic needs that can be arranged in a hierarchy. The lowest level are physiological need (food, drink, sleep, clothes, shelter, etc), the next level are safety needs (stability, own safe from fear, etc), love and belongingness

needs, self-esteem needs (achievement, competence, recognition, etc), and the most upper level are self-actualization needs.

Picture 2.9 Masglow's Haerachy of Needs



Students are motivated to do a task are influenced by their intrinsic motivation and extrinsic motivation. Also, Yamin (2008) states intrinsic motivation is an activity of initiated and continued learning, based on the appreciation of the need and encouragement that is absolutely related to the activation of learning. The importance factor in intrinsic motivation is enjoyment that shown when carrying out their duties without any compulsion. It comes from the duties without any compulsion. It comes from the individual itself. For example: enjoyment of the learning process makes themselves feel better.

Medically Timothy (2019) states the existence of intrinsic motivation influenced by some factors, they are:

- 1) Challenge

People are best motivated when they are working toward personally meaningful whose attainment requires activity at a continuously optimal (intermediate) level of difficulty.

2) Recognition

Ghufron and Risnawati (2010: 92-93) learners feel satisfaction when others recognize and appreciate their accomplishments.

3) Curiosity

Something in the physical environment attracts the learner's attention or there is an optimal level of discrepancy between present knowledge or skills and what these could be if the learner engaged in some activities.

4) Control

People have a basic tendency to want to control what happens to them.

5) Fantasy

Learners use mental images of things and situations that are not actually present to stimulate their behavior.

6) Competition

Learners feel satisfaction by comparing their performance favorably to that of others.

7) Cooperation

Learners feel satisfaction by helping others achieve their goals.

From the description about motivation above, the researcher can be concluded that there two different kind of motivation which both are connected, there are extrinsic and intrinsic. The intrinsic motivation would be attached with the extrinsic motivation. Some factors affected to the extrinsic motivation like: challenge, recognition, curiosity, control, fantasy, competition and cooperation. These factors will be blueprint of the researcher to get know how far the study reach students' motivation.

c. The Function of Motivation

According to Yamin (2008: 161-162) the function of motivation includes the following:

- 1) Encourages the emergence of behavior or act. Without motivation there will not be an act as learning.
- 2) Motivation serves as a director. It means that motivation drives to an act of achieving desire.
- 3) Motivation as an activator. This is like the engine that drives a car. The size of motivation will determine the speed of a job.
- 4) The theory of motivation is closely linked to the concept of learning. A lot of need is obtained from culture; need for achievement, need for affiliation, and need for power. When someone' necessary is very urgent then they will try hard to

motivate himself. Motivation is a crucial aspect in the teaching learning process. Without a motivation, students cannot do the best.

d. Source of Motivation in the Learning Process

The motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people. Harmer (2008: 51) says that it is worth considering what and who these are since they form of the world around students' feeling and engagement with the learning process.

1) The society people live in

Outside any classroom there are attitudes to language learning and the English language in particular. How important is Learning of English considered to be in society. In school situation, for example, is the language learning part of curriculum of high or low status? If school students offered the choice of two languages to learn, which one would they pick? And what is the reason?

2) Significant others

From the culture of the world around students, their attitude to language learning will be greatly affected by the influence of people who are close to them. The attitude of parents and older siblings will be crucial. If they are critical of the student's peers also crucial. If they are critical of the subject or the activity, the student's own motivation may suffer. If they are enthusiasm learners, they may take the student along with them.

3) The teacher

Clearly a major factor in the continuance of student's motivation. The teacher is a bridge between students and their knowledge. The role who all students will put their structured thoughts and enthusiasm during their belong. To understand learners' needs and give what should or shouldn't to every learner will make the teacher as students' commander and the center of attention. It's great role to motive the learners.

4) The method

It is vital both teacher and students have some confidence in the way teaching and learning take place. When either loses this confidence, motivation can be disastrously affected, but when both are comfortable with the method being used, success is much more likely.

From the explanation above, the researcher can conclude that some sources above can be formed as motivation. And as a teacher has role to control all of the teaching-learning processes and also able to reach students' motivation during teaching-learning process. When students have readability and interest on learning a new major, the teacher can help them by improving many various ways, as well as using new education system like *Schoology* e-learning web.

B. Previous Study

The researcher takes review of related literature from the previous researches that pertinent with this research. There are several researchers which related with the study as follow:

1. Putri (2017) with the title “The Effectiveness of Teaching Writing Recount Text by Using Facebook at SMA N 1 Tulungagung”. The type of the research is experimental research. The researcher used two classes XMIA1 class as the experimental class and XMIA4 class as the controlled class. The result of the research can be seen from the t-test ($t_o=2.76$) is higher than t-table ($t_t=1.68$), so the alternative hypothesis is accepted and the null hypothesis is rejected. It means teaching writing recount text by using Facebook is effective in increasing tenth grade learners’ achievement. It can be concluded that students’ writing recount text is more effective by using Facebook than except using Facebook.

The similarities between this research and the research above are the object of the study that is writing and material that is teaching in writing recount text. The difference between this research and the research above are the research design, the researcher will use Classroom Action Research and the research above using experimental research. The medium is different, the researcher using *Schoology* and the research above using Facebook as medium.

2. Avilia Setiani Mutia (2018) with the title “The Implementation of *Schoology* E-Learning Web to Improve Students’ Paragraph Writing at The Eight Grade Students of MTs N Surakarta II in The Academic Year 2017/2018”. She focused teaching writing recount text. The design was Classroom

Action Research (CAR) consisting of two cycles involving 24 students of 8A class. The result of the research can be seen from the mean difference between pre-test score and post-test score. The mean score of pre-test was 62.83, mean score of post-test was 72.04. The result of the mean score of post-test was higher it was compared with the mean score of the students' pre-test. It means that students' writing skill improve significantly through *Schoology* e-learning web. It can be concluded that the students are more enthusiastic and more interested in writing English. And also to entertain the students open their dictionaries to get knowing the word that they did not know and they discussed with their friends.

The similarities between this research and the research above are the research design. The difference between this research and the research above is the medium is different, the researcher using *Schoology* e-learning web in pandemic era and the research above was in daily era. Also, the different can be seen on the subject and the object of research. The object of the study is speaking and material that above was teaching in writing recount text.

3. Nur Afrizah (2018) with the title "The Implementation of *Yukbelajar* As E-learning Platform in English Learning at SMP Islam Al-Azhar 13 Surabaya in The Academic Year 2016/2017". She focused on English learning process. The design was descriptive qualitative research. The researcher was used 8B grade students only. The result of this study showed that perception of students toward the use of *Yukbelajar* are ease to use and useful to use in

English learning. And it affected them to use this application in English learning.

The similarities between this research and the research above are the use e-learning platform as new paradigm of education. And the differences can be seen from the design also the subject and the object of research. The object of the study is generally English learning process.

4. Agustin Apriliani, Abdul Asib, Ngadiso (2019) with the title “*Schoology* as a Learning Media Platform for Writing Skill: Implications to Teachers and Students”. Their journal reviewed several papers study that implication of *Schoology* as a learning media platform. This study expected that *Schoology* will be an alternative learning media platform that used by the teacher and the students to support teaching and learning process in writing.

The similarities between this research and the journal above is the use or the implementation of *Schoology* as e-learning platform. And the differences can be seen from the subject and also the object of research. To the generally object above is increasing writing skill.

C. Rationale

Based on the explanation above, teaching speaking using *Schoology* e-learning web means that the teacher used *Schoology* e-learning web as a virtual class that focused on the speaking ability. The *Schoology* e-learning web contributes as the activist to help the teacher convey the material easily. It is expected that the material could be received by the students easily too. In this case, the implementation of *Schoology* e-learning web activities in teaching and learning process has expectation to improve the students’ speaking ability.

In learning English, there are some difficulties faced by students. For the tenth grade of SMA N 1 Karanganom, speaking is considered as the most difficult ability. Based on the simple discussion with English teacher, it is found that students' speaking ability is very low. Some students could not speak well and were not speaking confidently in front of the teacher also in front of class. Besides they felt difficult start to speak, and they have lack vocabulary. But the teacher always tries to ask some students to speak orally. And during Covid-19 pandemic era, all education foundations turn all learning system to offline class. *Schoology* is one of learning platform that been trusted by all stakeholders in international range.

Based on the problem above, the researcher tried to make variety in teaching and learning process with *Schoology* e-learning web activities. The implementation of *Schoology* e-learning web activities could catch the students' attention, so it is expected that they feel more interested in learning the material. Besides, the use of information gap activities in teaching speaking was expected to help students in understanding the whole message that will be sent.

D. Hypothesis

Based on few of supported theories and rationale above, so the hypothesis of this research can conclude:

1. Ho: There is no significant improvement in speaking ability the students who are taught by using *Schoology* e-learning web at the tenth grade of SMA N 1 Karanganom in academic year 2021/2022.

Ha: There is a significant improvement in speaking ability the students who are taught by using *Schoology* e-learning web at the tenth grade of SMA N 1 Karanganom in academic year 2021/2022.

2. Ho: There is no significant improvement in students' motivation who are taught by using *Schoology* e-learning web at the tenth grade of SMA N 1 Karanganom in academic year 2021/2022.

Ha: There is a significant improvement in students' motivation who are taught by using *Schoology* e-learning web at the tenth grade of SMA N 1 Karanganom in academic year 2021/2022.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

In this research, the researcher applies Classroom Action Research (CAR) as the method of the research in order to teach speaking by using *Schoology*. Kasbalah and Sukaryana (2001: 9) say that Classroom Action Research (CAR) is one of the efforts made by a teacher or a practitioner in the form of various activities which are carried out in order to improve unsatisfactory condition or to increase learning quality in the class.

Kemmis and Mc. Taggart (1998: 18) stated that action research is a piece of descriptive research carried out by the teacher in his/her own classroom, without the involvement of others, which is aimed at increasing our understanding rather than changing the phenomenon under investigation.

Meanwhile, Carr and Kemmis (1999: 30) stated that action research is the application of fact finding to practical problem solving in a social situation with a view to improving the quality the action within it, involving the collaboration and co-operation of researchers, practitioners, and laymen. According to Muslich (2012), Classroom Action Research has many characteristics, they are:

1. The problem of Classroom Action Research begins with teachers.
2. The purpose of Classroom Action Research is to improve learning problems.
3. Classroom Action Research is a collaboration of research.

4. Classroom Action Research is the kind of research that make a specific action to improve the teaching and learning process in the classroom.
5. Classroom Action Research can bridge the gap between theory and practice of education.

In the process of teaching, the researcher's role was the teacher and the extracurricular teacher as the research collaborator and the observer. As stated by Taylor (2007), research collaborator is an individual who works in a supportive role to contribute to the production of research. Burns (1999) adds that collaborative researchers are like to be more valid, reliable and generalizable.

Based on some definitions above, classroom action research is systematic research done by teacher, practitioners, collaborators or other educational professionals to solve problems in order to get better improvement and data.

B. Setting Place and Time of The Research

1. Place of research

The research of this study was conducted in the tenth grade of SMA N 1 Karanganom. The school is located at Jl. Raya 3 Karanganom, Klaten, Central Java. SMA N 1 Karanganom has A point in school accreditation and highly support to do research. This school has three majority classes which each major class has three grades and each grade has 5 regular classes.

The researcher chose X IPS 3 students because of according to the English teacher, class of X IPS 3 was the class has ultimate problem in speaking, so they need a right treatment to improve their speaking ability.

In X IPS 3 class were seen active but naughty. The problems are: the weak students tend to be passive, lack of motivation, can't be focus, noise and bother the other students during teaching learning process. But most of them were having standard comprehension of English subject which could be a perfect subject. This class contains 34 students.

2. Time of research

The researcher plans the research started in counting month, started September - October 2021 by observing to the school.

Table. 3.1. Research Schedule

No.	Planning Activities	Month				
		July	August	January	February	March
1.	Preparation					
	a. Observation	√				
	a. Problem Identification	√				
	b. Problem Solution	√				
	c. Proposal Arrangement	√				
	d. Proposal Accepted	√				
2.	Proposal Tested		√			
3.	Collecting the Data					
	a. Cycle 1			√		
	b. Cycle 2				√	
4.	Analyzing Data and Reporting					√

C. Subject of The Research

The subject of this research is tenth grade students in SMA N 1 Karanganom of the academic year 2021/2022, X IPS 3 class with number of 32 students in class. The class was selected as the subject of the research because based on the research experience when she was doing interview with English teacher in SMA N 1 Karanganom, the English teacher suggested that class to be ad subject of research.

D. The Technique of Collecting Data

This research used two types of data. They quantitative data and are qualitative data. The quantitative data were students' speaking test before the implementation of the actions (pre-test) and after the implementation of the actions (post-test) and also the percentage result of questionnaire. Meanwhile qualitative data were obtained through the unstructured interview with the English teacher and the students, the whole activities and the classroom observation during the teaching learning process.

1. Classroom Observation

Classroom observation is conducting to know classroom atmosphere description, students' attitude, and the responses during the teaching learning process. The result of the classroom observation was in from field note. There are four uses of field note in classroom action research according to Hopkins (1993):

- a. They can focus on a particular issue for teaching behavior over a period of time.
- b. They can reflect general impressions of the classroom and its climate.

- c. They can provide an ongoing description of an individual child that is amenable to interpretation and use in case study.
- d. They can record our development as teachers.

2. Questionnaire

Questionnaire distribution is a list of questions for data collection in research (Sutopo, 2002: 70). The questionnaire was chosen because it had advantages for the study. The first advantage is the cost of sampling respondents over a wide geographic was lower, and the second advantage is that the time required to collect the data type was much less. (Gall, Gall, & Borg: 2007). The questionnaire will make to obtain the data accurately and quickly.

Brown in Zoltan Dornyei, stated questionnaire is any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers. Survey questions can take a variety of forms. The one main type of question is *close-ended questions*.

In order to get detailed information about the problems, the close-ended questions were used in this research. They are straight forward to code and do not discriminate unduly on the basis of how articulate the respondent was (Wilson and McLean, 1994). This type was suitable for the topic of the research which asks the students' perspective. By using this type of question, the students' response toward the use of *Schoology* e-learning web to motivate students in English teaching-learning.

In compiling the results of the research, the coding was done, because the researcher used Likert scale, and the interval scales also was used to code the question. Pal (2015) states that Likert-scale is a set of statements offered for a real situation under study. For the Likert-scale, the participants are asked to show their level of the agreement itself is from 'strongly disagree' to 'strongly agree'.

The questionnaire is adapted in the form of Likert Scale. In research, the researcher used an interval scale and collected the data by using the questionnaires both of the close-ended and Likert types questions. This research was about students' thoughts and perspective which was known as attitudinal information. Often attitude scales on a questionnaire are also treated as interval scales. For example, frequently when Likert-scales were used, each response was given a number (e.g., strongly agree = 1, agree = 2, neutral = 3, disagree = 4, and strongly disagree = 5) and these numbers are treated as interval scales. The questionnaire is constructed in the form of Likert Scale which consists of 20 items. By the statement above, the researcher distributed the questionnaire by online (*google-form*) to make the research took short time in analyzing and low budgets.

The situation may be more serious when a questionnaire was administered in languages that the respondents were learning. Therefore, Bahasa Indonesia was used in the questionnaire of this research.

There are 20 questions related to obtain real data about the students' motivation. Students who had a positive motivation is the students who had 'strongly agree' and 'agree'. Thus, the students who had negative

motivation is the students who answer ‘disagree’ and ‘strongly disagree’. Then students who had neutral motivation is students who answer “neutral”.

3. **Pre-test and Post-test**

According to Arikunto (2006: 150) that test is a series of questions or exercises and other tools used to measure the skills, knowledge, intelligence, ability or talent possessed by individuals or groups. As supported by Arifin (2012: 226) states that test is a measurement technique in which there are a variety of questions, statements, or series of tasks that must be done or answered by respondents.

To know how far the students’ speaking improvement, the researcher decides to select speaking tests (orally) which are conducted three times. The pre-test as a first test is conducted before implementing the actions. The post-test 1 as a second test is conducted after implementing the actions in cycle 1, and the post-test 2 as the last one is conducted after implementing the actions in cycle 2.

The researcher designs this research in order to know students’ ability in speaking recount text. A recount is a story about the sequence of happening in the past time to entertain the readers. It uses past tense to tell the story and focuses on individual participant. According to Knapp (2005) , recount is the simplest text type in this genre. Formally, recount are sequential texts that do little more than sequence a series of event. In analyzing students’ speaking ability recount text, the researcher used the test as instrument.

To overcome the students' speaking improvement, the researcher gave speaking test to students. Each test has different practical products. The product is a speaking project. In this research, the researcher will use syllabus, lesson plan, simulation test, students' worksheets as instrument of test. Also, additional source to support the test use such as the standard minimum completeness of mastery learning English for senior high school which certainly for tenth grade.

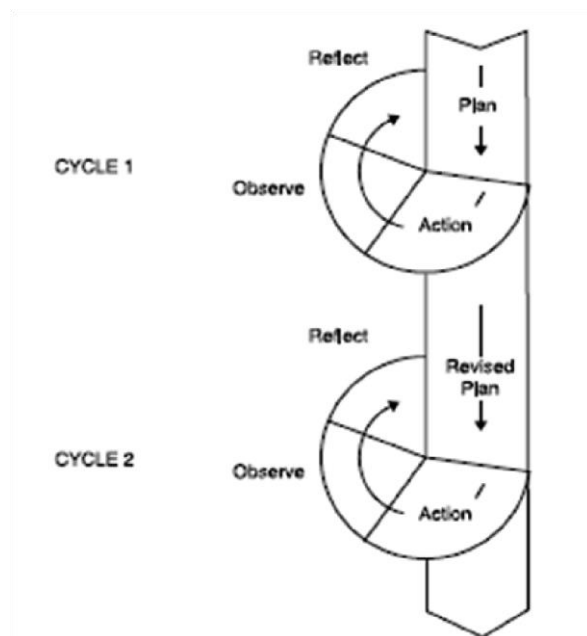
E. Validity

To maintain the validity of the data, there are four methods of data validity test: credibility, transferability, dependability and confirmability. Proposed by Sugiyono (2016: 269) were followed by the researcher. In this study, the researcher used the credibility method to check the research validity. Data credibility was intended to prove data that collected correctly. Some ways to get credibility are prolong, increasing perseverance, triangulation, checking member/peer discussion, checking the sufficient references, checking and crosschecking description against the theoretical interpretations.

In this research, the research used increasing perseverance and also triangulation technique. It means the researcher conducted the research more accurately and continuously. The used triangulation technique to test the credibility by data checked to know that the same source for different problems. Triangulation has few techniques, for example: observation, documentation and questionnaire. So, the researcher's knowledge more increased and it can be used to check the data whether it is believable or not.

F. Procedure of The Research

This research is a Classroom Action Research (CAR) that consist of two cycles. Each cycle includes 4 stages: planning, acting, observing and reflecting. These cycles are conducted one after another. The writer conducts the research collaboratively with the English teacher. The subject of the research is X MIA 1 that consist of 30 students from tenth grade of SMA N 1 Karanganom, Klaten. The instruments in this research are *Schoology* e-learning web, observation sheet, speaking test and questionnaire. This model can be illustrated as follows:



Picture 3.1 Kemmis and McTaggart's Action Research Spiral

1. Planning

The activities in the planning cycle are:

- a. Preparing materials; making lesson plan and design the steps in doing action.
- b. Preparing list of students' name and scoring

- c. Preparing *Schoology* website.
- d. Preparing sheets for classroom observation. It was prepared to know of teaching-learning process when the method or technique is applied.
- e. Preparing test. It was done to know whether the students' speaking skill improve or not.

2. Action

After planning cycle, it was implementation of the plan. The scenario on teaching and learning was implemented in this research. They are some schedules of the research in each cycle:

- a. Giving pre-test
- b. Teaching the material
- c. Team study
- d. Giving opportunity to the students to ask about difficulties
- e. Giving post-test

3. Observation

Observing is an observation activity to know how far the action influence the students' ability. The collaborator observed the teaching and learning process, all activities in the classroom during the teaching and learning process and note events happened in the classroom on a field note which made in every meeting. The aim of observation is to collect data. Then the researcher evaluated the data of research reflected them.

4. Reflection

Reflection has done after acting and observing. This was the time to reflect or review everything that has been done in the implementing the plan.

The researcher will reflect on the whole process and identified strength and weakness; analyze the result of the action and draw conclusion.

G. The Technique of Data Analysis

Bogdam in Sugiyono (2016) said, *“Data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others.”*

Generally, this study descriptive quantitative study. The data available in this research were analyzed by using interpretation. The technique of data analysis that researcher used are follow:

1. All of the data collected through speaking pre-test and post-test in each cycle were used to know the implementation of *Schoology* e-learning web to improves students’ speaking ability in tenth grade of SMA N 1 Karanganom, Klaten which used Kemmis and Taggart’s theory.
2. The data collected through questionnaire was used to know the result of the implementation *Schoology* e-learning web to improve students’ motivation during teaching-learning. The researcher analyzes the result of questionnaire which given to the students of the tenth grade of intensive English class of SMA N 1 Karanganom.

It means that the researcher tries to describe students’ speaking ability toward the implementation of *Schoology* e-learning web in English teaching-learning process. After collecting the data, the researcher analyses the data. The data processing techniques in this study use a computation calculation

Microsoft Excel 2016 (Activated Product from Microsoft Office Professional Plus), Version 2206. The process of data analysis has been done continually as long as the research is conducted.

The researcher collected data from survey research using a speaking test and questionnaire. The researcher using *Google-form*, so the respondent can easily answer the questionnaire. First, the researcher gives it to the secretary of the class. Then, the researcher asks the secretary of the class to distribute 10 questionnaire paper-form for 10 students. So the rest of students fulfill the questionnaire by *Google-form*. From that the researcher can get an explanation about their mind, idea, belief, and reaction toward the implementation of *Schoology* e-learning web in English teaching-learning process.

In this research, interval scale was used and collecting the data by using the questionnaires both of the close-ended and Likert type questions. This research was about students' motivation which is known as attitudinal information. There were three steps to analyze the data; they are item scores, the distribution of frequency, and then central tendency.

To count the percentages of students, the researcher used the formula:

$$m = \frac{F_x}{N} \times 100$$

Where, **m** = Mean score
 F_x = The sum of total score
 N = Number of sample

The calculation of this descriptive percentage as follows:

- 1) Correcting the questionnaire answers from students.
- 2) Calculating the frequency of students' answers.
- 3) The overall number of respondents is 27.
- 4) Insert into the formula.
- 5) Interpret the result with the table from Soedjianto, there are five criteria of students based on the percentage of the result of the questionnaires, they are:

a) Excellent	86 % – 100 %
b) Good	76 % – 85 %
c) Fair	66 % – 75 %
d) Poor	56 % - 65 %
e) Very Poor	0 % – 55 %

The tabulation of questionnaire result put into table. The analytical method used in this research is descriptive analysis percentage.

A numerical code is assigned to the data, the data needs to be recorded in some fashion. The best way to do this is in some type of table. Once the information is compiled in a table, it needs to be displayed in some ways. The researcher chooses to describe the results in *percentages*. If researchers choose to describe the results in terms of frequency or percentages they could also display these results in a figure using a bar graph or pie chart. Visually displaying results in this way often make it easier to highlight the results of the survey.

The Likert scale is commonly used to measure attitudes, knowledge, perceptions, values, and behavioral changes. According to Vogt (1999) that Likert-type scale involves a series of statements that respondents may choose from in order

to rate their responses to evaluative questions. The researcher used a questionnaire with the close-ended questions and Likert type scale (strongly agree, agree, strongly disagree, disagree) as the instrument for collecting the data. Besides, the table also includes the percentage of respondents for each response. The table also included the percentage of respondents for each response and finally the mean for the question.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the researcher would like to describe the findings and discussion. Which refers to the efforts to improve speaking skills through *Schoology* e-learning web. These are revealed in three headings; identification of the problems, the implementation of the actions, the result and the discussions, and of pre-test and post-test of the students' speaking ability. The process of the research consists of two cycles, cycle I and cycle II, in which each cycle covers planning, actions, observation, and reflection.

A. Research Findings

In this chapter, the researcher presents the identification and the process of research in lesson. The data have been collected from the beginning to the last in the teaching-learning process. There were two cycles. Each cycle consisted of four stages, namely the plan, the action, the observation and the reflection. The learning activities were divided into three parts: opening, main activity and closing. After each cycle have done, the researcher gave a test to know how the students' speaking ability improved or not. The aims of this research are to improve the students' speaking ability in theme text and what happened in class while *Schoology* e-learning web implemented to teach English speaking ability. Also, the researcher distributed the questionnaire to the students in the last meeting to find how *Schoology* e-learning web could motivate students in active speaking. The findings can be explained as follows:

1. Identifying the Problem

First step, the researcher did some observation to know the precondition and the reality of before the implementation of action research. In early of the research, the researcher conducted pre-observation toward the teaching and learning process especially in speaking skill. Also interviewing moment with the two English teachers and some of students. The interviews were used to get information about the strength and the weakness that the teachers and the students faced during teaching-learning English. The pretest and posttest were used to see the students' ability before the action is implemented. According to the data gained from observation and interview, there were some problems found in the teaching-learning process, then were selected to be overcome.

The researcher found that there were majority of problems related to students, they were:

- a. The students sometimes talked to their friends when the teacher was teaching
- b. The students did not find that English class is interesting
- c. The students tended to be joking or keeping silent when the teacher asked them
- d. Some students were not involved in doing assignment
- e. Some students were passive and easily get giving up at speaking activity
- f. The students were not enthusiastic when the teacher gave a question
- g. The students played with their classmate when teaching-learning process was going on
- h. The students could not speak or pronounce it well

- i. The students could not produce the sentences directly
- j. The students regarded English as a difficult subject
- k. The students were afraid and anxious

There were some problems related to teacher, such as:

- a. The teacher had little time to do students' practice
- b. The teacher preferred to give personal feedback. The teacher asked the students one by one to come and directly gave the feedback.

And also, there were some problems related to media they are (1) The interesting teaching media were insufficiently used during the teaching-learning process, (2) The students did not interest in teachers' technique to teach speaking. During the Covid-19 pandemic, the teaching-learning duration has reduced, the students learn English just for one hour in a week. It supported the chance to speak English is very less. The teacher admitted that even though she has managed the time for students to get more practices in speaking but it has not been well done due to the reduction of school meeting (PTM). So, it was affected in the lack of opportunity given to the students to speak up. She said that English has many skills to be mastered and lot of school subject makes students lost interest in learning English especially this Covid-19 pandemic era. The researcher found out the lack of motivation and gave up on subject from the interview with some students.

Based on the identification above, there were some problems related to the process of speaking teaching-learning. Since the focus of the study was on the use of *Schoology* during Covid-19 pandemic era to improve students' speaking skill, therefore, the problem that had been solved were

problems related to the process of speaking teaching and learning especially in recount text. To get the numerous data, the researcher made a pre-test for first approach students' speaking ability. The test was given by the researcher before doing *Schoology* implementation.

Then, from the result of the pre-test showed that the students' speaking was low. It also showed from the mean score of pre-test was 46,40. It is still lower than the minimum standard that used. The minimum standard of English is 70,0. The minimum standard used for the whole level in tenth grade of SMA N 1 Karanganom Klaten. The highest score in pre-test was 65, and the lowest score in pre-test was 30. The more detail of the result of pre-test could be seen from the table below:

Table 4.1 Students' Pre-Test Before *Schoology* Implementation

NO.	INITIAL NAME	PRE-TEST	PASSING GRADE	PASS/FAIL
1.	AM	55	70	FAIL
2.	ARA	50	70	FAIL
3.	ASRA	50	70	FAIL
4.	AAP	55	70	FAIL
5.	ANA	35	70	FAIL
6.	DKW	35	70	FAIL
7.	DNA	45	70	FAIL
8.	DAR	50	70	FAIL
9.	EHA	50	70	FAIL
10.	IBR	40	70	FAIL
11.	IWM	50	70	FAIL
12.	JD	30	70	FAIL
13.	KAP	40	70	FAIL
14.	CZA	40	70	FAIL
15.	KL	55	70	FAIL
16.	KN	55	70	FAIL
17.	LLL	45	70	FAIL
18.	MSW	55	70	FAIL

19.	MF	60	70	FAIL
20.	MFNI	30	70	FAIL
21.	MAIR	45	70	FAIL
22.	MAF	40	70	FAIL
23.	MAM	55	70	FAIL
24.	MZA	35	70	FAIL
25.	NNA	35	70	FAIL
26.	NLPN	65	70	FAIL
27.	NN	50	70	FAIL
28.	PPP	35	70	FAIL
29.	RPA	45	70	FAIL
30.	RK	65	70	FAIL
31.	RFM	40	70	FAIL
32.	SLR	50	70	FAIL

From the table, the researcher identified that the students' speaking ability during Covid-19 pandemic era needed to be improved. But, as the direction of the Minister of Education and Culture regarding the spread of Covid-19 cases, the Klaten Regency Government asked every school in Klaten city to hold meeting with 50% minimum capacity. To follow up the government said, the researcher decided to improve it through blended learning process. It is combination of conventional teaching-learning and e-learning. Students who should have to study from school (PTM) would use conventional learning and the students who should study from home (PJJ) would use *Schoology* e-learning web as teaching-learning process at the same time. *Schoology* itself is suitable for both type of learning strategy, also it has many several supporting features that ready to support educational system.

In addition, the English teacher asked the researcher to suggest some action plans to overcome the problems found during the teaching and learning process of speaking. Then, she stated that the action plans should be based on the class schedule and reflected the ability of the researcher and the teacher herself in carrying out the research. Finally, both researcher and the English teacher determined the actions to overcome those problems.

2. Determining the Action to Overcome the Problems

As discussed by the teacher, the researcher created some action plans to overcome the field problems. The actions were intended to overcome the problems of the students who had difficulty to generate ideas for speaking the recount text, the students who usually did not pay attention to teaching-learning process and the students who seemed to be lazy to study not just in English but other subject activity. The action plans were as follows:

- a. Using classroom English during the teaching and learning process to motivate the students.
- b. Introducing *Schoology* e-learning web as a new platform in speaking and using *Schoology* e-learning web to give explanation the materials
- c. Providing the students with exercises and tasks in order to experience the language so they could learn and absorb the knowledge properly and maximally.

The use of *Schoology* e-learning web was intended to make the students more interested in the topic of teaching-learning process. This is also helped the students to express their comprehend and existence the material especially in speaking the recount text. The use of *Schoology* e-

learning web for learning activities was useful in reducing the students' boredom during the teaching-learning process.

The researcher conducted two cycles. Each cycle consisted of two until three meetings. This part covered of two cycles in which each consisted of: planning, implementing, observing, and reflecting the action research. The report of each cycle is discussed below.

1. Report of Cycle I

The teaching and learning process in Cycle I was done in three meetings. In the first cycle, the researcher and collaborator managed three steps as presented in the following discussions.

a. Planning

In the first cycle, the researcher has planned to have three meetings. These meetings were planned to cover the materials for a recount text of the grade X students. She also asked her friend to be a collaborator because the English teacher would not attend every meeting in the full time.

The first meeting was conducted on Wednesday, February 2nd 2022 for about 60 minutes. There were 16 students using e-learning and 16 students using conventional learning in X IPS 03. The researcher introduced herself also talked the aim of her coming to X IPS 03. At this occasion, the researcher introduced *Schoology* e-learning web, contained features of *Schoology* e-learning web and how to create an account in *Schoology* e-learning web. In the first meeting, the researcher

gave some instructions to the students to create an account in *Schoology* e-learning web.

In the next two meetings, they would get clear explanation of what recount is and how to construct it in the correct pattern. Because most of students still confused on make differences of past tense and present perfect tense on recount text. Before the teaching learning process begin, the researcher prepared all kinds of instruments and techniques in *Schoology* e-learning web such as making group of class and creating course. In addition, the researcher used video presentation series in *Schoology* e-learning web, these meetings made them understand of recount text. The researcher took a role as a main teacher and her friend as a collaborator.

1) The First Meeting

The first meeting is planned as first step to approach the students and introduce *Schoology* e-learning web. The objective in this meeting is to give the students clear understanding about *Schoology* e-learning web, students know how to operate the features in *Schoology* e-learning web and each students had an account in *Schoology* e-learning web.

The activities applied by explaining to the students about *Schoology* e-learning web. After understand it well, the researcher asked to the students to start making an account, log-in and try to use each feature of *Schoology* e-learning web.

2) The Second Meeting

The second meeting, the researcher started to use *Schoology* e-learning web. In second meeting was focused on discussing the definition, the purpose, the type, the generic structure and language features of recount text. The objective in this meeting is that students are able to identify the generic structure and language features in the text, so it helps students could develop their ideas in writing and speaking. The activities are:

- a) Students got the explanation about the definition, the purpose, the type, the generic structure and language features of a recount text,
- b) Students had to analyze the differences of verb forms, including negative and interrogative forms.
- c) Students had to fill incomplete sentences using correct verb forms.

3) The Third Meeting

The third meeting was focused on analyzing grammatical features of recount text. The students had to fill in the blanks with the correct verb forms and finish the quizzes form in *Schoology*. Then, the students had to produce a personal story using recount text based on topic that teacher gave. Moreover, teacher had post on *Schoology* e-learning web. After that, students and researcher discussed grammatical features from the text made by students. In that case, the students had to work in pair.

b. Actions

The researcher implemented the action in three meetings. The detail description of each meeting is presented as follows.

1) The First Meeting

a) Opening

The first meeting was conducted on Wednesday, February 2nd, 2022. The class started at 07.45 AM. The researcher entered the class alone. The researcher did not come to the class with English teacher, but English teacher has already told to X IPS 03 students to put attention to the researcher. Indeed, the English teacher help to manage the students who study from home conventionally in the first meeting. The researcher started by greeting and told them about English issues and motivate them. The students were excited and cheerful about the idea. The researcher greeted the students and checked the students' attendance.

b) Main Activity

In this case, the researcher focused on introducing *Schoolology* e-learning web. The researcher asked the students, have they heard about *Schoolology* e-learning web. All of students did not know about *Schoolology* e-learning web and it was something new for them. Then, the researcher was introducing *Schoolology* e-learning web through LCD in front of the class as well as how *Schoolology* e-learning web looks like. Besides the researcher explained about *Schoolology* e-learning web, then she

also asked the students to open link of *Schoology* e-learning web from their own smartphone. The researcher explained and showed *Schoology*'s features one by one. She gave tutorial how to create account in *Schoology* e-learning web. Then, she asked the students whether they already understood about *Schoology* e-learning web and whether they already knew how to create account in *Schoology* e-learning web.

In the next activity, the researcher asked the students to create an account in *Schoology* e-learning web. She walked around in the class and helped students create an account. The condition of the class was noisy because almost all of the students called the researcher to help them to create an account. Some of students walked into other's table to see other students created an account. Because, the class was not conducive the researcher asked some students who successfully create an account to help other students create an account. After all of the students succeed create an account, the researcher to be sure asked the students to join the group and course that the researcher made, and left a comment on first timeline of the group. The researcher asked to students to explore the *Schoology* e-learning web features at home. She told the next lessons will use *Schoology* as media in learning English.

c) Closing

Before, the researcher ended the class. She summarized the lesson that day and reviewed material with the students. Finally, she ended the first meeting by thanking to the students for their participation and saying goodbye to end the lesson. The researcher reminded again the students to explore *Schoolology* e-learning web for the better knowledge.

2) The Second Meeting

a) Opening

The second meeting was conducted on Wednesday, February 9^h, 2022 at 07.45 AM. The researcher and the collaborator arrived at the school about thirty minutes before the class started. Before the researcher entered the class, she prepared the laptop and checked the service, also met the English teacher. The conversation that the researcher had with English teacher was about to tell the teacher about the materials that the researcher would be given to the students at the day. After got an agreement from English teacher, the researcher entered the class and started by greeting to students also checking the attendant list. The researcher told the students that they would learn about recount text and language features in recount text.

b) Main Activity

The researcher asked the students to log in to their *Schoolology* e-learning web account, and click folder “material recount text” to watch video presentation about recount text in

Schoolology e-learning web that had been post by researcher. The students watched the video silently and they focused listen to the researcher's explanation. After the students finished watching the video, the researcher presented a blank text about "My Trip to Coban Rondo". The researcher persuaded the students to take a look and answer it together, it helped students to analyze and discuss about the generic structure as well as the type and function of the text. Some of students got enlightenment from this session. They asked some questions to the related to the materials. The researcher realized that students had started understand the recount text especially the generic structure. When the researcher asked the students, they could answer it. It proved that students already understood about the generic structure of recount text. After that, the researcher tried to ask to students about regular and irregular verbs. Students should mention and spell it orally, the students were very enthusiastic. The students were busy looking for regular-irregular verbs in their online dictionaries and the researcher asked students one by one to mention and spelled it. When, there were students got wrong or could not spell the word, other students got shy during mentioning. It had indicated that the students enjoyed to follow the lesson by using *Schoolology* e-learning web.

In the next activity, the students should do some exercises about regular-irregular verbs in *Schoolology* e-learning

web. The exercises were to indicate which were verb 2 (regular-irregular verbs) in the paragraph recount text. The researcher asked the students to discuss the task individually or work with friends and to do a task use their own *Schoology*'s account. When they were doing the task, the condition of the class was conducive. They did the task calmly but some of them making conversation and joking. When the time was almost up, the researcher asked the students to finish their works. Some of students complained because they were not finish their work because the internet connection was bad. The researcher gave 5 minutes, so students could finish their task.

c) Closing

Before the researcher ended the class, she asked the students whether they had difficulty or not then summarized the topic today. The researcher ended the class by thanking to the students and reminded them to keep learning the materials today.

3) Third Meeting

a) Opening

The third meeting was conducted on Wednesday, February 16th, 2022. The class started at 07.45 AM. The researcher entered the class alone. As usual, the researcher began the class by greeting and checking the attendance list. The English teacher did not come to class but she monitored the class on *Schoology*.

b) Main Activity

The researcher gave instruction to log in to their *Schoology* e-learning web account. The researcher also showed the *Schoology* course using LCD projector to provide good presentation and explained about material the previous two meetings to recall students' knowledge. When, the researcher explained the material, students paid attention and listened calmly. Although, there were some students still talked with other students but the researcher could handle it by come to their desk.

To recall students' knowledge about past tense, the researcher asked the students to did a task about past tense. The students were coordinated by the researcher to discuss the result of their last meeting's task. They did the task enthusiastically. Back then, that would be good time to check up their ability to speak up. But when the researcher asked some of the students to tell a bit about past experience, they could not tell what the researcher asked. In other word, the students were not ready yet to show their performance in front of the researcher and their friends too. And the researcher continued by discussing together with students about making a short story of recount text by letting them to write their personal experiences of memorable trip. They started making a short story of them using online dictionary. They arranged the sentences from Indonesia into

English. After 20 minutes, the researcher asked one by one student to present their short stories confidently. Some of them could retell it but many of them need helped by their notes.

c) Closing

The time was up, the researcher finished the students' performance. Before, the researcher ended the class, the researcher and students summarized topic what they learn today. Then, the researcher ended the meeting by saying thanks to the students for their attentions and participations.

c. Observation

Based on the implementation of three meetings in the cycle I, its showed that students enjoyed to follow the learning process by using *Schoology* e-learning web as media in improving students' speaking ability. During the action of teaching learning, the researcher had observation for her first cycle, the researcher found out the main problems of students in cycle I, were: 1) Some students still mistaken about grammatical features in recount text, 2) Some students still confused to generate the idea when they were making a recount text, 3) Internet connection was slow, 4) some students needed to drill their speaking aspects.

d. Reflections

After conducting actions in cycle I, the researcher analyzed the influence of the actions to the students' speaking ability. The researcher used observation checklist of students' activity each cycle

and field notes. As it had been done in the previous cycle, the teaching and learning process ran well. The result can be presented as follows:

The class was noisy. It made the class was not conducive. Many of them talk and make jokes with closest table mates. To overcome that, the researcher walked around and came to their tables just for watching their activities so that they been aware about they did.

The students said that the English teacher was not paying attention to the needs of students at their age. So, the researcher gave clear explanation to keep motivating students and do communication learning style they want. As the result, all the learning participants enjoy the learning. The students said that they like the researcher because the researcher had the same sense of humor with the students. The class changed being so cooperative between the researcher and students.

The students were told about using *Schoology* e-learning web was a little bit confusing but they liked the visual of the web because it was interesting and unique. Then, the researcher explained about *Schoology*. The researcher gave explanation that is their first time of using *Schoology*, so as long as they use it, they will feel pleasant with *Schoology*. But because the researcher explained well, the students were still enthusiastic to understand how the

applying of recount text. Besides, the researcher was taken the speaking score by the students recording voice.

The researcher also asked the collaborator for her opinion about the implementation of *Schoology* e-learning web in speaking. The collaborator said that *Schoology* e-learning web can increase students' interest to speak and help them to express their idea in speaking.

From the interview conducted by the researcher with the English teacher, collaborator and the students. The researcher found that the students were still confused in grammatical features and some students were still confused develop the idea. Although the past tense sentence was already taught in Cycle I. Some of the students still made mistaken the grammatical structure about it. Some of them still use recount text in the wrong structure. Some of the students also missed pronouncing some words. Then, the researcher planned to conduct the second cycle to improve the students' speaking ability of recount text by using *Schoology*.

To know the students' speaking improvements, the researcher took a test. The standard minimum score that students should achieve for the speaking skill in senior high school level is 75 with four speaking aspects tested. Also, the researcher provided the assessment aspects of speaking skill as follows:

No	Aspek yang Dinilai	Kriteria	SKOR
1.	Pengucapan (<i>pronunciation</i>)	Hampir sempurna	5
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu banyak kesalahan dan mengganggu makna	1
2.	Intonasi (<i>intonation</i>)	Hampir sempurna	5
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu banyak kesalahan dan mengganggu makna	1
3	Kelancaran (<i>fluency</i>)	Sangat lancar	5
		Lancar	4
		Cukup lancar	3
		Kurang lancar	2
		Tidak lancar	1
4	Ketelitian (<i>accuracy</i>)	Sangat teliti	5
		Teliti	4
		Cukup teliti	3
		Kurang teliti	2
		Tidak teliti	1

Picture 4.1 Assesment Aspects of Speaking Skill (Buku Guru Kelas X SMA/MTs)

***Kelancaran**

Sangat lancar : There is no pause and no stammer

Lancar : A few pauses and stammers

Cukup lancar : There are pauses and stammers several times

Kurang lancar : There are many pauses and stammers

Tidak lancar : there are too many pauses and stammers

***Ketelitian**

Sangat teiti : There is no mistake

Teliti : There are several mistakes but not interfere with meaning

Cukup teliti : There are several mistakes and interfere with meaning

Kurang teliti : There are many mistakes and interfere with meaning

Tidak teliti : There are too many mistakes and interfere with meaning

2. Report of Cycle II

From the reflection of cycle I, the researcher still found some problems in improving speaking. To overcome those problems, the researcher decided to create activities which stimulate all of the students to more participate in the teaching learning process. Besides, the researcher was necessary to make approaches to the students who are still mistaken at generating recount texts. The researcher also planned to more put attention to the pronunciation and the comprehension of the students. The researcher came to the students' discussion group and asked them about the difficult word and checked their pronunciation.

For the second cycle, the researcher planned a lesson plan for two meetings. The third was for post-test 2. Which the topic still the as the first cycle. Therefore, in cycle 2 the researcher gave more concern and attention to those problems.

a. Planning

In the cycle 2, first tried to overcome the problems. Beginning to create some group activities which stimulate all of the students to participate and to motivate them during the learning process. The cycle

2 conducted three meetings. The researcher found that there were problems that need to be solved. The problems were the students' difficulty to use language features correctly and lack of students' attentions which it effected on their quality of pronunciation and intonation.

For the cycle 2, the researcher planned 1 lesson plan for 3 meetings with the same topics as the cycle 1. In this cycle, there was a different teaching learning class. Due to the spread of the covid-19 virus and also to follow up on orders from the central government. So that the meeting in the cycle 2 had a different lesson, every school had to study from home (SFH). That is, all teachers and students are required to take the class online. In this cycle, the researcher made an online-meeting room in *Google Meet Web*.

1) The First Meeting

Since the main problem in the first cycle were about the use language features and could pronounce the words correctly. In the first meeting in cycle II, the researcher planned to sharpen students' knowledge about the different and the use of regular-irregular verb. To get the clear explanation about the generic structure and question forms of recount text, the researcher designed the activities about the implementation of past verb. All the lesson had posted in *Schoolology* e-learning web and the researcher sent all invitations to all students in a day before class started.

2) The Second Meeting

In the second meeting was planned to give the students more time to practices. The purpose of this treatment was giving them time and space for exploring their ability. In addition, they improved of the knowledge about generic structure of recount text. The researcher designed discussion-group activities. The technique was planned to apply roleplay script. The purpose of using this technique was stimulating students to be more competitive with their classmates. Besides, the researcher was necessary to make approaches to the students who are still confused in pronouncing. Then the researcher also planned to more pay attention the pronunciation aspect and the students' comprehension in making intonation and fluency by came to the students' discussion and asked them about the difficult word and checked their pronunciation.

3) The Third Meeting

For the third meeting, the researcher would use it to get some results of the first and second meeting. The researcher would help the students if they still had any questions or problems related to the materials. The researcher planned to give the students to analysis about the roleplay script in *Schoolology* e-learning web and read the dialogue script performance each group in front of teacher. So that the researcher gave some advice and revise in pronouncing the text.

b. Action

1) The First Meeting in Cycle II

a) Opening

The first meeting in cycle II was conducted on Wednesday, March 23rd, 2022. The class started at 07.45 am. In this period weeks, the learning system was changed into online learning due to the increase of Covid-19 in Klaten regency. The researcher used *Google Meet* to make an online classroom meeting. The researcher started the class by greeting and checking the students' attendance. The researcher asked students to talk about the condition during a last week. Then the students responded it passively. Then the researcher told the purpose of the meeting to the students and announced the result of few days last meeting with the researcher.

b) Main Activity

The researcher explained again about generic structure of recount text and gave them an example. Then, the students identified the generic structure and language features of recount text from a text that teacher gave. Almost all of students still remembered about recount text. They could explain definition of recount text, generic structure of recount text and language features in recount text. Next, the researcher explained about regular-irregular verb. Almost all of the students already understood about regular-irregular verb. They listened the researcher's explanation carefully and calmly. To build students' knowledge about regular-irregular verb the researcher asked them to do a task change the verb 1 into verb 2. The

researcher asked students to log in *Schoology* e-learning web and did a task about regular-irregular verb. But some of them could not log-in because some of them just have one gadget. To anticipate this, the researcher already made a presentation task. All students just needed to put their attention to the presentation that has shown on their gadgets/smartphones.

The next activity, the researcher read the text to give example how to pronounce the text carefully. The researcher called some of students by their numbers to repeat the reading. After being asked to read the text, the students were ordered to mention the meaning of some words the researcher mentioned from the text to check the students' vocabulary mastery. Also, the researcher asked the students to mention which are the regular and irregular verbs. There were students could answer it, so the researcher suggested random students to pronounce addition *-ed* of regular verbs. Because based on the cycle 1, the students could not read *-ed* of regular verbs correctly, the researcher fixed them and let them to try again until they pronounced it well. After more practices some students improved their pronouncing well done. Then the time is almost up.

c) Closing

The researcher summarized and reviewed the lesson the day. She closed the lesson by saying to stay safe, stay healthy

and good bye to the students. “I think that’s all materials for today, don’t forget to review at home. Thank you very much. Have a great day”.

2) The Second Meeting in Cycle II

a) Opening

The second meeting of Cycle II was conducted on Wednesday, March 16th 2022. The class started 08.00 AM. Before entered the class, the researcher talked to English teacher about today’s learning. Then entered the class with the collaborator. The researcher greeted the students to start the class and checked the students’ attendance. There was a student who was not attending the class because she had a sport competition.

b) Main Activity

The researcher talked to students about nowadays topics to warm up students before come to the materials. The researcher recalled students’ knowledge about the recount text by giving and asking them the generic structure of recount text. Almost all of the students still remembered about the recount text; definition, language features and generic structure. Due to the last online meeting, the researcher still asked to read recount text.

After the researcher explained the generic structure and students understood, the researcher explained the additional material, that was about *Subjunctive*. After made sure students capable to master the recount text material. The researcher made

number papers and gave it to students randomly. The papers contained number 1 until 8, it aimed to making fair 8 groups. Some of students complained because they want in one group with their close friends. But the researcher want they made a group based on random number papers also this decision supported by the vote of students itself. Finally, they did it. The researcher asked each group to log-in one account in *Schoology* e-learning web and open a video. The researcher asked students to try shadowing native speaker in the video. The main this meeting was helping students to face the difficulties. Like to introduce them comfortable intonation and to give more practices about pronunciation. The researcher walked around and checked the students' trying. Almost all of groups asked the researcher to help. As expected, they were confused at pronouncing. As the researcher's instruction, some of the students who have better at speaking helped the other students in same group who have not yet understand at speaking. There were some boy students kept escaping the class by asking permission to go to bathroom. But the researcher told them to go one by one and waited a student who had finished. Students seemed confused but it was going well and more fun because they learned together with friends. The class turned enthusiastic.

Next, after each student should have to log-in their *Schoology* accounts, the researcher asked them to finish a short

quiz about recount text on *Schoology*'s course. The quiz has submitted automatically in *Schoology*. The time was up.

c) Closing

The bell was ring mean the time was over. The researcher asked the students whether they had difficulty or not. The researcher summarized and reflected the lesson. She closed the lesson by saying thank you and see you.

3) The Third Meeting in Cycle II

a) Opening

The third meeting was the last meeting of the research. It was held on Wednesday, March 23rd 2022. The class started at 8 AM. The researcher entered the class with the collaborator. The researcher started the class by greeting the students and checking students' attendance. The attendance was attended by 100% students.

b) Main Activity

In this meeting the researcher focused on the use students' speaking performance. The researcher started the activity by asking students whether they had still had problems or not related to the materials in the last two previous meetings.

The researcher explained again briefly about past tense. After that, the researcher asked to the students about related to the material. But the students thought they already understood it all. To test them, the researcher asked them to change certain daily

activities to simple past verb orally. The students could answer it. It was indicated that they already understood about past tense. The researcher continued to the next activity that focused on students' speaking performance. The researcher announced students to reunite the last meeting's group then asked them to log into their *Schoology* e-learning web account. They would see a script that the researcher made. The project was making them to do roleplaying used to that script. The researcher instructed them to start dividing students' role. The script was for four students also the students worked in group, which each group membered four students. While the students did a trial speaking, the researcher walked around in the class and checked students' efforts. They were so excited and conducive, but not with the male students. They were talking to other male friends. The researcher came to them and pretended to ask what were they had doing. They smiled and continued to discuss seriously with their own group.

The researcher told them that first group would come forward to show their performance after 5 minutes. Then followed the next group. The first and second group were finished their performance but third group was not ready yet. So that the researcher gave a chance to other groups that had ready to show. Almost all of the students' performed well but many of them need to bring their phone to read the script. Times run very quickly, the

students' performance needed to be stopped by the bell rang. The left of group had to send their roleplay video to the researcher as soon as possible. But the researcher gave them deadline on Monday, March 28th 2022.

c) Closing

After all activities, the researcher said that today was last meeting. She reminded the students at 9.05 pm, the researcher conducted the post test. She closed the class by saying "thank you for the participation and see you".

c. Observation

In the cycle 2, generally the class condition in learning process was quite distracted because the government regulation of education system. It due to the spreading of Covid-19 new variant. But the material was extremely mastered than the previous cycle. It could be seen from the result of field notes that the students who were able to focus and to pay attention on the researcher explanation and when they followed the speaking lesson, they enjoy doing exercises and practices. Then, most of them were enthusiastic when discussion with their friends. The researcher checked students' draft before they made a recount text. Automatically, it led into good feedback from students' response in conveying their ideas.

d. Reflection

From the data gathered from cycle 2, the researcher did the reflection. Based on the observation result, there were

improvements toward the students. Almost all of the students got better result than in cycle 1. They also evaluated and fixed their mistake in their speaking. The students also looked more enthusiastic and more interested in during teaching-learning English process. The students enjoyed *Schoolology* as the platform and media of speaking process with the researcher.

Schoolology e-learning web successfully helped the students to speak. From the result of the students' speaking. Their speaking ability was improved in the aspects of language features. Then, the students' attitude towards teaching was quite lively-positive. After conducting the second cycle, the researcher came to the English teacher to discuss the results of the second cycle.

From the interview with the English teacher, it can be inferred that *Schoolology* e-learning web as media improved many aspects of the students' topic speaking, not only about the scores, but also their motivation to speak. From the discussion the teacher thought that students' speaking ability is improved after implemented the action in this cycle and the students had more confidence to speak their own ideas and enjoyed to make response.

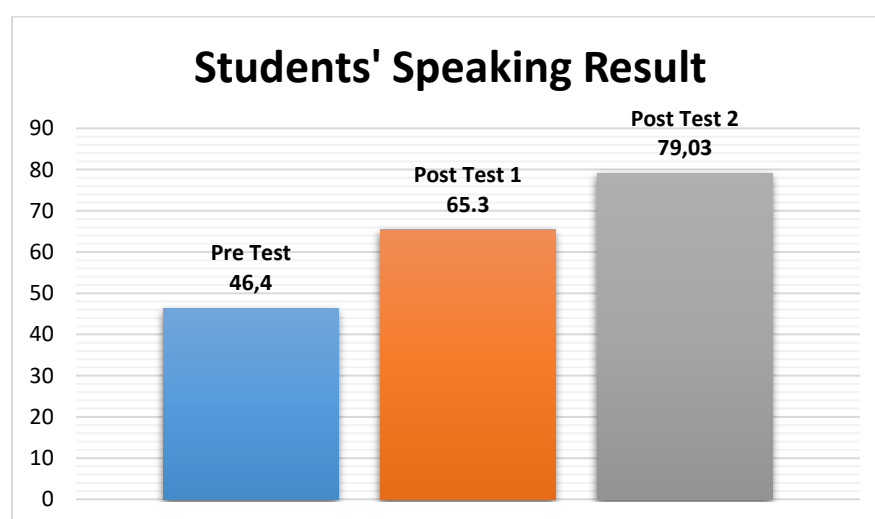
The students' score was conducted to know the significant improvement in the pre-research. Before the implementation of the action research, the students' speaking abilities were assessed through pre-test on January 26th, 2022. The students had to perform individually to tell their personal information and daily activity. Meanwhile, the post-tests were carried out after the implementation of the actions on 16th of February 2022

and 23rd of March 2022. The students were asked to perform by retelling the personal experience in visiting memorable place or the best holiday. The table below shows the comparison between the pre-test and post-test 1 result in general.

Score	Pre-Test	Post-Test I
Mean	46.4	65.3

Table 4.3 The Comparison between the Results Pre-test and Post-test I

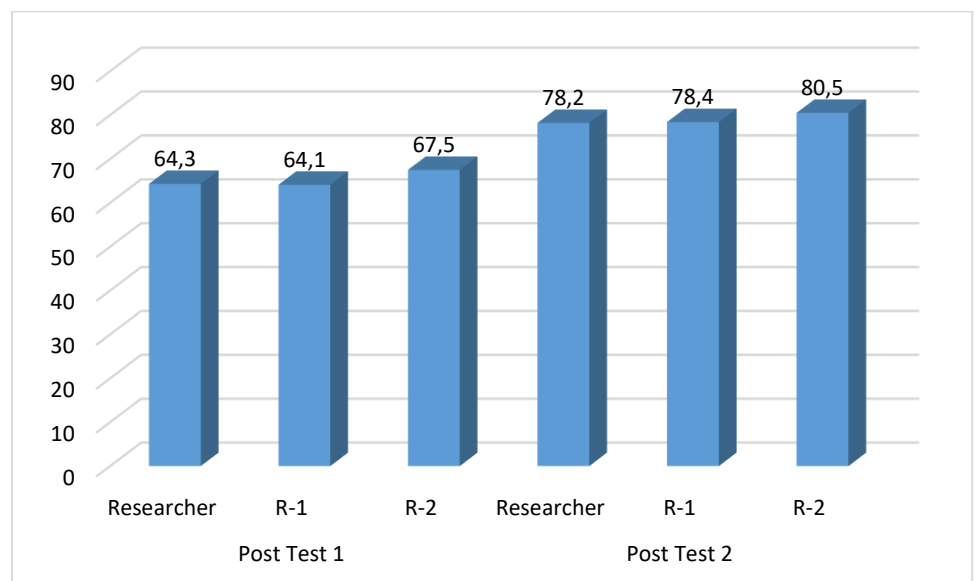
From the table above showed the changes students' score which increased significantly. But had not increased enough to gain the standard minimum score of English language academic, 70. It indicated that there was needed to increases more. So, the researcher decided to take next step in cycle II that the students were asked to perform by roleplaying with their group. And the next table showed the changes of the students' score which increased significantly.



Picture 4.1 The Results between Pre-Test, Post-test I and Post-test II

The improvements of students could see in the pre-test, post-test I, and post-test II mean score. The pre-test conducted before the implementation of the action to see the students' initial ability who just gained 46.4. The post-test 1 was conducted after the implementation of action in cycle 1 to see the students' speaking progress where able to increase their mean score up to 65.3. The post-test 2 was conducted after implementation of cycle 2 and it was used to see the real improvement of the action planned who passed the standard minimum score, 79.03. In conclusion, the implementation of *Schoology* e-learning web was proven to be effective to improve the students' speaking ability.

After all scores gained, there were comparisons of mean scores by each rater can be seen in this following chart:



Picture 4.2 Graphic of The Students' Mean Score in Each Rater

The table above presents the mean scores in three assessor of speaking namely the researcher, rater 1 (R-1), and rater 2 (R-2) in post-test

I and post-test II. Also, it can be seen some different improvements of students' score.

3. Students' Motivation in Learning English by *Schoology* E-learning Web

The researcher distributed the online questionnaire to the 27 from 32 students in the last meeting of action research. There were 20 questions. The questionnaire used to measure students' motivation in learning English through teaching English using *Schoology* e-learning web. Based on the questionnaire analysis, students' responses in learning English by *Schoology* e-learning web were positive. It included intrinsic and extrinsic motivation.

a. Analysis of Questionnaire Result

In intrinsic motivation the researcher took some indicators. They are *challenge, curiosity, and competition and recognition* for question number 1 to 12. Meanwhile, *encouragement* from the outside and *needs* as the indicators of extrinsic motivation for question number 13 to 20. There are five options in the questionnaire. They are: option A for strongly agree, B for agree, C for neutral, D for disagree, and E for strongly disagree.

Table 4.2 Questionnaire Result

No.	List of Respondent	Score	Rating Quality
1.	R-1	71	Fair
2.	R-2	78	Good
3.	R-3	66	Fair
4.	R-4	79	Good
5.	R-5	73	Fair
6.	R-6	74	Fair
7.	R-7	75	Fair
8.	R-8	85	Good
9.	R-9	76	Good
10.	R-10	86	Excellent
11.	R-11	86	Excellent
12.	R-12	85	Good
13.	R-13	84	Good
14.	R-14	88	Excellent
15.	R-15	89	Excellent
16.	R-16	82	Good
17.	R-17	80	Good
18.	R-18	65	Poor
19.	R-19	78	Good
20.	R-20	77	Good
21.	R-21	79	Good
22.	R-22	72	Fair
23.	R-23	72	Fair
24.	R-24	72	Fair
25.	R-25	79	Good
26.	R-26	82	Good
27.	R-27	82	Good

To count the mean score in order used a formula, the result of mean score (**m**) is 78%.

The data shows that four students have “Excellent” motivation, fourteen students have “Good” motivation. Seven students have “Fair” motivation, and one student has “Poor” motivation and the mean score is 78%. It showed that the student’s motivation of X IPS 3 of SMA N 1 Karanganyar in learning English through *Schoology* e-learning web is in the level of “Good”. This situation can increase through adding the frequent of *Schoology* e-learning web usage in English teaching and learning process.

It can be seen from their attitude and activeness in the classroom. It will be described as follow:

1. Challenge

Most of them did the exercise, but there were some mistakes.

They were not speaking English fully to communicate with others in the classroom. It because lack of vocabulary.

2. Curiosity

They were pay attention to the lesson. But they looked little bit boring when the teacher explained the material with traditional method. They mood would grow up when they were watching the web opened. Some students were asked when they did not understand well about the material or task instructions.

3. Competition and Recognition

All of the students want to be mastering in English. They also love to do the roleplay and do conversation when learning English. It was seen from their activeness in doing the activities.

They agree that following intensive English class would increase their English skill.

4. Encouragement from the outside

In learning English, the teacher's way to deliver the material is very influence their understanding. It is because variety background of the students. Most of them are not English department students. So, they need fun way to attract them in learning English. And they love to do collaborative as learning method.

5. Needs

From the questionnaire, it is concluded that most of the students want to mastery in English. They do agree that the teacher always apply *Schoolology* e-learning web as teaching media. Since they had spare times that can be used to do other fun learning.

The students' motivation will grow up though increasing the frequency of learning activities in the English teaching-learning process at the tenth grade of technological intensive English class of SMA N 1 Karanganom. In order all of the students can mastery in English. And the vision of SMA N 1 Karanganom can be reached. It is "Creating great graduated students with religious and faithful competence, noble character, achievement, environmental insight, technology and national culture." *For full vision and mission, see the appendix.*

Table 4.3 Students' Motivation Percentages

No.	Question	Responses	Percentages
1.	Apakah anda tertarik untuk belajar bahasa Inggris?	a. Sangat tertarik b. Tertarik c. Kadang-kadang tertarik d. Kurang e. Tidak tertarik	40.07% 44.04% 24.08% 0% 0%
2.	Apakah anda senang mengikuti kelas daring menggunakan Schoology e-learning web pada pembelajaran bahasa Inggris bersama peneliti?	a. Sangat senang b. Senang c. Kadang-kadang senang d. Kurang e. Tidak senang	18.5 % 44.4% 14.08% 22.0% 0%
3.	Apakah anda mampu mengerjakan tugas-tugas yang diberikan oleh peneliti?	a. Sangat mampu b. Mampu c. Kadang-kadang mampu d. Kurang e. Tidak mampu	11.1% 81.5% 7.04% 0% 0%
4.	Apakah anda mampu menggunakan bahasa Inggris ketika berinteraksi didalam kelas	a. Sangat mampu b. Mampu	11.1% 44.4% 22.2%

	daring menggunakan <i>Schoology</i> e-learning web pada pembelajaran bahasa Inggris?	c. Kadang-kadang mampu d. Kurang e. Tidak mampu	22.2% 0%
5.	Apakah anda menguasai semua materi bahasa Inggris yang diajarkan oleh peneliti?	a. Sangat mampu b. Mampu c. Kadang-kadang mampu d. Kurang e. Tidak mampu	11.1% 59.3% 18.5% 11.1% 0%
6.	Bisakah menggunakan sistem pembelajaran blended-learning digunakan untuk kegiatan pembelajaran bahasa Inggris selama pandemic covid-19?	a. Sangat bisa b. Bisa c. Kadang-kadang bisa d. Kurang e. Tidak bisa	25.9% 33.3% 29.6% 7.4% 3.7%
7.	Tahukah anda karakteristik pembelajaran bahasa Inggris yang menyenangkan?	a. Sangat tahu b. Tahu c. Kadang-kadang tahu d. Kurang e. Tidak tahu	14.8% 40.7% 7.4% 33.3% 3.7%
8.	Apakah anda mengetahui tujuan diadakannya kelas daring	a. Sangat tahu b. Tahu	33.3% 33.3%

	menggunakan <i>Schoology</i> e-learning web pada pembelajaran bahasa Inggris di SMA N 1 Karanganom?	c. Kadang-kadang tahu d. Kurang e. Tidak tahu	0% 29.6% 3.7%
9.	Apakah anda ingin selalu menjadi yang terbaik di kelas dalam mengerjakan tugas bahasa Inggris yang diberikan oleh peneliti?	a. Sangat ingin b. Ingin c. Kadang-kadang ingin d. Kurang e. Tidak ingin	63% 25.9% 11.1% 0% 0%
10.	Setujukah anda bahwa untuk bisa menguasai bahasa Inggris, siswa harus belajar giat dan mempraktekkannya dalam kehidupan sehari-hari?	a. Sangat setuju b. Setuju c. Kadang-kadang setuju d. Kurang e. Tidak setuju	55.6% 33.3% 7.4% 3.7% 0%
11.	Setujukah anda apabila dalam pembelajaran bahasa Inggris menggunakan system pembelajaran yang menyenangkan selama pandemic covid-19 (menggunakan <i>Schoology</i> e-learning web pada pembelajaran)?	a. Sangat setuju b. Setuju c. Kadang-kadang setuju d. Kurang e. Tidak setuju	18.5% 44.4% 11.1% 25.9% 0%

12.	Setujukah anda dengan mengikuti kelas daring menggunakan <i>Schoology</i> e-learning web pada pembelajaran bahasa Inggris dapat meningkatkan kemampuan anda dalam bahasa Inggris?	a. Sangat setuju b. Setuju c. Kadang-kadang setuju d. Kurang e. Tidak setuju	14.8% 55.6% 11.1% 14.8% 3.7%
13.	Apakah ada yang memotivasi anda untuk belajar bahasa Inggris?	a. Sangat ada b. Ada c. Kadang-kadang ada d. Kurang e. Tidak ada	40.7% 37% 11.1% 7.4% 3.7%
14.	Apakah cara mengajar peneliti mempengaruhi keinginan anda untuk belajar bahasa Inggris?	a. Sangat setuju b. Setuju c. Kadang-kadang setuju d. Kurang e. Tidak setuju	40.7% 44.4% 3.7% 11.1% 0%
15.	Apakah anda suka sistem pembelajaran yang bervariasi (blended learning) dalam belajar bahasa Inggris?	a. Sangat suka b. Suka c. Kadang-kadang suka d. Kurang e. Tidak suka	22.2% 48.1% 22.2% 7.4% 0%

16.	Apakah dengan menggunakan sistem pembelajaran blended-learning membuat anda lebih bersemangat dalam mengikuti pelajaran yang akan disampaikan oleh peneliti?	a. Sangat setuju b. Setuju c. Kadang-kadang setuju d. Kurang e. Tidak setuju	18.5% 48.1% 33.3% 0% 0%
17.	Apakah lingkungan sekitar mempengaruhi anda dalam belajar bahasa Inggris?	a. Sangat setuju b. Setuju c. Kadang-kadang setuju d. Kurang e. Tidak setuju	29.6% 14.8% 22.2% 29.6% 3.7%
18.	Apakah anda mengerjakan tugas karena ingin mendapatkan nilai?	a. Sangat setuju b. Setuju c. Kadang-kadang setuju d. Kurang e. Tidak setuju	33.3% 48.1% 14.8% 3.7% 0%
19.	Apakah anda sangat ingin menguasai materi bahasa Inggris yang diajarkan oleh peneliti?	a. Sangat ingin b. Ingin c. Kadang-kadang ingin d. Kurang e. Tidak ingin	59.3% 25.9% 7.4% 7.4% 0%

20.	Apakah anda ingin peneliti menggunakan <i>Schoology</i> e-learning web setiap menyampaikan materi?	a. Sangat ingin	22.2%
		b. Ingin	22.2%
		c. Kadang-kadang ingin	18.5%
		d. Kurang	22.2%
		e. Tidak ingin	14.8%

B. Discussion

The research aimed at describing how the use of *Schoology* could improve the speaking ability of class X IPS 3 students in SMA N 1 Karanganom to overcome education system during pandemic era. According to Farmington (2014), explains that *Schoology* is a web-based social network for K-12. It assists the users to create, manage, interact and share academic contents. *Schoology* as a e-learning media that provide every learning needs efficiently. Kusmana (2011) states that the education process can run at any times by ignoring the space and time. E-learning was really a good pick as academic system during the whole pandemic period. It was proven that they like the speaking teaching and learning using *Schoology* e-learning web as they got appropriate time of speaking and got enjoyable and fun atmospheres.

As had been stated before, the last step of action research is discussion. The researcher decided to stop the cycle since the result of the second cycle had shown a good improvement of the students' score. The researcher concluded that *Schoology* e-learning web and including applying some communicative tasks and projects using classroom English during the teaching

and learning process could improve speaking ability of the class X IPS 3 students of SMA N 1 Karanganom Klaten in academic year 2021/2022. This part would present the discussion of the research implementation.

1. The implementation of using *Schoology* e-learning web in teaching speaking

The implementation of *Schoology* e-learning web was giving a lot benefits due to the taking of *Schoology* features, it could be more helpful and more variative in teaching learning. Made sure all the students and teacher have the *Schoology* account. The teacher could make some groups, the aim was monitoring all subjects, classes or teamwork. Teacher posted many kinds material and students could access them everywhere and anytime by one notification. For speaking, the researcher prepared the presentation, handout papers, worksheets, videos, audios, links and many sources in one place.

The opening was conducted to greet the students, checked attendant list and gave motivation to the students for involving in teaching learning process. The students were also reminded about the material to check the students' understanding before starting the teaching and learning process. The main activity was conducted how student's speaking ability but the researcher tried to give additional skills to support the focused skill. The students listened the teacher explanation and text, then the students repeated the text by their selves and discussed about text with their friends. The students wrote the text and then practiced with their friend about recount text.

The implementation of *Schoology* was easier and more efficient because the students have more time in the class or home to participate within the speaking activity. In the beginning, the students were still low in speaking ability but after implementing of *Schoology* e-learning web in their speaking ability were improved. From the result of the implementation of the action, the researcher and collaborator compiled all the data of research, as follows:

a. Observation

In this process, the researcher was helped by a collaborator and English teacher to observe the English teaching learning process. The collaborator is an English teacher in SDIT 2 Hidayah, Polanharjo. From the collaborator, she identified several factors causing the low of students' speaking ability. First the students had low clue in speaking English, which also it effected on students' interest in speaking. They thought that speaking was an unreal dream because they could not customize the vocabulary to speak English. When they had to come in front of class to speak English, they felt nervous. They always open the translator on their phone if they would want to speak English.

b. Questionnaire

The researcher guided the activity directly. It was aimed to know how far the students mastered their speaking ability. The researcher was more focused on how to motivate the students to produce speak well. To find out how *Schoology* motivated them, the researcher discussed how the researcher's journey to learn English and gave some tips and

tricks to all students about their obstacles in learning English and how to solve it. The researcher told students that the root of learning is a motivation. To get know more intense of student's motivation, the researcher gave a questionnaire form that shared by online and offline.

c. Students' Score

The students' score was conducted to know the significant improvement in the pre-research. Meanwhile, the results of students' speaking performance during the implementation were based on four speaking aspects, such as pronunciation, intonation, fluency and accuracy (Hanik, 2011). After the scores were gained, there were three comparisons of mean scores (pre-test, post-test 1, and post-test 2).

The mean scores in four aspects of speaking namely pronunciation, intonation, fluency and accuracy aspect in the pre-test, post-test I and post-test II. It can be inferred that the students' speaking ability in all aspects have improved. Also, there were some improvements by some indicators which showed in the students' speaking ability. They were:

- a. The student's self-confidence improved
- b. The students more active in group work
- c. The students more interesting to learned speaking more

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses about the conclusion of the research and suggestion for the English teacher, the institutions, the students and to the other researchers. This discussion of each section will be delivered as follow:

A. Conclusion

Based on the early written before, this research was implemented in the tenth grade of SMA N 1 Karangnom Klaten in academic year 2021/2022. The research was carried out in two cycles. The actions consisted of the implementation *Schoology* e-learning web as new e-learning system for school during Covid-19 pandemic era and with the use of communicative speaking activities, such as discussions, giving feedback and re-telling story. There are some conclusions that can be concluded as follow:

1. The implementation of *Schoology* e-learning web in improving the students' speaking ability of tenth grade of SMAN 1 Karangnom Klaten in academic year 2021/2022

The implementation of *Schoology* e-learning web in teaching speaking as follow: the first step, it starts giving students material about recount text and the examples of recount text. The second, the students discuss with their group to share their personal-experience and put it on a conversation. The students shared their friend experience by speaking to complete their tasks. The third, the researcher gave students same materials to sharpen their knowledge and the last the students asked to

make a group speaking performance (roleplay) in front of the class. All the progress achieved to know how far their speaking ability can be improved. On the result in the finding, this action was successful to improve the speaking ability of the X IPS 3 students at SMA N 1 Karanganom. It carried out effective in improving based on the students' pronunciation, intonation, fluency and accuracy testing scores. The students who just gained 46,4 in the pre-test, were able to increase their score up to 79.07 in the last post-test.

The improvement could be seen in each meeting with different teaching that researcher has applied. They like to be given a speaking card as topic limitation and made some groups to work together. Give a topic make their easier to arrange the story that they wanted to create and group/team make them feel having partners that have the same purpose. They could share their idea to their team and confidently come up in front of the class together. And in the end of the teaching learning, they would able to express their lack and intention as reflection after learning English language with the researcher. It indicated that they made a considerable improvement in some aspects of speaking skills.

2. The motivation of *Schoology* e-learning web in improving the students' speaking ability of tenth grade of SMAN 1 Karanganom Klaten in academic year 2021/2022

Based on the action implementing *Schoology* e-learning web, the researcher could conclude that students' attention and motivation in teaching English was improved so well. The use of *Schoology* also made

the new atmosphere in the online or offline classroom, more relaxed and funnier. The students could have better understanding about the use of English in real situation since they have got appropriate models of speaking English ability by practicing some speaking activities. So that the students were interested in speaking out their true feelings and ideas. This was effective to make the more confident and cheerful.

The researcher concluded that students' motivation of X IPS 3 of SMA N 1 Karanganom in learning English using *Schoology* e-learning web are in the level of "Good". With mean score 78%. The data showed that four students have "Excellent" motivation with scores 86, 88 and 89. Fourteen students have "Good" motivation with scores between 76-85. Seven students have "Fair" motivation with scores between 66-75, and one student has "Poor" motivation with score 65. And the mean result is 78%. It showed that the student's motivation of X IPS 3 of SMA N 1 Karanganom in learning English through *Schoology* e-learning web is in the level of "Good". This situation can increase through adding the frequent of *Schoology* e-learning web usage in English teaching and learning process.

B. Suggestion

In this research, the researcher gives suggestion for the participants who are closely related to this research, other researcher, and language users. It is also hoped that the suggestion can be a valuable contribution for them.

1. For the reader who related to this research

By reading this thesis, the readers can get larger knowledge about teaching learning English using *Schoolology* e-learning web.

2. For the other researchers

This researcher is hoped as the reference of e-learning variety in teaching learning English to improve students' English skills and motivation.

3. For language users

The researcher hopes that the analysis in this research will be useful sharpen the other language users' understanding about *Schoolology* e-learning web. And the researcher recommends to other researchers that they should do some related researches in another object and in deeper, further and better medias.

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<http://sman1karanganom.sch.id/>

APPENDICES

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Appendix 1

List of Participants

NO.	STUDENT NUMBER	INITIAL NAME	M/F
1.	17944	AM	F
2.	17945	ARA	F
3.	17946	ASRA	F
4.	17947	AAP	F
5.	17948	ANA	F
6.	17950	DKW	F
7.	17951	DNA	F
8.	17952	DAR	F
9.	17953	EHA	F
10.	17954	IBR	M
11.	17955	IWM	M
12.	17956	JD	F
13.	17957	KAP	F
14.	17958	CZA	F
15.	17959	KL	F
16.	17960	KN	F
17.	17961	LLL	F
18.	17962	MSW	M
19.	17965	MF	M
20.	17966	MFNI	M
21.	17967	MAIR	M
22.	17968	MAF	M
23.	17969	MAM	M
24.	17970	MZA	M
25.	17971	NNA	F
26.	17972	NLPN	F
27.	17973	NN	F
28.	17974	PPP	F
29.	17975	RPA	F
30.	17976	RK	F
31.	17977	RFM	F
32.	17978	SLR	F

Appendix 2

LESSON PLAN & SYLLABUS

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA N 1 KARANGANOM
Kelas/Semester : X/Genap
Mata Pelajaran : BAHASA INGGRIS
Tahun Pelajaran : 2021/2022
Materi Pokok : **3.7 – 4.7 RECOUNT TEXT**
Alokasi Waktu : 4x pertemuan (4x60 menit)

<p>A. KOMPETENSI INTI (KI)</p> <p>1. Pengetahuan KI 3: Memahami, menerapkan, menganalisis dan mengevaluasi tentang pengetahuan faktual, konseptual, procedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks berkenaan dengan ilmu pengetahuan, teknologi, seni budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, regional dan internasional.</p> <p>2. Keterampilan KI 4: Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian bahasa Inggris. menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan keterampilan</p>	<p>4.7.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks <i>recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman, sesuai dengan konteks penggunaannya.</p> <p>4.7.2 Menuliskan teks <i>recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman, melalui penguasaan tata bahasa dan kosakata yang relevan.</p> <p>4.7.3 Menghasilkan sebuah teks <i>recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman yang koheren.</p> <p>C. TUJUAN PEMBELAJARAN</p> <p>1. Menyajikan sebuah teks <i>recount</i> tulis, sederhana, tentang kegiatan, kejadian, peristiwa dengan menggunakan susunan teks yang benar, penggunaan huruf besar dan tanda baca yang benar, kosakata yang relevan</p>
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<p>menalar, mengolah, dan menyaji, kritis, mandiri, kolaboratif, komunikatif dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah, serta mampu melaksanakan tugas spesifik dibawah pengawasan langsung. Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.</p>	<p>dan unsur-unsur kebahasaan yang tepat.</p> <ol style="list-style-type: none"> Menjelaskan secara baik tentang teks recount tulis, sederhana, tentang kegiatan, kejadian, peristiwa dengan pengucapan dan intonasi yang tepat sesuai konteks penggunaannya. Memahami makna dalam teks lisan dengan merespons berbagai instruksi berkenaan dengan teks tersebut. Memahami makna teks tulis melalui berbagai macam pertanyaan yang berkenaan dengan teks tersebut. Menyatakan dan menanyakan tentang teks <i>recount</i> dengan pengucapan dan intonasi yang tepat sesuai konteks penggunaannya. Memahami <i>Simple Past Tense</i>, <i>Past Continuous Tense</i>, dan <i>Past Perfect Tense</i> sesuai dengan konteks penggunaannya dalam kehidupan sehari-hari.
<p>B. KOMPETENSI DASAR (KD) & INDIKATOR PENCAPAIAN KOMPETENSI (IPK)</p> <p>Kompetensi Dasar (KD)</p> <p>3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman sesuai dengan konteks penggunaannya.</p> <p>4.7 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa/pengalaman, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p> <p>Indikator Pencapaian Kompetensi</p> <p>3.7.1 Menunjukkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks</p>	<p>D. MATERI PEMBELAJARAN</p> <ul style="list-style-type: none"> <i>Recount text</i> <i>Telling about personal experiences</i> <p>E. PENDEKATAN/MODEL/METODE PEMBELAJARAN</p> <ol style="list-style-type: none"> Pendekatan: <i>Communicative Approach</i> Model Pembelajaran: <i>Contextual Learning</i> Metode: <ul style="list-style-type: none"> Diskusi untuk memahami kosakata dan ungkapan yang tepat digunakan dalam

<p><i>recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman, sesuai dengan konteks penggunaannya.</p> <p>3.7.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks <i>recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman, sesuai dengan konteks penggunaannya.</p>	<p>teks <i>recount</i> lisan dan tulis, sederhana, tentang kegiatan, kejadian, peristiwa.</p> <ul style="list-style-type: none"> ● Penugasan untuk mengumpulkan informasi dan mengerjakan kegiatan yang berkaitan dengan teks <i>recount</i> lisan dan tulis, sederhana, tentang kegiatan, kejadian, peristiwa. ● Unjuk kerja untuk menyusun teks lisan berupa percakapan dan tulisan menggunakan ungkapan yang sudah dipelajari ● Daring menggunakan aplikasi Schoology.
<p>F. MEDIA/ALAT DAN BAHAN</p> <ul style="list-style-type: none"> ● Media: Video yang berisi kalimat <i>recount</i> lisan dan tulis, sederhana, tentang kegiatan/kejadian/peristiwa. ● Alat dan bahan: LCD, laptop, speaker, <i>powerpoint presentation</i> 	<p>I. PENILAIAN</p> <ol style="list-style-type: none"> 1. Penilaian sikap dilakukan selama pembelajaran dengan cara pengamatan dan observasi. 2. Penilaian pengetahuan dilakukan dengan cara penugasan: <ul style="list-style-type: none"> ● Tugas Individu: Melengkapi teks lisan dan tulis tentang teks <i>recount</i> ● Tugas kelompok: Menceritakan pengalaman hidup yang paling berkesan secara lisan dengan menggunakan ungkapan-ungkapan yang sudah dipelajari. 3. Penilaian keterampilan dilakukan dengan <ul style="list-style-type: none"> ● Observasi: konsultasi penyusunan esai <i>recount</i>
<p>G. SUMBER BELAJAR</p> <ul style="list-style-type: none"> ● Modul English for School Grade X – Penerbit Intan Pariwara ● English Dictionary ● Artikel tentang <i>recount</i> lisan dan tulis, sederhana, tentang kegiatan, kejadian, peristiwa ● Fenomena Bahasa Inggris di sekitar siswa yang menarik ● Telegram ● http://americanenglish.state.gov/files/ae/resource_files ● http://learnenglish.britishcouncil.org/en 	

<p>H. LANGKAH-LANGKAH PEMBELAJARAN</p> <p>DAY 1 (2 x 30 menit)</p> <ol style="list-style-type: none"> 1. Guru menampilkan langkah-langkah membuat akun Schoology di PPT dan menyediakan kode grup kelas di Schoology 2. Siswa membuat akun baru di Schoology dan log-in di grup kelas baru menggunakan kode yang diberikan guru 3. Murid mempelajari fitur-fitur yang disediakan dan mulai melakukan aktifitas online dalam web <i>Schoology</i> 4. Guru menginstruksikan murid untuk membuka grup dan mengunduh materi, melakukan kuis, mereview sumber-sumber belajar 5. Guru memperkenalkan materi <i>Recount Text</i> secara umum dan siswa memperhatikan. <p>DAY 2 (2 x 30 menit)</p> <ol style="list-style-type: none"> 6. Guru mengulas materi yang telah diajarkan (<i>recount text</i>) 7. Guru meminta siswa untuk membaca dan menganalisa struktur <i>recount text</i> bacaan melalui akun <i>Schoology</i> masing-masing siswa 8. Guru melakukan tanya jawab mengenai materi yang telah diajarkan 9. Guru meminta siswa untuk membuat grup secara berpasangan, dan masing-masing siswa diminta untuk menceritakan pengalaman 	<ul style="list-style-type: none"> • Unjuk Kerja: Membacakan kegiatan yang dilakukan minggu lalu di depan kelas • Produk: Lisan/Esai recount
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<p>mereka berkunjung ke tempat yang sangat berkesan.</p> <p>10. Siswa mulai bekerja dan menceritakan pengalaman berkunjung ke tempat yang berkesan kepada teman sebangku secara bergantian</p> <p>11. Siswa mulai menceritakan kembali cerita yang dicerikan oleh teman sebangku kepada guru secara langsung atau merekam dan dikirimkan kepada guru melalui Schoology/whatsapp group.</p> <p>DAY 3 (2 x 30 menit)</p> <p>12. Guru mereview materi tentang pertemuan terakhir</p> <p>13. Guru memberikan teks bacaan berjudul; “My Trip to Coban Rondo” dan meminta siswa untuk berdiskusi dan menganalisa</p> <p>14. Guru meminta siswa membaca teks bacaan secara acak untuk melatih <i>pronunciation</i> siswa</p> <p>15. Siswa mengerjakan beberapa exercise untuk refleksi pemahaman materi <i>Recount Text</i></p> <p>16. Siswa yang tidak paham menanyakan ke teman siswa yang lain</p> <p>17. Siswa bersama guru membahas jawaban untuk latihan yang baru saja dikerjakan.</p> <p>18. Guru memberikan ice breaking kepada para siswa</p> <p>DAY 4 (2x 30 menit)</p> <p>19. Guru menjelaskan alur pembelajaran</p>	
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<p>20. Guru meminta siswa untuk melakukan pembagian regu bermain peran dengan masing-masing regu terdiri 6 siswa</p> <p>21. Siswa memposisikan regu dan melakukan latihan untuk meningkatkan kemandirian siswa</p> <p>22. Guru memonitor berlangsungnya latihan siswa untuk bermain peran</p> <p>23. Guru meminta masing-masing grup untuk maju kedepan dan menampilkan perannya</p> <p>24. Secara berkelompok, siswa bermain peran berdasarkan dialogue dan alur yg diberikan</p> <p>25. Guru menilai penilaian masing-masing grup berdasarkan butir butir aspek penilaian</p>	
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Mengetahui,

Kepala Sekolah

Guru Mata Pelajaran

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“RECOUNT TEXT”

A. Warming up

Please fill in the story using the words in the words bank below.

My Trip to Coban Rondo

Last week, I went to Coban Rondo in Batu with my friends. _____ (1), we met at my friend's house and packed our bags with water and snacks. _____ (2), we drove up the mountain to Coban Rondo. The scenery was really beautiful! I even _____ (3) some people paragliding. After that, we parked the car and walked to the waterfall. The waterfall looked so tall! I _____ (4) very close to the waterfall and my clothes got wet, but it was really fun. _____ (5), we drove back down the mountain and _____ (6) dinner in Batu.

Then, Ate, Saw, Finally, First, Stood

B. What is recount text?

Definition

Recount is a text which **retells events or experiences in the past**. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from Narrative

Purpose

To retell something that happened in the past and to tell a series of past event.

Types of Recount

- *Personal recount* (retelling of an activity that the speaker/writer has been personally involved) e.g. oral anecdote, diary entry, biography
- *Factual recount* (recording the particulars of an incident e.g. police report, news report)
- *Imaginative recount* (taking on an imaginary role and giving details of events) e.g. a day in the life of

Generic Structure of Recount

1. Orientation: Introducing the participants, place and time
2. Events: Describing series of event that happened in the past

3. Reorientation: It is optional. Stating personal comment of the writer to the story

Language Features of Recount

- Introducing personal participant; I, my group, etc
 - Using chronological connection; then, first, etc
 - Using linking verb; was, were, saw, heard, etc
 - Using action verb; look, go, change, etc
 - Using simple past tense
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EXERCISE 2

Pair up and practice the following dialogue.

- Ina : Hi, Andra. How are you doing?
Andra : Great thanks. How's the world treating you?
Ina : Fine, thank. I tell you what. I had very nice experience yesterday.
Andra : Did you?
Ina : Yesterday, when I had my first day at school.
Andra : What's up?
Ina : You see, Yesterday I had an orientation program for the new students. I was little bit late so one of the seniors got mad at me.
Andra : You were in big trouble, weren't you?
Ina : I was, but the senior was nervous.
Andra : Was he? A senior?
Ina : He was so nervous that when he commanded him did it wrongly.
Andra : And?
Ina : All the juniors laughed at him.
Andra : He must be very ashamed, mustn't he?
Ina : Sure, finally he let us all join the other students who didn't come late. It was a funny experience on my first day at school.

Answer these questions based on the dialogue above!

Who told about her experience?
Where did the experience take place?
When did it happen?
Who was the experience about?
What happened to Ina on her first day of orientation?
How did one of the seniors feel about it?
Why did the senior give the command wrongly?
What happened to all late students?
What did the senior finally do to the late students?
How did Intan feel about the experience?

Pay attention to the following text analysis!

Orientation

Yesterday, when I had my first day at school.

Event 1

I was little bit late so one of the seniors got mad at me.

Event 2

He was so nervous that *when* he gave a command he did it wrongly.

Event 3

All the juniors laughed at him.

Event 4

Finally he let us all join the other students who didn't come late

Reorientation

It was a funny experience on my first day at school.

Note:

- ❖ The underlined words are doing verbs
- ❖ The italicized word belong to temporal conjunction

Visiting My Village

Last month, I and my family went to Banyumas which was located in Central Java, Indonesia. We drove a car. I enjoyed the journey all day long although it took 2 days to get there. We were fun, my brother made some jokes all day. My father told us some stories on the way. My mother slept in the back seat. 😊

My first day in my village, I visited my siblings and friends. We are welcomed with happiness. When I saw my parents, they cried because they looked so happy to meet up their families. The next day, I, my brother, my cousin and my nephew went to a popular place in Purwokerto. It was called "Baturaden". That was a favorite spot in Purwokerto. We enjoyed local specialty food as culinary. I was satisfied and so were they. Next, I took a photo with traditional music musicians.

My brother, my cousin and my nephew enjoy the view with other visitors. They took a photo with their style as I did. In the evening, we were back home. And did other private activities, such as made a conversation, told the story and made a joke.

The day after tomorrow, my cousin had a ceremony to say thanks to God for blessing their son. It was called "Nazar". When the parents had a promise for something and it was realized. They had to make a traditional ceremony. I watched that traditional ceremony and took their photograph.

For the last show, we were entertained by "Ebeg". It was traditional art. The player danced through the traditional music and they were handled by the spirit. It was scary, but it was fun and entertaining.

Time run so fast because the next day was our last day in the village. So I took the last photo to bring it home. They were my family and still family until the last breath in this world.

Finally, we had to go home and brought a love experience from family. Yaps... that was the hardest part.

Questions

1. When did they go to Banyumas?
2. How did they go there?
3. Was the writer sad on the way?
4. What did the writer do on the first day?

5. What was the popular place in Purwokerto?
 6. What is the meaning of "private activities" in the 2nd paragraph?
 7. What did they call the ceremony to say thanks to God?
 8. Why was the writer scare with "Ebeg"?
 9. When did the writer take the last foto?
 10. Did the writer enjoy the holiday in the village?
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ROLEPLAY SCRIPT

Dinda : Did you know that there was a theft at Ardi's house last night.
Fery : Are you serious? Are you sure that it wasn't a wrong information?
Dinda : I was told by the Ardi's neighbor that there was a theft at Ardi's house last night. So, he couldn't attend to school today.
Bima : If the Ardi's neighbor who told you, it means that the news is true. I'm pretty sure because I heard police cars last night. I didn't think that it came from Ardi's house.
Dinda : Is your house near to his house?
Bima : Not really close, but the sound of the police car came from my house.
Fery : So, what will we do?
Yuna : He is so kind to us. He always helps us when we have a problem.
Fery : How about going to see him after school?
Fery : Other friends will visit Ardi tomorrow, they reasoned that the situation is still chaotic today.
Yuna : But we're his good friends. We have to go today!
Bima : You are right! So, we all agreed after school we would go to his house.
Yuna : But me and Dinda will have a dance class afterschool. We can't join you afterschool.
Dinda : Yes, Yuna is right. We have a dance class afterschool. We are preparing for school anniversary next month.
Fery : Since when you guys join that class?
Yuna : We already started last month.
Bima : What time will the dance class finish?
Yuna : It will be 1 hour. So we will finish it at 2 PM
Bima : Cool. Let's visit Andi after you guys finished the dance class. 2 PM is not bad time.
Fery : I agree with Bima
Dinda : Where will we meet up together? I'll come with Yuna.

Bima : Fery, how about you call your mum and tell her you can't be home afterschool. Because we will visit to Ardi. Tell her you gonna stay at my house.

Fery : Okay. I'll call my mum now.

Bima : Dinda and Yuna, after you finished your dance class, u just come to my house and let's go to Ardi's house together.

Dinda : Yes sir!

Yuna : Yes sir!

SILABUS PEMBELAJARAN

Nama Sekolah	: SMA N 1 Karangnom
Mata Pelajaran	: Bahasa Inggris Umum
Kelas	: X (Sepuluh) / Genap
Tahun Ajaran	: 2021/2022
Durasi Waktu	: -
Kompetensi Inti	:

- **KI-1:** Menghayati dan mengamalkan ajaran agama yang dianutnya.
- **KI-2:** Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.
- **KI-3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- **KI-4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

Competence Standard	Basic Competence	Indicators	Teaching Materials	Time (Minutes)	Media/Teaching Sources
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya	<p>4.7 Teks recount/peristiwa bersejarah</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah.</p> <p>4.7.2 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>1. Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks recount.</p> <p>2. Memahami struktur teks recount dalam memberi dan meminta informasi terkait peristiwa bersejarah.</p> <p>3. Memahami unsur kebahasaan dari teks recount dalam memberi dan meminta informasi terkait peristiwa bersejarah</p>	<ul style="list-style-type: none"> • Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan • Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> - orientasi - urutan kejadian/kegiatan - orientasi ulang • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan - Adverbial penghubung waktu: first, then, after that, before, when, at last, finally, dsb. 	-	<ol style="list-style-type: none"> 1. Hand out 2. Dictionary 3. Laptop 4. Smartphones 5. LCD

			<ul style="list-style-type: none"> - Adverbia dan frasa preposisional penunjuk waktu - Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</p>		
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Appendix 3

FIELD NOTES

No : 01
Topic : Introduction and Pre-test
Day, Date : Wednesday, February 2nd 2022
Time : 7.30 – 8.30 A.M

The first day, the researcher came into class. the English teacher greeted the students like normal daily the English teacher does, then followed by telling to students that today English class will be handled by a new teacher (researcher). English teacher told students the purpose of this research held. All students were look confused but agreeing the English teacher explanation. The researcher took handle the whole class and started to introduced herself after English teacher had command.

“Assalamu’alaimum warahmatullahi wabarakatuh, good morning, how are you today?”, then the students respond the greeting by saying *“Wa’alaikumussalam warahmatullahi wabarakatuh*, good morning miss, I am fine, thank you and you?”. Then the researcher replied, “I am very well thanks”.

The researcher checked the attendance list and tried to make the class into a good condition. Then she explained that there would be a new comer in this class to teach speaking. The researcher introduce herself and explained her propose. She mentioned the name, the address, the university, the purpose in coming to the class as researcher that will do research for few weeks onward. English teacher sat in the other seat and look the half time the researcher took introducing time.

Then the researcher gave pre-test to the students to know student’s achievement in speaking. Firstly, the researcher asked the students to write their own information. For the next, they had to introduce themselves to researcher while researcher taking score with English teacher. After the researcher finished the pre-test, she gave the motivation to the students in order that they always study hard. The time showed that the lesson time was up, and then researcher ended the class.

No : 02
Topic : Treatment and Lesson
Day, Date : Wednesday, February 9th 2022
Time : 7.30 – 8.30 A.M

The second day, the researcher opened the lesson by saying, “*Assalamu’alaikum warahmatullahi wabarakatuh*, good morning, how are you today?”, The students answered “*Wa’alaikumsalam I am fine, thank you and you?*”, but most of them answered louder because they were so excited because the researcher bring some medias today. The researcher replied “*I am very well, thanks*”. After that the researcher checked the students’ attendance by calling the students’ name one by one at attendance list. Then, the researcher started the lesson by give story about motivation to speak English by fully English and switch language into Indonesia language. After that the researcher introduced the media which would be used, such as laptop, speaker and some papers.

The researcher asked the students to make group. And one group consists of five until six students. Then, the researcher asked them to make new accounts in *Schoology* e-learning web through their phones. Some of students help the students who haven’t completed to log-in. after all students have account, the researcher let students to explore all of *Schoology* features. We practiced to join into group class, commend each other, look at the timeline and try some quizzes and study references that researcher has prepared.

The material was about Past Event. Then the researcher asked the students about definition of recount text and kind of retelling a story in the past. Then the students answered “I don’t know miss”, so the researcher explained about definition of recount text. When the researcher explained about it, the boy students did not pay attention and talked with other friends. Therefore, the researcher came to their tables and asked the students to repeat the definition about recount text and the function.

Next, the researcher showed some picture with text and introduced it to students through the power presentation. The students looked interested and they want to try that media and *Schoology* features. In the implementation of *Schoology*, researcher used some steps; first step, it starts giving to the student material about

retelling a thing. The second, the students discuss with their group to analyze a text about places or something by speaking. The students shared their information they had with their group in order to complete the exercise by speaking directly.

Before finished the lesson, the researcher evaluated the teaching learning process. She asked the students about the story in the past. They said that they wanted to try using *Schoology* more. Finally, the researcher closed the lesson by thanking the students for their attention and then saying goodbye.

No : 03
Topic : Treatment and Post-test 1
Day, Date : Wednesday, February 16th 2022
Time : 7.30 – 8.30 A.M

The third day, the researcher opened the lesson by saying, “*Assalamu’alaikum warahmatullahi wabarakatuh*, good morning, how are you today?”, The students answered, “*Wa’alaikumsalam I am fine, thank you and you?*”. The researcher replied “*I am very well, thanks*”. After that the researcher checked the students’ attendance by calling the students’ name one by one at attendance list. Then, the researcher started the lesson by give a story in the past with dialogue structural by fully English and switch language into Indonesia language. The students were confused but interested to know. The researcher explained her purpose telling them about a story in the past with dialogue structure to aim making students interested to start the lesson today.

The researcher scheduled to do first post-test. The students were asked to make a group consists two students. They wanted to work with their own tablemate. Each group had a small paper that written a question about past event. The researcher commanded them to share their past story to their friend. And retelled their friend’s story to researcher. And the researcher would put a score their speaking work. Afterward, the time was over but half of students have not finished yet, then the researcher gave a deadline for students to submit their retelling story by *Schoology* e-learning web or *Whatsapp*. With the latest time is at the same day at 11.58 P.M. Then the retelling friend’s experience as post-test 1.

Before finished the lesson, the researcher evaluated the teaching learning process. Finally, the researcher closed the lesson by thanking the students for their attention and then saying goodbye.

No : 04
Topic : Treatment and Post-test 1
Day, Date : Wednesday, March 23rd 2022
Time : 7.30 – 8.30 A.M

The fourth day began after three weeks SFH during the COVID-19 outbreak detected in SMA N 1 Karanganom Klaten. The researcher held the class through online via *Googlemeet* and *Schoology* e-learning web. The lesson started by saying, “*Assalamu’alaikum warahmatullahi wabarakatuh*, good morning, how are you today?”, The students answered, “*Wa’alaikumsalam I am fine, thank you and you?*”. The researcher replied “*I am very well, hope that all of us keep in safe and healthy. Thanks*”. After that the researcher checked the students’ attendance by calling the students’ name one by one at attendance list. But a lot of students had been late and some of them because of the reception trouble.

Then, the researcher started the lesson by give motivation to students the presented the material to all students about past event, discussed the participle verb to random students, did reflection and read aloud each student. All those materials could be seen in *Schoology* e-learning web. The researcher prepared the material into the web before the class began. The purpose of the meeting was students’ enrichment in past event or recount text.

The story in the past with dialogue structural by fully English and switch language into Indonesia language. The students were confused but interested to know. The researcher explained her purpose telling them about a story in the past with dialogue structure to aim making students interested to start the lesson today.

Before finished the virtual meeting, the researcher evaluated the teaching learning process. She asked the students to sharpen their memory and ability by practicing every day and remind their motivation to speak English in the first place especially the using of past structure. They said that they wanted to do more and

more. Finally, the researcher closed the lesson by thanking the students for their attention and then saying goodbye.

No : 05

Topic : Post-test 2

Day, Date : Wednesday, March 26th 2022

Time : 7.15 – 8.30 A.M

The fifth day, the researcher opened the lesson by saying, “*Assalamu’alaikum warahmatullahi wabarakatuh*, good morning, how are you today?”, The students answered, “*Wa’alaikumsalam I am fine, thank you and you?*”. The researcher replied “*I am very well, thanks*”. The researcher reminded to students to always cherish and be grateful for all what we have got, especially health. After that the researcher checked the students’ attendance by calling the students’ name one by one at attendance list. Then, the researcher started the lesson by give a story in the past with dialogue structural by fully English and switch language into Indonesia language. The students were confused but interested to know. The researcher explained her purpose telling them about a story in the past with dialogue structure to aim making students interested to start the lesson today.

Appendix 4

THE BLUEPRINT OF MOTIVATION QUESTIONNAIRE

No.	Variabel	Indicators	Number of Questions	Total Number
1.	Intrinsic Motivation	1. Keinginan belajar	1, 8, 10,	3
		2. Senang mengikuti pelajaran	2, 15, 20	3
		3. Selalu menyelesaikan tugas	3, 4, 5	3
		4. Meningkatkan pengetahuan	7, 11, 12, 16, 19	5
		5. Ingin berprestasi	6	1
2.	Extrinsic Motivation	6. Ingin perhatian	13	1
		7. Ingin mendapat pujian	14	1
		8. Ingin mendapat pengakuan	9, 17	2
		9. Ingin nilai yang tinggi	18	1
TOTAL				20

Appendix 5

QUESTIONNAIRE/ANGKET

SCHOOLGY E-LEARNING WEB UNTUK MEMOTIVASI SISWA DALAM PEMBELAJARAN BAHASA INGGRIS

A. Informasi tentang penyebaran angket

1. Angket ini disebarkan peneliti, murni untuk menyelesaikan skripsi dalam memperoleh gelar sarjana Pendidikan Bahasa Inggris.
2. Tidak ada hubungan atau pengaruh terhadap prestasi atau nilai anda.
3. Agar diisi dengan sejujur-jujurnya.
4. Informasi yang diperoleh dari anda sangatlah penting bagi kami guna menganalisis motivasi para siswa dalam belajar Bahasa Inggris.
5. Hasil isian akan terjaga kerahasiaannya.

B. Petunjuk pengisian

1. Sebelum mengisi, kami mohon kesediaannya untuk membaca cara pengisian terlebih dahulu.
2. Setiap pertanyaan pilihlah satu jawaban yang paling sesuai dengan keadaan anda, lalu silanglah pada pilihan yang telah disediakan
3. Contoh:
 1. *Apakah tugas-tugas dari guru membuat saya bersemangat lagi belajar bahasa Inggris?*
 - a. *Sangat sering*
 - b. *Sering*
 - c. *Kadang-kadang*
 - d. *Kurang*
 - e. *Tidak pernah*

C. Identitas Siswa

Nama :
Nomor Absen :
Kelas : X IPS 3

D. Soal Angket

1. Motivasi Intrinsik

Motivasi intrinsik yaitu dorongan atau semangat belajar untuk melakukan sesuatu yang berasal dari dalam diri siswa itu sendiri.

❖ Challenge (Tantangan)

1. Apakah anda tertarik untuk belajar bahasa Inggris?
 - a. Sangat tertarik
 - b. Tertarik
 - c. Kadang-kadang
 - d. kurang
 - e. Tidak tertarik sama sekali

2. Apakah anda senang mengikuti kelas daring menggunakan *Schoology e-learning web* pada pembelajaran bahasa Inggris?
 - a. Sangat senang
 - b. Senang
 - c. Kadang-kadang
 - d. Kurang
 - e. Tidak sama sekali
3. Apakah anda mampu mengerjakan tugas-tugas yang diberikan oleh peneliti?
 - a. Sangat mampu
 - b. Mampu
 - c. Kadang-kadang
 - d. Kurang
 - e. Tidak bisa sama sekali
4. Apakah anda mampu menggunakan bahasa Inggris ketika berinteraksi didalam kelas daring menggunakan *Schoology e-learning web* pada pembelajaran bahasa Inggris?
 - a. Sangat mampu
 - b. Mampu
 - c. Kadang-kadang
 - d. Kurang
 - e. Tidak bisa sama sekali

❖ **Curiosity (Rasa ingin tahu)**

5. Apakah anda menguasai semua materi bahasa Inggris yang diajarkan oleh peneliti?
 - a. Sangat menguasai
 - b. Menguasai
 - c. Kadang-kadang
 - d. Kurang menguasai
 - e. Tidak menguasai sama sekali
6. Bisakah menggunakan sistem pembelajaran *blended learning* digunakan untuk kegiatan pembelajaran bahasa Inggris selama pandemic covid-19?
 - a. Sangat bisa
 - b. Bisa
 - c. Kadang-kadang bisa
 - d. Kurang bisa
 - e. Tidak bisa sama sekali
7. Tahukah anda karakteristik pembelajaran bahasa Inggris yang menyenangkan?
 - a. Sangat tahu
 - b. Tahu
 - c. Kadang-kadang tahu
 - d. Kurang tahu
 - e. Tidak tahu sama sekali
8. Apakah anda mengetahui tujuan diadakannya kelas daring menggunakan *Schoology e-learning web* pada pembelajaran bahasa Inggris di SMA N 1 Karanganom?
 - a. Sangat tahu
 - b. Tahu
 - c. Kadang-kadang
 - d. Kurang tahu
 - e. Tidak tahu sama sekali

❖ **Competition and Recognition (Kompetisi dan Pengakuan)**

9. Apakah anda ingin selalu menjadi yang terbaik di kelas dalam mengerjakan tugas bahasa Inggris yang diberikan oleh peneliti?
 - a. Sangat ingin
 - b. Ingin
 - c. Kadang-kadang ingin
 - d. Kurang ingin
 - e. Tidak ingin sama sekali
10. Setujukah anda bahwa untuk bisa menguasai bahasa Inggris, siswa harus belajar giat dan mempraktekkannya dalam kehidupan sehari-hari?
 - a. Sangat setuju
 - b. Setuju
 - c. Kadang-kadang setuju
 - d. Kurang setuju
 - e. Tidak setuju sama sekali
11. Setujukah anda apabila dalam pembelajaran bahasa Inggris menggunakan system pembelajaran yang menyenangkan dapat meningkatkan kemampuan Bahasa Inggris selama pandemic covid-19 (menggunakan Schoology e-learning web pada pembelajaran)?
 - a. Sangat setuju
 - b. Setuju
 - c. Kadang-kadang setuju
 - d. Kurang setuju
 - e. Tidak setuju sama sekali
12. Setujukah anda dengan mengikuti kelas daring menggunakan Schoology e-learning web pada pembelajaran bahasa Inggris dapat meningkatkan kemampuan anda dalam bahasa Inggris?
 - a. Sangat setuju
 - b. Setuju
 - c. Kadang-kadang setuju
 - d. Kurang setuju
 - e. Tidak setuju sama sekali

2. Motivasi Ekstrinsik

Motivasi ekstrinsik yaitu dorongan atau semangat belajar untuk melakukan sesuatu yang tidak berasal dari siswa itu sendiri, melainkan dipengaruhi oleh faktor luar.

❖ Encouragement from outside (Dorongan dari luar)

13. Apakah ada yang memotivasi anda untuk belajar bahasa Inggris?
 - a. Sangat ada
 - b. Ada
 - c. Kadang-kadang ada
 - d. Kurang
 - e. Tidak ada sama sekali
14. Apakah cara mengajar peneliti mempengaruhi keinginan anda untuk belajar bahasa Inggris?
 - a. Sangat mempengaruhi
 - b. Mempengaruhi
 - c. Kadang-kadang mempengaruhi
 - d. Kurang
 - e. Tidak tertarik sama sekali

15. Apakah anda suka sistem pembelajaran yang bervariasi (*blended learning*) dalam belajar bahasa Inggris?
 - a. Sangat suka
 - b. Suka
 - c. Kadang-kadang
 - d. Kurang suka
 - e. Tidak suka sama sekali
16. Apakah dengan menggunakan sistem pembelajaran bervariasi (*blended learning*) membuat anda lebih bersemangat dalam mengikuti pelajaran yang akan disampaikan oleh peneliti?
 - a. Sangat semangat
 - b. Semangat
 - c. Kadang-kadang semangat
 - d. Kurang semangat
 - e. Tidak semangat sekali
17. Apakah lingkungan sekitar mempengaruhi anda dalam belajar bahasa Inggris?
 - a. Sangat mendukung
 - b. Mendukung
 - c. Kadang-kadang
 - d. Kurang mendukung
 - e. Tidak mendukung sama sekali

❖ **Needs (kebutuhan)**

18. Apakah anda mengerjakan tugas karena ingin mendapatkan nilai?
 - a. Sangat benar
 - b. Benar
 - c. Kadang-kadang
 - d. Kurang
 - e. Tidak sama sekali
19. Apakah anda sangat ingin menguasai materi bahasa Inggris yang diajarkan oleh peneliti?
 - a. Sangat ingin
 - b. Ingin
 - c. Kadang-kadang
 - d. Kurang
 - e. Tidak sama sekali
20. Apakah anda ingin peneliti menggunakan *Schoology* e-learning web setiap menyampaikan materi?
 - a. Sangat ingin
 - b. Ingin
 - c. Kadang-kadang
 - d. Kurang
 - e. Tidak sama sekali

**Thanks for your participation*

Appendix 6

Questionnaire Result

No	Respondent	A	B	C	D	E	Score
1	R – 1	2	6	5	6	1	71
2	R – 2	3	12	3	2	0	78
3	R – 3	2	4	2	7	5	66
4	R – 4	5	11	1	3	0	79
5	R – 5	5	5	3	5	2	73
6	R – 6	5	6	2	5	2	74
7	R – 7	6	6	2	3	3	75
8	R – 8	12	6	1	1	0	85
9	R – 9	6	5	5	3	1	76
10	R – 10	14	3	3	0	0	86
11	R – 11	11	9	0	0	0	86
12	R – 12	9	11	0	0	0	85
13	R – 13	8	12	0	0	0	84
14	R – 14	16	4	0	0	0	88
15	R – 15	17	3	0	0	0	89
16	R – 16	8	9	2	1	0	82
17	R – 17	3	13	4	0	0	80
18	R – 18	1	4	4	6	5	65
19	R – 19	1	15	3	1	0	78
20	R – 20	3	8	8	1	0	77
21	R – 21	3	12	5	0	0	79
22	R – 22	0	7	9	4	0	72
23	R – 23	0	9	8	1	2	72
24	R – 24	2	8	3	6	1	72
25	R – 25	2	15	2	1	0	79
26	R – 26	7	11	0	2	0	82
27	R – 27	7	10	3	0	0	82

Appendix 7

INSTRUMENT OF SPEAKING TEST

Pre-Test	Post-Test 1	Post-Test 2
<p>Make a self-Introduction and tell your story! (minimum 10 sentences)! (Theme: Self Introduction)</p> <p><i>Deskripsi:</i> Membuat narasi teks tentang data diri dan menceritakan pengalaman liburan yang paling berkesan minimum 10 kalimat kepada guru.</p>	<p>Listen to your partner's story and retell it! (Theme: My Memorable Trip)</p> <p><i>Deskripsi:</i> Membuat kelompok secara berpasangan dan menceritakan kejadian atau pengalaman bepergian ke tempat bersejarah kepada antar teman. Kemudian menceritakan kembali cerita teman sebangku kepada guru ke dalam bentuk rekaman suara yang dikirimkan melalui web Schoology/whatsapp.</p>	<p>Make some groups to do roleplaying according to the dialogue. (Theme: An Accident in the Past)</p> <p><i>Deskripsi:</i> Membuat grup yang terdiri dari 5 orang untuk bermain peran kedepan guru secara langsung atau mengunggah dalam bentuk video.</p>

Appendix 8

THE RESULT OF SPEAKING PRACTICE IN POST-TEST 1

NO.	INITIAL NAME	POST-TEST 1			AVERAGE	PASSING GRADE	PASS/FAIL
		Re	R-1	R-2			
1.	AM	65	65	68	66	70	FAIL
2.	ARA	60	60	60	60	70	FAIL
3.	ASRA	70	70	72	70,6	70	PASS
4.	AAP	85	85	86	85,3	70	PASS
5.	ANA	60	55	65	60	70	FAIL
6.	DKW	60	68	70	66	70	FAIL
7.	DNA	65	65	70	66,6	70	FAIL
8.	DAR	85	80	85	83,3	70	PASS
9.	EHA	80	80	82	80,6	70	PASS
10.	IBR	60	55	60	58,3	70	FAIL
11.	IWM	60	55	65	60	70	FAIL
12.	JD	75	75	75	75	70	PASS
13.	KAP	85	80	85	83,3	70	PASS
14.	CZA	50	55	60	55	70	FAIL
15.	KL	80	80	85	81,6	70	PASS
16.	KN	55	55	55	55	70	FAIL
17.	LLL	60	58	62	60	70	FAIL
18.	MSW	60	60	60	60	70	FAIL
19.	MF	75	76	80	77	70	PASS
20.	MFNI	60	55	60	58,3	70	FAIL
21.	MAIR	50	50	58	52,6	70	FAIL
22.	MAF	55	58	60	57,6	70	FAIL
23.	MAM	60	60	60	60	70	FAIL
24.	MZA	50	55	55	53,3	70	FAIL
25.	NNA	55	54	58	55,6	70	FAIL
26.	NLPN	85	85	90	86,6	70	PASS
27.	NN	65	70	70	68,3	70	FAIL
28.	PPP	60	55	60	58,3	70	FAIL
29.	RPA	65	65	65	65	70	FAIL
30.	RK	65	65	65	65	70	FAIL
31.	RFM	40	40	45	41,6	70	FAIL
32.	SLR	60	64	70	64,6	70	FAIL

Appendix 9

THE RESULT OF SPEAKING PRACTICE IN POST-TEST 2

NO.	INITIAL NAME	POST-TEST 2			AVERAGE	PASSING GRADE	PASS/FAIL
		Re	R-1	R-2			
	AM	85	82	86	84,3	70	PASS
2.	ARA	70	72	75	72,3	70	PASS
3.	ASRA	90	85	88	87,6	70	PASS
4.	AAP	90	88	90	89,3	70	PASS
5.	ANA	75	75	76	75,3	70	PASS
6.	DKW	75	75	75	75	70	PASS
7.	DNA	85	86	90	87	70	PASS
8.	DAR	90	88	95	91	70	PASS
9.	EHA	90	90	92	90,6	70	PASS
10.	IBR	75	78	80	77,6	70	PASS
11.	IWM	85	80	82	82,3	70	PASS
12.	JD	95	92	95	94	70	PASS
13.	KAP	85	80	85	83,3	70	PASS
14.	CZA	65	60	66	63,6	70	FAIL
15.	KL	95	95	95	95	70	PASS
16.	KN	65	70	70	68,3	70	FAIL
17.	LLL	70	70	70	70	70	PASS
18.	MSW	70	70	70	70	70	PASS
19.	MF	85	82	85	84	70	PASS
20.	MFNI	70	70	72	70,6	70	PASS
21.	MAIR	65	65	70	66,6	70	FAIL
22.	MAF	75	70	75	73,3	70	PASS
23.	MAM	70	70	70	70	70	PASS
24.	MZA	70	70	70	70	70	PASS
25.	NNA	75	75	78	76	70	PASS
26.	NLPN	90	95	95	93,3	70	PASS
27.	NN	75	80	80	78,3	70	PASS
28.	PPP	80	80	85	81,6	70	PASS
29.	RPA	80	80	82	80,6	70	PASS
30.	RK	75	80	75	76,6	70	PASS
31.	RFM	60	68	70	66	70	FAIL
32.	SLR	80	88	90	86	70	PASS

Appendix 10

SCHOOL'S VISION AND MISSION



SMA N 1 Karanganom

NPSN. 20309680

SK Sekolah 5/SK/VIII/1964

VISI

“Mewujudkan generasi beriman dan bertaqwa, berbudi pekerti luhur, berprestasi, berwawasan lingkungan, teknologi, dan budaya nasional.”

MISI

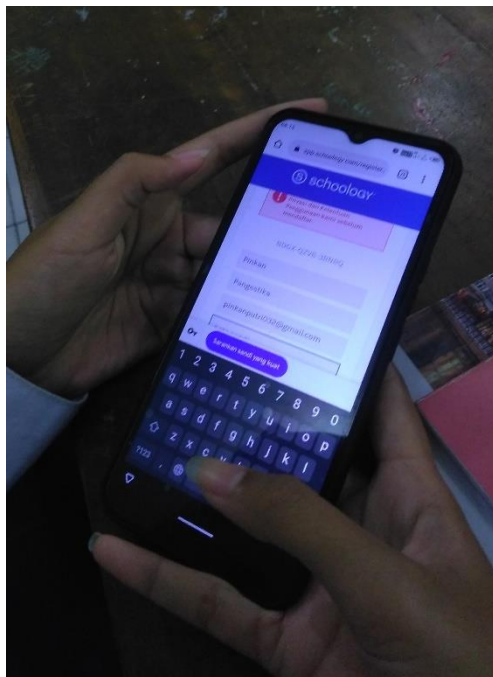
1. Melaksanakan pembelajaran dan bimbingan secara efektif sesuai karakteristik keilmuan tiap mata pelajaran yang berorientasi ketuntasan pencapaian hasil pembelajaran melalui pengembangan kognitif, efektif dan psikomotor secara simultan.
2. Mendorong dan membantu siswa dalam memahami dan mengenali potensinya agar dapat dikembangkan sesuai dengan bakat, minat dan kemampuan secara optimal.
3. Menumbuhkan semangat keunggulan, kebersamaan dalam leragaman, kepekaan social dan mengembangkan budaya mutu secara intensif kepada segenap warga sekolah.
4. Mendorong dalam membantu terbentuknya manusia berbudi luhur dan berkepribadian kuat yang didasari oleh penghayatan terhadap agama secara benar.
5. Menerapkan manajemen partisipatif dengan melibatkan seluruh warga sekolah dan kelompok kepentingan yang terkait dengan pihak sekolah (Stakeholder) sesuai dengan tugas, fungsi dan kedudukannya.

Appendix 11

PICTURES OF ACTION RESEARCH









Appendix 12

RESEARCH'S PERMISSION LETTER



PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
CABANG DINAS PENDIDIKAN WILAYAH V
Jalan Terate, No : 49 – Pulisen – Kab. Boyolali, Email : cabdisdikwil5@gmail.com

Nomor : 421.7/  /CABDINV/I/2022
Lampiran : -
Perihal : Surat Ijin Penelitian

Boyolali, 4 Januari 2022

Kepada Yth.
Dekan Fakultas Adab dan Bahasa
Institut Agama Islam Negeri
Surakarta
di
Tempat

Berdasarkan Surat dari Fakultas Adab dan Bahasa Institut Agama Islam Negeri Surakarta nomor : B-6404/In.10/F.V/PP.00.9/12/2021 tanggal 27 Desember 2021 perihal Permohonan Surat Izin Penelitian, Kepala Cabang Dinas Pendidikan Wilayah V Dinas Pendidikan dan Kebudayaan Provinsi Jawa Tengah :

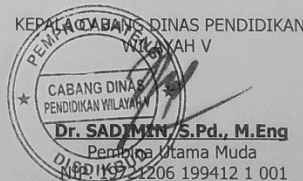
MENGIZINKAN

Kepada : Mahasiswa Prodi S1 Pendidikan Bahasa Inggris
Nama : **Hidayati Khoirun Ni'mah**
NIM : 163221122

Untuk :

1. Melakukan penelitian dengan judul "*The Implementation of Schoology E-Learning Web to Improve Students Speaking Ability During Covid 19 Pandemic Era (A classroom Action Research at Tenth Grade of SMAN 1 Karanganom Klaten in Academic Year 2021/2022)*" yang dilaksanakan pada :
Lokasi Penelitian : SMAN 1 Karanganom Klaten
Waktu : 1 Januari s.d 14 Februari 2022
2. Praktik hanya diizinkan dilakukan secara **Daring/Online tanpa adanya tatap muka maupun pengisian lembar angket dalam bentuk cetak.**
3. Segera menghadap Kepala Sekolah yang bersangkutan untuk koordinasi dan melaporkan jadwal pelaksanaan penelitian;
4. Saat melaksanakan penelitian wajib menaati peraturan protokol keamanan COVID 19;
5. Setelah selesai melaksanakan penelitian wajib membuat laporan yang ditujukan kepada Kepala Cabang Dinas Pendidikan Wilayah V Provinsi Jawa Tengah.
6. Tidak diperkenankan menyebarluaskan hasil penelitian diluar kepentingan akademis. Demikian untuk dapat dipergunakan sebagaimana mestinya.

KEPALA CABANG DINAS PENDIDIKAN
WILAYAH V



Dr. SADI MIN, S.Pd., M.Eng
Pemimpin Utama Muda
NIP. 1961061994121001

Tembusan :

1. Kepala Dinas Pendidikan dan Kebudayaan Provinsi Jawa Tengah;
2. Kepala SMAN 1 Karanganom;
3. Hidayati Khoirun Ni'mah



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI RADEN MAS SAID SURAKARTA
FAKULTAS ADAB DAN BAHASA

Jalan Pandawa, Pucangan, Kartasura, Sukoharjo Telepon (0271) 781516 Fax (0271) 782774
Website : www.iain-surakarta.ac.id E-mail : fab.iainsurakarta@gmail.com

Nomor : B-6403/Un.20/F.V/PP.00.9/12/2021

27 Desember 2021

Lamp. : -

Perihal : *Permohonan Izin Penelitian*

Kepada Yth.

Kepala SMA N 1 Karanganom

di

Tempat

Assalamu'alaikum Wr. Wb.

Yang bertandatangan di bawah ini Dekan Fakultas Adab dan Bahasa Universitas Islam Negeri Raden Mas Said Surakarta memohon ijin atas:

Nama : **HIDAYATI KHOIRUN NI'MAH**

NIM : 163221122

Program Studi : Pendidikan Bahasa Inggris

Semester : 11

Judul Skripsi : The Implementation of Schoology E-Learning Web to Improve Students' Speaking Ability During Covid-19 Pandemic Era (A Classroom Action Research at Tenth Grade of SMA N 1 Karanganom Klaten in Academic Year 2021/2022)

Untuk mengadakan penelitian pada instansi yang Bapak/Ibu pimpin.

Adapun waktu penelitian pada tanggal 1 Januari 2022 sampai tanggal 14 Februari 2022.

Demikian permohonan ini disampaikan, atas perkenan dan kerjasamanya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.



Prof. Dr. Toto Suharto, S.Ag., M.Ag. †
NIP. 19710403 199803 1 005

