TEACHERS’ PERCEPTION TOWARDS THE USE OF SCHOOLOGY IN THE PRONUNCIATION CLASS AT SATYA WACANA CHRISTIAN UNIVERSITY

THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

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Teachers’ Perception towards the Use of Schoology in the Pronunciation Class at SatyaWacana Christian University

Introduction

In this modern era, technology has been developed significantly. The impact of technology can ease people in many aspects of life. One convenience of technology development is also gained in the field of education. Saqlain and Mahmood (2013) state that technology is as a vital part of educational system in modern globalism era. According to Egbert (2009) cited in Biswas (2013), teachers can lead students to use technology as the tool to create something innovative for learning in the classroom. Technology can ease learning process and make the learning process more effective and innovative.

“In this early part of the 21st century the range of technologies available for use in language learning and teaching has become very diverse and the ways that they are being used in classrooms all over the world have become central to language practice” (Motteram, 2013, p. 5). One example of technology use for facilitating students in language learning is by using Schoology in the pronunciation class. Basically Schoology is a teaching tool that helps teachers to manage classroom information. As a Learning Management System (LMS), Schoology allows students and teachers to share information, and provides access to content or administrative features of specific course (White and Larusson, 2010). Biswas (2013) also explains that Schoology is a social networking platform, classroom management and online learning tool that is used to improve learning process through better communication between the teachers and students.

However, Schoology is still a new social networking platform found in 2007. Apriyana, Wirya, & Parmiti (2015) also assumed that nowadays only a few teachers use
Schoology as their teaching facility and utilize it maximally. That condition is also experienced by teachers’ in the pronunciation classes at Satya Wacana Christian University. Hence, the present study was aimed at knowing what teachers’ perception towards the use of Schoology in pronunciation class.

Teachers’ perception will increase teachers’ awareness of the whole language teaching and learning process using technology. In brief, the writer hopes that the finding about teacher’s perception towards the use of Schoology in pronunciation class can maximize the use of Schoology as language learning process facility. Furthermore, this study could be used by teachers as a reference to help the learners in learning pronunciation through Schoology. That is expected that Schoology can full fill the teachers’ and the students’ need in language learning.

**Literature Review**

**Defining Teacher’s Perception of Online Language Learning.**

Hong, Ridzuan & Kuek (2003) defined perception as someone’s thought about something that they learnt as their attitude measurement of using something, whether they agreed or not about a method or something they learnt. Susuwele (2005) added the definition of perception as opinion that people got from their experience and external factor which existed in their personality. From definitions above, it could be concluded that perception is seen as a process in which humans observe their environment and use their observation result as their reference in order to have interaction.

Can (2009) defined that perception also appeared among teachers on online language learning. Online language learning was seen as a language learning method by using tools and online applications, other than classroom and course books. Stern (2007) also added that online language learning was language learning that took place over the Internet. It was often
referred to as “e-learning” among other terms. By looking at the definitions of perception and online language learning above, teacher’s perception of online language learning here means what teacher perceives or thinks related to online language learning environment that can be about its impact, strengths or weaknesses of using it.

**Schoology**

Schoology can be one of teachers’ facilities in using technology for learning process. According to Biswas (2013), innovative approaches and tools on Schoology website facilitated both teachers and students to build a collaborative community to fulfill the educational goals in the 21st century. Basically, Schoology is a social networking platform, in which as a Learning Management System (LMS), it can be used for communication between teachers and students by accessing the materials or content of a specific course.

In this modern era, teachers use Schoology as their learning media in order to ease learning process. The Schoology website is reviewed considering the following three design criteria from technology supported instruction by Cummins et al (2007):

1. Provide cognitive challenge and opportunities for deep processing of meaning
2. Promote self regulated activity for collaborative inquiry
3. Focus on multiliteracies in the twenty-first century need

As a social networking platform, Schoology can facilitate teachers in doing classroom management. By using Schoology, teachers are able to post assignments, tests, quizzes, discussions, and other activities online within their courses, allowing students to work individually or collaboratively whenever and wherever they are, even from home.

Biswas (2013) also stated that Schoology was a free tool that could help teachers to manage the classroom information. By using Schoology, students can still interact each other
by online. Schoology can make teacher easier in managing the class, by uploading the materials of a certain course or giving feedback for students even when teachers are far away.

The purpose of developing and integrating Schoology in schools is to connect school community in the technology-supported classroom for improving students’ learning. Technology-supported instruction created dynamic educational tool that could be used to generate new ideas from teachers and students (Biswas, 2013). There were some strategies in classroom management that Schoology could support, such as students’ involvement in academic work, teachers’ instruction, students understood what was expected from them in order to be successful in learning and time could be used efficiently for the task (Biswas, 2013). Schoology can also be a tool or communication bridge between the teachers and students by promoting asynchronous e-learning in which it can be accessed at any time not only when the two communicators are online

**Blended Learning and Asynchronous E-learning.**

According to Woodall (2012), blended learning was a simple blend of classroom training and e-learning method in order to reach high achievement of learners. He also stated that blended learning captured the best of both worlds by allowing learners to pick and choose how they wanted to learn whether they wanted it in class or by using technology. Sharma (2007) cited in Tomlinson and Whittaker, ( 2013 ) added that an effective blended learning could be done if two component parts between the technology complementation and efforts of the teacher in classroom were integrated well.

One strategy of teacher in applying blended learning is also by using asynchronous learning. Asynchrononous e-learning is a computer based educational tool or system that enables people to learn anywhere and at any time. Asynchronous e-learning commonly facilitated by media such as email, discussion board, supports work relations, among learners
and with teachers, even when the participants could not be online at the same time (Hrastinski, 2008). He also stated that Asynchronous e-learning was used as a learning/teaching platform to:

- Reflect on complex issues
- Communicate when synchronous meetings cannot be scheduled because of work, family, or other commitments.
- Convenience and flexibility
- Reflection - more time for reflection because an immediate response is not expected
- Easier access to and incorporation of course materials
- Focus on reading and writing.

By having Asynchronous e-learning, it is possible for the students to log-in to the social networking at any time and download or send message to their peers or teachers. People do not need to be online at the same time because the social networking can be accessed any time. It is different with synchronous e-learning, in which people communicate at the same time such as by using media video conferencing or chatting.

**Anxiety**

According to Casado & Dereshiwsky (2001) as cited in Zheng (2008), the definition of anxiety “ranges from an amalgam of overt behavioural characteristics that can be studied scientifically to introspective feelings that are epistemologically inaccessible” (p. 2). Chorpita & Barlow (1998) defined anxiety as “the emotion of fear and panic which is functionally related to actual confrontation with danger, not simply the detection of and preparation for danger” (p. 3). People usually feel anxious when they find themselves in problems or not in a safe condition.
Another definition of anxiety also appears from Rector et al. (2005) who argued that anxiety is kind of feeling that happens when people “feel danger, or think that danger is about to occur, their brain sends a message to the nervous system, which responds by releasing adrenaline” (p. 4). Darwin (1872) cited in Wilson (2006) also added that anxiety is “an emotional reaction that is aroused when an organism psychally feels under threat” (p. 40). From the definitions above, it could be said that anxiety is kind of insecure feeling that people may feel when they are in an unexpected situation, and it can cause other emotional reaction such as panic, worry or nervousness.

Open-minded

Haran et al. (2013) defined open-minded as ”style of thinking includes the tendency to weigh new evidence against a favored belief, to spend sufficient time on a problem before giving up, and to consider carefully the opinions of others in forming one’s own” (p. 189). Merryfield (2012) also stated that open minded is “the willingness to consider experiences, beliefs, values, perspectives, etc. that differ from one’s own” (p. 18). By having open-minded thinking style, people can learn anything around them that may come from other people’s view or perspective. Open-minded was also people thinking style in which they could accept more than one probability or cause of something happens around them (Hassin, 2008). On the other word, people are called open-minded when they are willing to accept another possibility appears out of what they have predicted before.

The Study

Research Question

“What is teachers’ perception towards the use of Schoology in the pronunciation class?”
Context

This study was conducted to identify teachers’ perception towards the use of Schoology in the pronunciation class. A descriptive method was used in the present study in order to get deeper data. The study was conducted by the researcher in Language and Literature faculty of Satya Wacana Christian University. Language and Literature faculty is located in Salatiga, a small town in Central Java, Indonesia. It is a faculty that prepares its students to be well-qualified English teachers. One of the courses in this faculty is Pronunciation class. This course was held in the first semester in 2015 and concerns with preparing and training students’ pronunciation particularly in second language. This course also uses Schoology as online learning tool in which almost all of the classroom instruction, activities, and textbooks are put on Schoology.

Participants

The participants of the study were 3 Pronunciation class teachers in Language and Literature Faculty at Satya Wacana Christian University, Salatiga. These participants were chosen because they were the teachers of the pronunciation class in the first semester in 2015. All of them incorporated Schoology as their online learning facility in the Pronunciation class.

Instruments of data collection

Semi–structured interview was used to collect the data. The interview covered question concerning teachers’ Pronunciation class perception towards the use of Schoology as learning facility. The researcher was interviewing and recording the data from 3 participants. The purpose of interviewing was to get the detail data of teachers’ perception towards the use of
Schology in Pronunciation class. In interview transcription the researcher used clean transcription based on Elliot (2005) as cited in Zacharias (2012).

The 3 participants were interviewed on their perspectives and asked various questions. For the purpose of research problem, the open-ended questions posed to the participants were taken based on Erguvan (2014) as follows:

1. What are your perceptions of the strengths of Schoology?
2. What are your perceptions of the weaknesses of Schoology?
3. What do you think of students’ attitudes towards teaching instruction using Schoology?
4. Would you recommend Schoology to your colleagues?

Data collection procedure

To obtain data from the participants, a personal-interview to three participants was conducted. In-depth Interview for each participant was conducted around 15 to 20 minutes. The interview was done during their free time. The questions were given 2 minutes before the interview in order to make them ready to answer the questions. While interviewing, the researcher used recording and took note to collect the data from the participants. After doing transcription, if the researcher had not understood or found any difficulties related to the data, the follow up interview were conducted in order to get further and deeper information needed from the participants.

Data Analysis

To analyze the data gathered, there were some steps done by the researcher. First the results of the interview were transcribed from the recording. After that, the researcher reread
the data several times to comprehend the similarities, difference or even new information in which the participants expressed and generally could answer the research questions. The researcher classified those into the response according to the questions which were asked to answer the research questions, then, interpreted using descriptive written explanation (Lynch, 1996).

Findings & Discussion

The findings about teachers’ perception toward the use of Schoology in Pronunciation class are concluded based on the results of the interview which are divided into two big group themes. The first theme is teachers’ perception on Schoology for teachers, and the second theme is teachers’ perception on Schoology for students.

Table 1

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The first theme is divided into two subthemes: Schoology helps teacher in classroom management, and Schoology helps teachers in assessing students’ pronunciation. For the second theme, it is divided into three subthemes: Schoology can motivate students in learning pronunciation, Schoology can lessen students’ anxiety in learning pronunciation, and Schoology can make students more open-minded in learning pronunciation.

**Teachers’ perception on Schoology for teachers**

These sub-themes are related to the teachers’ perception on using Schoology for classroom management and students pronunciation assessment.

**Schoology helps teachers in classroom management.** McCreary (2010) as cited in Sowell (2013) defined classroom management as “the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and learning” (p. 5). In classroom management, teachers do all teaching activities to create and maintain an effective learning environment such as by planning or preparing materials and giving activities or information for students related to the course. One of teachers’ strategies for having a good classroom management is by using technology. That situation also happens in Pronunciation class. Teachers also used Schoology as their strategy and tool in order to create an effective and efficient language teaching through technology.

During the interview, one participant gave a statement that in term of classroom management, the use of Schoology could help and facilitate them in giving or sharing Pronunciation materials for students. That statement was revealed by Teacher A below:
...Schoology is easy to use, practical to use, especially to share material to students...like share book, links, file for them to read before the class

( Teacher A, 8 January 2016 )

From the statement above, it shows that through asynchronous learning on Schoology, teacher could share Pronunciation class materials in form of PDF, MS. Word, or audio file for students to read before the class. By having this feature, teachers could still give materials through online medium without being limited by time and place.

Another facility that teachers could get by using Schoology for classroom management is the announcement feature on Schoology. For example, Teacher B said:

....I used update for announcing the class if I’ll be late, I usually use update to remind my students to submit their assignment.... ( Teacher B, 8 January 2016 )

From the statement, it also indicates that the use of Schoology could make them easier in making announcement for students. On Schoology, when teachers wanted to inform students about anything related to the course, they could post any announcement on Schoology, such as announcement about make up class or assignment

By using the announcement feature on Schoology, as a Learning Management System ( LMS ), Schoology could keep teachers and students communication although they did not meet face to face. That opinion is also supported by Lonn (2009) who stated that Web-based Learning Management Systems (LMS) let teachers and students to share materials, make class announcements, submit and return course assignments, and communicate with each other online.

**Schoology helps teachers in assessing students.** Student assessment is one important part of teaching process in order to know how far students have mastered the material given
by the teacher. Shepherd and Godwin (2004) defined assessment as any systematic method to get evidence by giving questions to know about the knowledge, attitudes, and other characteristics of people for a specific purpose. In order to do students assessment, teachers will give their students any test or assignment. The test or assignment may be administered verbally, on paper, on a computer, or in a confined area that requires a test taker to physically perform a set of skills. In pronunciation class, one method to assess students’ learning is by using online feature on Schoology.

The participants interviewed uttered that the use of Schoology could help them in administrating students’ pronunciation assignment. In relation to this, Teacher B mentioned that,

"Sometimes I can’t listen to all my students. But when I asked them to post their recording whether it’s audio or video on schoology I can excellent listen later on my free time. (Teacher B, 8 January 2016)

From the statement above, it could be assumed that when teachers used schoology, they could assess students’ assignment anytime and anywhere by downloading students assignment on Schoology. Teacher could also analyze how students pronunciation getting improved for many times outside the class. As the result, they could give a better feedback for students’ pronunciation in detail. That view also came up from Teacher B.

"Schoology helps me alot making sure that I can give better individual comment and feedback, I hope that because I can listen to students pronunciation including their wrong pronunciation, I can help them to identify their weakness, and I think that’s how they learn." (Teacher B, January, 21 2016)

From the quotation above, it seems that one strategy that teacher may use to improve their students’ pronunciation performance is by helping them to learn from their mistakes and
giving them better feedback. According to Hattie & Timperley (2007) as cited in Spiller (2009), ”feedback has the potential to have a significant effect on student learning achievement” (p. 7). Therefore, good feedback is also an important part of pronunciation learning process.

The next feature that teachers used on Schoology for assessing students’ pronunciation was by using students’ accomplishment feature. This was observed during the interview with Teacher B below:

.... On schoology, there has feature for studens accomplishment. I require students to actually read the article, listening the file and they have to do it in order. They can’t just open it without reading. If they haven’t read the one article, they can’t open another file. (Teacher B, 21 January 2016)

This shows that teachers also used Schoology feature to facilitate them to monitor how far students had read or prepared themselves in pronunciation class. By using this feature, teachers could see whether the students have read the material or not, because they would not be able to open the next file if they had not read the previous one. Assessing students by monitoring their preparation could be an important aspect in language learning. That perception is also supported by Cotton (1988) who argued that it was an important for teacher to have competence in assessing students’ skill levels and monitoring their learning progress in order to create an effective instruction.

**Teachers’ perception on Schoology for students.**

In this theme it will be discussed about teachers’ perception related to the use of Schoology for motivating students, lessening students’ anxiety and making students more open-minded in learning pronunciation.
Schoology could motivate students in learning pronunciation. Motivation is one important thing in learning process. By having motivation, students will have more desire to reach their language learning goal. According to Williams and Burden (1997) cited in Al-Ghamdi (2014), motivation was also seen as a cognitive and emotional arousal that leads people to act consciously and drive them to do an intellectual and/or physical effort. By looking at that definition, it could be concluded that motivation is also one crucial thing needed for students in learning Pronunciation. In this discussion one thing that may make them more motivated in learning pronunciation is by using Schoology as their learning tool.

During the interview the participant had opinion that students seemed more motivated to learn pronunciation when they had online learning on Schoology. For example, Teacher A stated that,

"...they will practice first, somehow they will be more motivated to learn more in order in class they will pronounce better.... I can see their motivation because they do it before the class.... they notice mistake like about the recording that I upload in the schoology. It means if they don’t motivate they will not really pay attention on it." (Teacher A, 22 January 2016)

In other words, by having Schoology as their learning tool, students seemed motivated in learning for paying attention to pronunciation materials given by teacher that they had had it before class. As a technology, Schoology could make students more motivated in learning Pronunciation is in line with Anderson (2000) cited in Heafner (2004) who argued, “Technology offers many benefits to enhance education. Most importantly, technology integration has the potential to increase student motivation” (p. 47).
Another participant also mentioned that students seemed motivated to learn Pronunciation through Schoology by putting a really great effort of making her pronunciation reflection video uploaded on Schooolgy. Teacher C explained that,

... it is more motivated to them to upload their audio file rather than submitting their writing reflection about how they improve their pronunciation on paper. One of the students, she puts a really great effort in presenting reflection

(Teacher C, 8 January 2016)

The statement may indicate that the effect of improving students motivation through Schoology finally could also improve students pronunciation performance. Students felt that learning pronunciation by using Scholoogy was more motivated rather than just submitting their assignment in class. Grinager (2006) also stated,” technology that is carefully deployed in learning can engage and motivate students, for example students say that when they use the Internet, their motivation to learn and their academic performance improve” (p. 5).

Schoology could lessen students’ anxiety in learning pronunciation. Anxiety has been considered as a factor that might influence foreign language learning. It is also seen as a factor that should be anticipated by the teachers because anxiety can lessen students’ motivation in learning a language. Therefore, it is important for teacher to know how to lessen students’ anxiety in order to be able to reach the learning goal. One strategy to lessen students’ anxiety in learning pronunciation is by using Schoology.

The participants stated that Schoology really affects students psychologically, especially to lessen their anxiety in learning pronunciation. For example, Teacher A mentioned that students seemed less anxious in pronunciation learning by using Schoology for some reasons.
they feel comfortable in learning so they will be less anxiety and indirectly it affects their achievement. (Teacher A, 8 January 2016)

As what was revealed from Teacher A, it indicates that in language learning, Schoology could give positive effect for students. One of positive effect of using Schoology to lessen students’ anxiety in pronunciation learning was by creating comfortable and non-threatening online learning environment. That perception is supported by Huang and Hwang (2013) who also argued, “Computer-assisted language learning instruction creates a non-threatening, positive and relaxed English learning environment and tends to help reduce learners’ language learning anxiety and to motivate their learning” (p. 32).

Another possibility why students feel less anxiety in learning Pronunciation by using Schoology was because in having interaction on Schoology with their friends and teacher to discuss about pronunciation, they could use online group discussion feature, as explained by Teacher A below:

Students are shy they don’t want their written product being read by so many students, so if I use group discussion it can be close to certain people and they become comfortable to share their writing in a small group. (Teacher A, 8 January 2016).

From Teacher A’s statement, it shows that on Schoology they could have close group discussion in which they could only interact with teacher and some students they wanted in a small group. Close group discussion on Schoology may lessen students learning anxiety because students felt safe and comfortable for asking teachers and giving comment related to the discussed pronunciation topic without worrying that many students would read their written product. Panko (2002) also mentioned that the sensitivity of the topics raised was supported by the ‘closed group’ situation in which the students felt safe and were able to communicate delicate issues quite readily.
**Schoology could make students more open-minded in learning pronunciation.**

Open-minded is a condition in which people are willing to consider ideas or opinion that are new and different from their own. On the other word, open-minded can be seen as a good way to think, moreover in language learning process.

During the interview, the participant had an opinion that Schoology could make students more open-minded in learning pronunciation. Teacher A provided an explanation for this.

*So far from my experience, they are really open-minded, they somehow like to use schoology and one of the things...because especially when I do online discussion, the group discussion can be close to a certain group only.* (Teacher A, 8 January 2016)

In a close group discussion on Schoology, students and teacher discussed about some topics related to pronunciation materials. Students were found to become more active to share their opinion in a close group discussion rather than when they gave comment in open discussion such as on teachers or students post on Schoology timeline. This happens because they may feel more comfortable to share information only with certain students that they want in a close group discussion. That opinion was also revealed from the quotation of Teacher A below:

*.... if I use group discussion it can be closed to certain people and they become more comfortable to share their writing in a small group.... they look more active to give comment when it is closed and only for certain people not like on some post that I send on timeline....* (Teacher A, 8 January 2016)

From that quotation, as the result by being more active in close group discussion on Schoology, students exchanged more information, shared more view and opinion about pronunciation in which indirectly it could train them to be more open-minded about it. That
view is in line with Kelly and Stafford (1993) who argued that the small group discussion could create a more personal situation which provided opportunities for interaction between Teacher and students and among students, and that interaction could foster active learning at a high conceptual level.

Another activity on Schoology that may make students more open-minded is video analysis and individual reflection assignment. For example, Teacher B stated that,

*Students become more open-minded because like in one assignment they have to do video analysis of their pronunciation and they need to do research their friends pronunciation video.. also in individual reflection they should explore what elements of pronunciation they learn and which one that they had to improve.*

( Teacher B, 22 January 2016 )

In video analysis and individual reflection assignment, students were asked to analyze their friends’ pronunciation and find many different English accents on the internet. They were also asked to record their pronunciation and have any creativity in making their recording which was uploaded on Schoology. When students did those online activities, students might find many different new perspectives and view about pronunciation in which it could make them more open-minded in learning it.

Those activities could make students more creative and open-minded like what is mentioned by Raviv (2004) who assumed that online activities designed using technology could train students to find and solve problems, creating their new thinking concept, and also become more creative and open-minded (p. 1). From that perception, it could be said that as a technology, Schoology could also be a good teacher tool to create and design online pronunciation learning activities that make students more open-minded.

**Teachers’ negative perception on Schoology.**
However, during the interview, one of the participants expressed some thoughts about the weakness of Schoology for Pronunciation learning process. That view came up from Teacher C who described:

*For students who are not familiar with technology, for downloading, uploading file on Schoology, they will be stress, they will get not uploading on time, they will not downloading for many reason like internet connection.* (Teacher C, 25 January 2016).

From the quotation above, it indicates that Teacher C thought that students’ anxiety for using Schoology in pronunciation learning appears because they were not familiar with technology. As the result, they did not submit their assignment on time or they did not download pronunciation materials given by their teachers.

Teacher C also mentioned that Schoology could make students felt anxiety in pronunciation learning because of the internet connection which was unstable. This was observed during the interview with Teacher C,

*The use of technology here really requires internet stable ....internet connection is not stable and they can’t do the test while time is still running , they are running out the time, so they miss the test.* (Teacher C, 8 January 2016).

The unstable internet connection could make them miss their pronunciation online test or they could not do it optimally because they were running out of time. It happened when students were doing their pronunciation online test and the timer for finishing the test was still running whereas they still could not access it well because their internet connection was unstable. Internet connection could be one of difficulties in using technology for learning and teaching process as what Tallerico (2013) said, “While they are working to find technologies to support student learning, students faced certain difficulties, namely Internet connectivity, time to learn, ease of use, and support” (p. 15).
However, being unfamiliar with technology and unstable internet connection could not be the reason why Schoology could make students anxious, because if students are not familiar with technology, they will feel anxious not only to use Schoology but also for using other technologies. It is also same with internet connection problem. If they have unstable internet connection, they will not be able to use any technology well not only when they use Schoology. Therefore, in order to reduce students’ anxiety for using Schoology in Pronunciation learning, teacher may be able to tell the students first about how to use it and makesure that they have a stable internet connection to use Schoology as their teaching tool.

Discussion

From the study, it can be learned that the teachers mostly have positive perceptions of the use of Schoology in their pronunciation classes. The use of Schoology in Pronunciation class could give many benefits for students’ pronunciation learning, although there were also some problems come up of using it. In one side, Schoology could help teachers to conduct pronunciation learning and improve students’ pronunciation comprehension by helping them in classroom management, especially for sharing materials and posting announcements. Schoology also helped them in students assessment for administrating their assignment and monitoring their preparation. In addition to those two benefits of using Schoology for pronunciation learning, Schoology could also indirectly motivate students to learn pronunciation, and as the result it improved their pronunciation performance. Schoology could also lessen students’ anxiety for creating comfortable learning environment and train students to be more open-minded through online activities designed using Schoology.

Meanwhile, in the other side, the teachers also thought that Schoology could interrupt pronunciation learning process by making students anxious when they did online quizzes if they did not have stable internet connection. They would also find it as a stressful thing to upload or download file on Schoology if they were not familiar with technology. However,
being unfamiliar with technology and internet connection problem could not be the reason why Schoology can make students anxious, because they are technology problems in general and cannot be specified only for Schoology.

Concerning to this, the study suggests that first, teacher should learn how to balance the blend of online and classroom learning for pronunciation class in order to reach pronunciation learning goal. They should also realize that in Pronunciation class, Schoology is just an additional tool to learn pronunciation in which the way we use it depend on us not the technology. Second, teachers could still fulfill the lack of learning Pronunciation using Schoology by maximizing pronunciation teaching and learning in the classroom and vice versa based on students’ need. As stated by Powell et al. (2015) that in blended learning students learn online part of the time, yet have the benefit of face-to-face instruction and supervision to maximize their learning and to best fit their own needs (p. 5). Therefore, the purpose of using Schoology as teaching tool is to maximize pronunciation learning and reach its learning goal besides having face-to-face meeting in classroom.

**Conclusion**

Lately, using Schoology as teaching tool is a common strategy that teachers use to engage language learning goal. Therefore, this research has been conducted to investigate teachers’ perception towards the use of Schoology in the Pronunciation class. In order to get the data for the findings and discussion, the researcher used semi – structured interview. From the interview, the researchers found that there were some strengths and weaknesses that teacher could gain of using Schoology for pronunciation class.

According to the result data in findings and discussion part, it could be seen clearly that the use of Schoology as a technology could improve and support students’ pronunciation learning. Teachers believed that Schoology helped them in classroom management, assessing
students’ pronunciation, motivating students to learn pronunciation, reducing students’ anxiety and making students more open-minded in pronunciation learning. Besides those benefits that teachers and students could get by using Schoology for pronunciation learning, the weaknesses of using Schoology to support pronunciation teaching learning process could not be ignored too. It is because the use of Schoology could also interrupt pronunciation teaching learning process by creating another problem such as students’ anxiety in learning pronunciation. Therefore, teachers should be able to fulfill teachers’ and students’ need in learning pronunciation by balancing blended learning in pronunciation class.

Two limitations of this research are that it was conducted over a short period of time with a small number of teachers-participants. Moreover, this study only discussed teachers’ perception in which students may have different perception. Hence, as the suggestion for further research, researcher would recommend that this study be replicated and conducted using observation research in longitudinal method. If a larger group of teachers have participated in this study, different results or more salient outcomes might have been found. Also, another future research could also look at students’ perception on this.
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