HOW EFFECTIVE IS THE USE OF SCHOOLOGY IN
PRONUNCIATION CLASS

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

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ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
SATYA WACANA CHRISTIAN UNIVERSITY
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CLASS

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HOW EFFECTIVE IS THE USE OF SCHOOLOGY IN PRONUNCIATION CLASS

AZARIA HURI MIRA KAHO
112012137

ABSTRACT

This study addressed the effectiveness of the use of Schoology as a Learning Management System (LMS) in pronunciation class at Faculty of Language and Arts (FLA) of Satya Wacana Christian University. This study attempted to answer the research question: ‘How effective is the use of Schoology in pronunciation class?’ The participants of this study were 40 undergraduate students from four classes of pronunciation class year 2015-201. Pretest and posttest was conducted to examine the effectiveness of the use of Schoology during a semester in a blended learning environment. The aspects tested in the pretest and posttest were Syllable and Word Stress, Vowel Sound, Length, and Stress, Consonant, and Sentence Focus. The data obtained were processed using Statistical product and Service Solution (SPSS) application. This study revealed the significance improvements although weak in two of the aspects.

Key word: LMS, Schoology, technology in language learning, pronunciation

INTRODUCTION

One of the key requirements for language proficiency is to secure understandable pronunciation for the language learners (Gilakjani, 2012). By achieving the understandable pronunciation the learners could communicate with the language they learn, here means English, more efficiently. In the past, in teaching speaking class the teachers are required to teach the students how to pronounce words in the correct pronunciations. The teaching method was using the direct method which the teachers provide tridents with a model of native like speech. The students are required to imitate the model so that they could improve their pronunciation (Celce-Murcia, Brinton, & Goodwin, 1996). Nowadays, teachers are not
using that kind of method any longer. Teacher starts using the technology to teach even to teach speaking class.

Teaching now is way different with teaching then. Dealing with the technology advancement, teachers are way more creative in teaching and providing the material for the learning. Fraser (2000), as cited in Gilakjani, (2012) stated that ESL/EFL teachers need to be provided with courses and materials to help them improve their effectiveness in teaching pronunciation. Preparing the material and the method to teach the class, teachers now begin to look at the offer from the technology to help them to teach not just in class, face to face (FTF), but also through the social media or Web 2.0. Gilakjani (2000) stated that Pronunciation must be viewed as more than correct production of phonemes; it must be viewed in the same light as grammar, syntax, and discourse that is an important part of communication. The study done by Gilakjani found that students must also become part of the learning process which means actively contribute in their own learning (Gilakjani, 2000)

Considering the needs of the students to become part of their own learning process, the aim of this study was to see the effectiveness of the use of Schoology as a Language Management System in pronunciation class. For that aim, this study tried to answer the following research question: “How effective is the use of Schoology in pronunciation class?” It was expected that this study could provide new perspective for teachers in using Web 2.0 especially Schoology to provide extra learning process that is not a face-to-face learning process.

LITERATURE REVIEW

Technology and Language Learning

Technology in this digital era is not just used for daily communication but starts to be used in the classroom activity. The teaching and learning process became more and more
efficient and attractive since technology interfere the teaching and learning processes. In the past, teacher start to use power point to teach but now teachers also include the internet to teach using the Language Management System (LMS). Technology and Internet brought a new way of learning nowadays since today’s individual is a digital native. Implementing technology and internet in the classroom activity makes the teaching and learning process become more attractive and interactive. Roth (2009) argues that online technologies could make the learning interactive, personalized, and holistic. What Roth argued is in line with the Plato’s principle of technology in education. First, Interactive learning means that the students does not rely only on listening the teacher’s lecture but also involved actively in the learning process. Second, personalized learning means that the learning process is including the student’s personal live to achieve the knowledge, like a tool to assist students. Turkmen (2012) said that personalized learning could assist students to construct knowledge. Third, holistic learning means the learning process also considering the student’s senses such as social, emotional, spiritual, and etcetera.

An example of a study about technology and language learning was conducted by Sumakul (2013) in Satya Wacana School of foreign language, Indonesia. The participants were 37 students taking Structure 2 Class academic year 2011-2012. Instead of using LMS, the researcher use Facebook in conducting the research. The result of this research was a success of making the students became more active in the learning process.

*Defining Learning Management System*

We now live in the digital era where many higher education institution start to use Learning management system to maintain the time efficiency in teaching and learning process. With the growth of technology and internet, it is a common thing now to use Web 2.0 in classroom as an assistant for learning so that teaching and learning process does not
stop inside the wall. Web 2.0 is an interactive platform which enables more active participations from the users which the previous web generations did not offer (O’Reilly, 2005). By using the Web 2.0 time and classroom wall is no more limitation for the teacher and the students for having deeper learning. Weaver (2008) said that the past decade has seen enormous growth in the use of learning management system.

Ryann (2009) defined LMS as an application which has specific purposes such as administration tool for e-learning program as well as for documentation and tracking. LMS is a web-based interface application which becomes a tool for educators to log in into a single space without having to use different services (Thien, et al, 2013). Sicat, Alvin S (2015) mentioned that learning management system (LMS) is a software application or Web-based technology used to plan, implement, and assess a specific learning process. LMS could be defined as an internet-based platform using social networking system for educational purposes.

**Blended Learning**

The use of LMS in nowadays classroom carries certain pedagogical advantages for students and also for the teachers. According to Colis and Moonen (2001), blended learning is a combination of traditional face-to-face and online learning where the instructions during the learning process is done both in FTF section or in online section, and where the online element becomes a natural extension of traditional classroom learning. Time did not became a limitation any longer since all the materials provided in LMS could be access anytime and anywhere which means place is no longer became limitation as well. This advantages does not applied just for the students but also for the teachers as well. For example, the teachers could give materials a night or even a week before so that when the teaching and learning process in classroom begin, all the students are prepared with the materials. The other example is that teachers could save energy not to copy every material for the students in hard
copy which save time and energy. Changyu (2011) said that web-based English teaching can achieve individualized teaching and learning through the network platform and network courses, so that students can adjust their learning strategies at any time according to their own needs and interests and regularly evaluate their own learning situations and level.

**Schoology**

There are so many kinds of LMS that have been used in many higher educational institutions. One of them is Schoology according to Thien, et al (2013) Schoology is in the list of big ten most popular LMSs. The example of other LMS are Moodle, Edmodo, Blackboard, Sumtotal, Skillsoft, Cornerstone, Desire2Learn, Schoology, NetDimensions, Collaborize Classroom, Iteractyx, Docebo, Instructure, Meridian Knowledge Sol., Latitude Learning, Sakal, Eduneering, Mzinga, Epsilen and Inquisiq3 (20 Most Popular Learning Management Systems [INFOGRAPHIC], 2013). Schoology is in the 8th list of the most popular LMS. Sicat (2015) mentioned that Schoology demands students’ voluntarily participation in the lesson. In other words, Schoology could promote self-regulated learning because it implies the idea not to be very dependent on the old teaching method where students passively receive input only from teachers.

There have been several studies conducted under the theme of the effectiveness of Schoology. One of the studies was conducted by Sicat (2015) which the title of the study is “Enhancing College Students’ Proficiency in Business Writing Via Schoology”. This study is demonstrate the usage of Schoology in Business Writing class. The study took place in Centro Escolar University, Philippines. The participants were 135 students in Communication Skills 14 – Writing for Specific Purposes school year 2013-2014. The participants are divided into two groups which are the control group and the experimental group. The control group was taught with traditional way while the experimental group was asked to visit Schoology
every three weeks to get the material presented in class. The result of the pretest and posttest of these two groups showed that there was a significant difference between the control group and the experimental group which the blended learning (including Schoology in it) contribute significantly enhancement of the business writing skills of the college students (Sicat, 2015).

THE STUDY

Context

This study was a quasi-experimental study. It means that this study was designed as an experimental study but the participants were not chosen randomly, but under some criteria. According to Haris et al (2006), Quasi-experiments are studies that do not use randomization in aiming at intervention evaluation. In this study, the effectiveness of the use of Schoology in pronunciation class was explored.

Participants

This study involved participants that were chosen by following the rules of the purposive sampling method. The participants were those who took one of the four classes of the pronunciation class year 2015-2016, undergraduate students of the Faculty of Language and Arts (FLA) at Universitas Kristen Satya Wacana. Their ages ranged from 18-19 years old. Common to all of the participants was they were having their first semester studying in FLA.

Instruments of data collection

To explore the effectiveness of the use of Schoology in pronunciation class, the data was collected using Pretest-Posttest design. The tests were already available, prepared by the tutors of the classes. This study only compared the results and performed the analysis.
Data collection procedure

First, each participant was asked to do the pretest in the beginning of the semester. After the pretest, the participants continued the teaching and learning process in FTF classroom meeting and also using the Schoology in the teaching and learning process. The length between the pretest and post-test was one semester, meaning that the post test was taken at the end of the semester with the same participants.

Data analysis procedure

The pronunciation classes chosen as the participants were categorized as a blended-learning class. Besides using Schoology as an LMS, the classes also had FTF learning process. The FTF learning process was including the class activities such as pronunciation drills, pair and group practice. Not only the class activities, the FTF learning process was concerned in studying the individual vowel and consonant sounds, how to produce vowels and consonant with appropriate stresses, identifying the syllables of a given word, the sentence focus and thought groups and produce the accordingly.

Schoology as an LMS used in the pronunciation class was used for taking quiz or test, collecting assignments, group discussion, updates of the class, and also as the source bank of the material used in the class. Students could access all of the material anytime and everywhere due to their needs.

After completing the stage of data collection, the data were processed using Statistical Product and Service Solutions (SPSS) application. Since the data is not random and not normal considering that the participants were selected using purposive sampling, the data was processed under Wilcoxon Signed Rank Test. The result was used to discuss more on how effective it was to use Schoology in the pronunciation class.
FINDINGS AND DISCUSSION

This section will explain in detail all the five variable tested in this study: Syllable and Word Stress, Vowel Sound, Length, and Stress, Consonant, and Sentence Focus, and Total score. All the final result of the findings was processed using Statistical Product and Service Solutions (SPSS) application in order to know how effective it was to use Schoology in pronunciation class. However, after being processed through SPSS using Wilcoxon Signed Rank Test, all four aspects shows an insignificance results.

This study is using Wilcoxon Signed Rank Test because the data is not random and not normal considering that the participants were selected using purposive sampling. There are three assumption of T-Test that one of them is violated so that the test became nonparametric. According to Coakes and Steed (2001) there are three assumption testing which comprehend scale of measurement, random sampling, and normality. The second assumption, which is random sampling, was violated because the scores were not randomly sampled from the population of interest. Due to the reason above that the assumptions of paired sample T-Test are violated, this study is using Wilcoxon Signed Rank Test in analyzing the data as an alternative nonparametric test of paired sample T-Test.

Syllable and Word Stress

<table>
<thead>
<tr>
<th>Null Hypothesis</th>
<th>Test</th>
<th>Sig.</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>The median of differences between Prettest Syllable and Posttest Syllable equals 0.</td>
<td>Related-Samples Wilcoxon Signed Rank Test</td>
<td>.000</td>
<td>Reject the null hypothesis.</td>
</tr>
</tbody>
</table>

Asymptotic significances are displayed. The significance level is .05.

Table 1. Syllable and Word Stress
Showed in the tables above, the significance calculation of the data is .000. It is below the significance level of .05. In other words, it can be concluded that the use of Schoology did not have significant impact on students’ learning progress on Syllable and Word stress.

Vowel Sound, Length, Stress

<table>
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<tr>
<th>Null Hypothesis</th>
<th>Test</th>
<th>Sig.</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>The median of differences between Pretest Vowel and Posttest Vowel equals 0.</td>
<td>Related-Samples Wilcoxon Signed Rank Test</td>
<td>.000</td>
<td>Reject the null hypothesis.</td>
</tr>
</tbody>
</table>

Asymptotic significances are displayed. The significance level is .05.

Table 2. Vowel Sound, Length, Stress

Table 2 indicates that significant value of the data is .000. Similar to the previous variable, this is below the significance level of .05. This signifies that Schoology did not have significant impact on the students’ learning in the pronunciation class, particularly on Vowel sound, Length, and Stress.

Consonant

<table>
<thead>
<tr>
<th>Null Hypothesis</th>
<th>Test</th>
<th>Sig.</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>The median of differences between Pretest Consonant and Posttest Consonant equals 0.</td>
<td>Related-Samples Wilcoxon Signed Rank Test</td>
<td>.000</td>
<td>Reject the null hypothesis.</td>
</tr>
</tbody>
</table>

Asymptotic significances are displayed. The significance level is .05.

Table 3. Consonant
The table above indicates that the use of Schoology in variable Consonant did not have significant impact on students learning progress. In the table, the significance result of variable Consonant is at .000. It indicates insignificance impact as the result is below the significance level at .05.

**Sentence Focus**

**Hypothesis Test Summary**

<table>
<thead>
<tr>
<th>Null Hypothesis</th>
<th>Test</th>
<th>Sig.</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>The median of differences between Pretest Focus and Posttest Focus equals 0.</td>
<td>Related-Samples Wilcoxon Signed Rank Test</td>
<td>.004</td>
<td>Reject the null hypothesis</td>
</tr>
</tbody>
</table>

Asymptotic significances are displayed. The significance level is .05.

*Table 4. Sentence Focus*

Variable Sentence Focus shows a result that the use of Schoology also did not have significant impact on students learning progress, predominantly on Sentence Focus. Although the significance calculation shows a higher result than the previous variable at .004, it still below the significance level which is at .05.

**Total Score**

**Hypothesis Test Summary**

<table>
<thead>
<tr>
<th>Null Hypothesis</th>
<th>Test</th>
<th>Sig.</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>The median of differences between Pretest Total score and Posttest Total score equals 0.</td>
<td>Related-Samples Wilcoxon Signed Rank Test</td>
<td>.000</td>
<td>Reject the null hypothesis</td>
</tr>
</tbody>
</table>

Asymptotic significances are displayed. The significance level is .05.

*Table 5. Total Score*
Presented at Table 5, the significance score of students’ total score is at .000. It indicates an insignificance impact as it is below the significance level .05. It means that Schoology did not have significance impact on students’ learning progress largely on the students’ total score.

Discussion

The data analysis on the pre-test and post-test results shows that there were no improvement of the use of Schoology in the pronunciation classes. From the four aspects examined, there are no sections that show significance. In other words, the integration of Schoology in the learning process might not help students’ learning.

However, there was not enough data in this study to propose the claim that Schoology did not affect the students’ learning. Since it was blended learning, Schoology was one factor in addition to the FTF meetings. There were many factors that could influence students’ learning process and Schoology was only one of them. The blended learning approach which was used in the pronunciation class might also became one of the many factors that influenced students’ learning process.

Therefore, there occur two possibilities that might seem to be the reasons of the insignificant outcome of the use of Schoology in the Pronunciation class: the way the teacher made use of the Schoology or the way the FTF learning progress happen. The way in making use of the Schoology here means the activities that the teachers used in the pronunciation classes using Schoology; whether it was just for an agent for delivering materials to the students or it was used also as a tool in their cyber discussion. The FTF teaching and learning processes that were used adjoining with the use of Schoology in the four classes of the Pronunciation class in a way also took effect to the effectiveness of the use of Schoology because here the teachers could motivate the students to take the benefits of Schoology in their learning process.
Schoology was incorporated into the FTF classroom meetings and the significance resulting the use of Schoology is not significant because not all the aspects tested might have the same impact. The insignificance of the use of Schoology could have two meanings. The use of Schoology weaken the significance of the FTF meetings in the pretest-posttest data or it just added more insignificance to the already not significant FTF meetings.

First, the use of Schoology weakened the significance, could be interpreted as because of the nature of the lessons were sound analyses and to train the students in pronouncing the English language made the use of Schoology not proper. By using Schoology in the pronunciation class, it might reduce the learning potentials of the lessons in FTF meetings.

Second, the use of Schoology added more insignificance to the already not significant FTF meetings. This could be interpreted as the insignificance that already appeared in the FTF meetings became worse due to the use of Schoology which did not match the nature of pronunciation class. Without using Schoology, it might be not as insignificant as using Schoology hand in hand with the FTF meetings.

Another factor that might affect the results of this study is the validity and reliability of the tests; both pretest and posttest. Since the result of tests shows insignificance in all aspects tested, it might be possible that both of the tests does not match the assessment measurements towards the goals and objective of the course.

CONCLUSION

Comparing the results of the result of the pretest and posttest, this study wanted to find out the significance of the use of Schoology in pronunciation class. The data were collected through amassing both pretest and posttest result of the respondents which the respondents were 40 students that diverse in four different pronunciation class in Faculty of Language and Arts in Universitas Kristen Satya Wacana. Hereafter, the data was examined
using Statistical Product and Service Solutions (SPSS) application using Wilcoxon Signed Rank Test.

The statistical data show that the use of Schoology in pronunciation class did not have a significant result. There were four aspects tested in order to distinguish the significance of the use of Schoology, Syllable and Word Stress, Vowel Sound, Length, and Stress, Consonant, and Sentence Focus. Four aspects tested showed that there were no significant impact between the pretest and posttest. For the total score of the aspects tested also showed the insignificant impact. The result of insignificance impact could not be fully blamed on the use of Schoology because it was used hand in hand with the FTF learning class meeting. Therefore, for better understanding of the use of Schoology in pronunciation class, further studies should look at comparing classes where they are fully using FTF learning and classes where they only use Schoology in their learning process.
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REFERENCES


