

**THE EFFECT OF E-LEARNING WITH SCHOOLOGY ON EFL
STUDENTS' WRITING SKILL**

THESIS



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FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2021 M / 1443 H**

**THE EFFECT OF E-LEARNING WITH SCHOOLGY ON EFL
STUDENTS' WRITING SKILL**

THESIS

Presented to
State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
For the degree of *Sarjana* in English Language Education



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2021 M / 1443 H**

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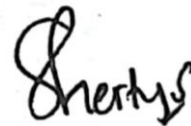
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Demikian atas perhatiannya, diucapkan terima kasih.

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

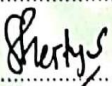
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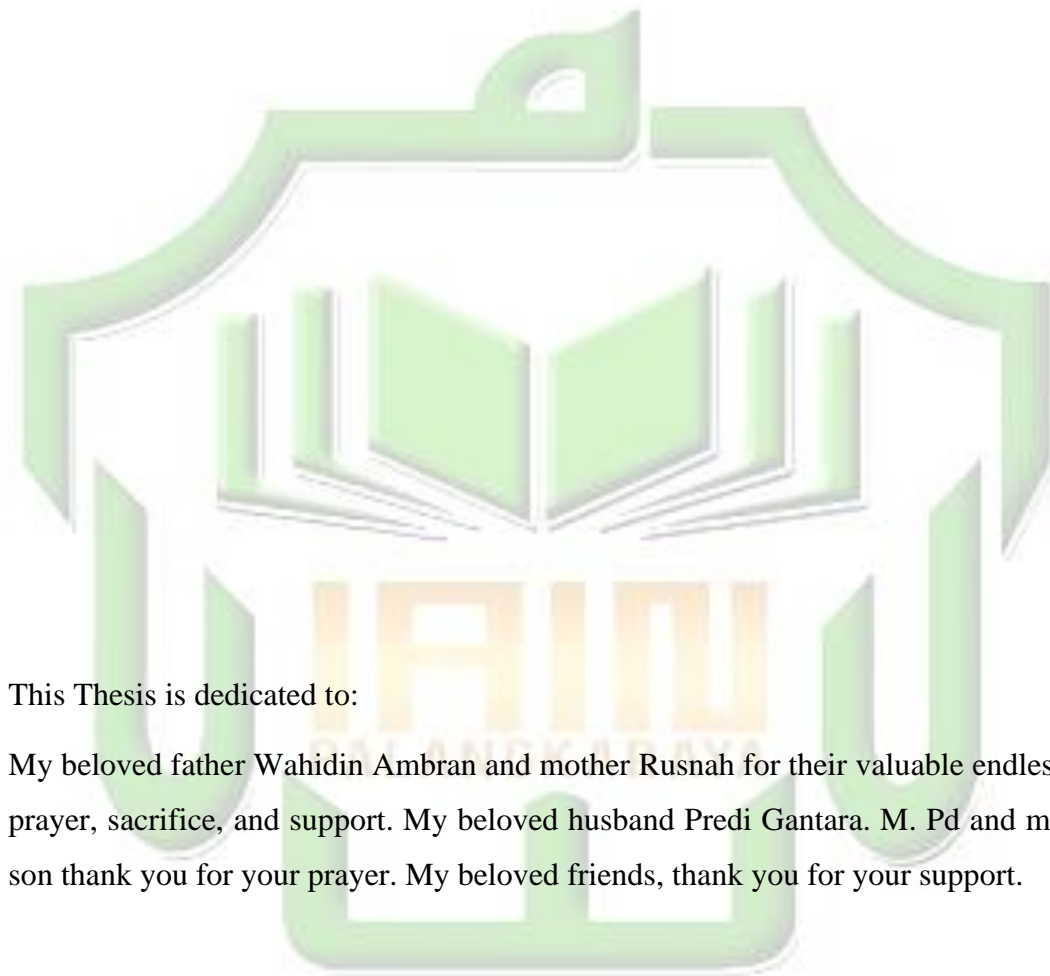



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MOTTO AND DEDICATION

“...Whoever meant it, actually was that sincerity to cry himself out “

(Q.S. Al-Ankabut: 6)



This Thesis is dedicated to:

My beloved father Wahidin Ambran and mother Rusnah for their valuable endless prayer, sacrifice, and support. My beloved husband Predi Gantara. M. Pd and my son thank you for your prayer. My beloved friends, thank you for your support.

DECLARATION OF AUTHORSHIP

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ABSTRACT

Paujiah, Rahma. 2021. *The Effect of E-Learning with Schoology on EFL Students' Writing Skill*. Thesis, Departement of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (1) M. Zani Miftah, M.Pd., (II) Hesty Widiastuty, M. Pd.

Keywords: E-learning, Schoology, Writing Skill

This present research aimed at finding the effect of e-learning using Schoology on EFL students' writing skills of IAIN Palangka Raya. Schoology is an example of a Learning Management System (LMS) that adopts the design of Facebook allowing teachers and students to interact through a social network.

This present research was quantitative research with a quasi-experimental design which was considered as an appropriate design to be applied. The population of the research was 113 students. The researcher took 32 students as the sample of the research using cluster random sampling technique which consisted of two groups. They were class A consisted of 14 students who was the experiment group and class C consisted of 18 students was chosen as the control group. The experiment group and control group were given a pre-test to know the students' writing skills before experimenting. Then the experiment group was taught using Schoology four times and the control group was also taught using google classroom four times. Afterward, the experiment and control group were given a post-test to know the effect of teaching English writing using Schoology.

The result showed that the significance two-tailed is 0.115 was higher ($>$) than 0.05 which meant that there was no significant difference of teaching using Schoology on EFL students' writing skill of IAIN Palangka Raya and teaching students using google classroom. Although there is no significant difference between teaching English writing using Schoology (experiment group) and teaching English using google classroom (control group), the experimental group who was taught using Schoology has better improvement than the control group who was taught using google classroom. It can be seen from the mean score of the experiment group was higher than the control group ($77.68 > 70.69$).

In conclusion, there is no significant difference in teaching English writing using Schoology and Google Classroom, but the students who were taught using Schoology have better improvement.

ABSTRAK

Paujiah, Rahma. 2021. *Pengaruh E-Learning dengan Schoology Terhadap Keterampilan Menulis Mahasiswa EFL*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Keguruan dan Ilmu Pendidikan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) M. Zani Miftah, M. Pd., (II) Hesty Widiastuty, M. Pd.

Kata kunci: E-learning, Schoology, Keterampilan Menulis

Penelitian ini bertujuan untuk mengetahui pengaruh e-learning menggunakan Schoology terhadap keterampilan menulis siswa EFL IAIN Palangka Raya. Schoology adalah contoh Learning Management System (LMS) yang mengadopsi desain Facebook yang memungkinkan guru dan siswa berinteraksi melalui jejaring sosial.

Penelitian ini merupakan penelitian kuantitatif dengan desain eksperimen semu yang dianggap sebagai desain yang tepat untuk diterapkan. Populasi dalam penelitian ini adalah 113 siswa. Peneliti mengambil 32 siswa sebagai sampel penelitian dengan teknik cluster random sampling yang terdiri dari dua kelompok. Mereka adalah kelas A yang terdiri dari 14 siswa yang merupakan kelompok eksperimen dan kelas C yang terdiri dari 18 siswa dipilih sebagai kelompok kontrol. Kelompok eksperimen dan kelompok kontrol diberikan pre-test untuk mengetahui kemampuan menulis sebelum melakukan eksperimen. Kemudian kelompok eksperimen diajarkan menggunakan Schoology sebanyak empat kali dan kelompok kontrol juga diajarkan menggunakan google classroom sebanyak empat kali. Setelah itu, kelompok eksperimen dan kontrol diberikan post-test untuk mengetahui pengaruh pengajaran menulis bahasa Inggris menggunakan Schoology.

Hasil penelitian menunjukkan bahwa signifikansi two-tailed adalah 0,115 lebih tinggi ($>$) dari 0,05 yang berarti bahwa tidak ada perbedaan yang signifikan antara pengajaran menggunakan Schoology pada keterampilan menulis siswa IAIN Palangka Raya dan pengajaran siswa menggunakan google classroom. Meskipun tidak ada perbedaan yang signifikan antara pengajaran menulis bahasa Inggris menggunakan Schoology (kelompok eksperimen) dan pengajaran bahasa Inggris menggunakan google classroom (kelompok kontrol), kelompok eksperimen yang diajarkan menggunakan Schoology memiliki peningkatan yang lebih baik daripada kelompok kontrol yang diajar menggunakan google classroom. Hal ini terlihat dari rerata skor kelompok eksperimen lebih tinggi dari kelompok kontrol ($77,68 > 70,69$).

Dapat disimpulkan bahwa tidak ada perbedaan yang signifikan pengajaran menulis bahasa Inggris menggunakan Schoology dan Google Classroom, tetapi siswa yang diajarkan dengan menggunakan Schoology memiliki peningkatan yang lebih baik.

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Your Faithfully

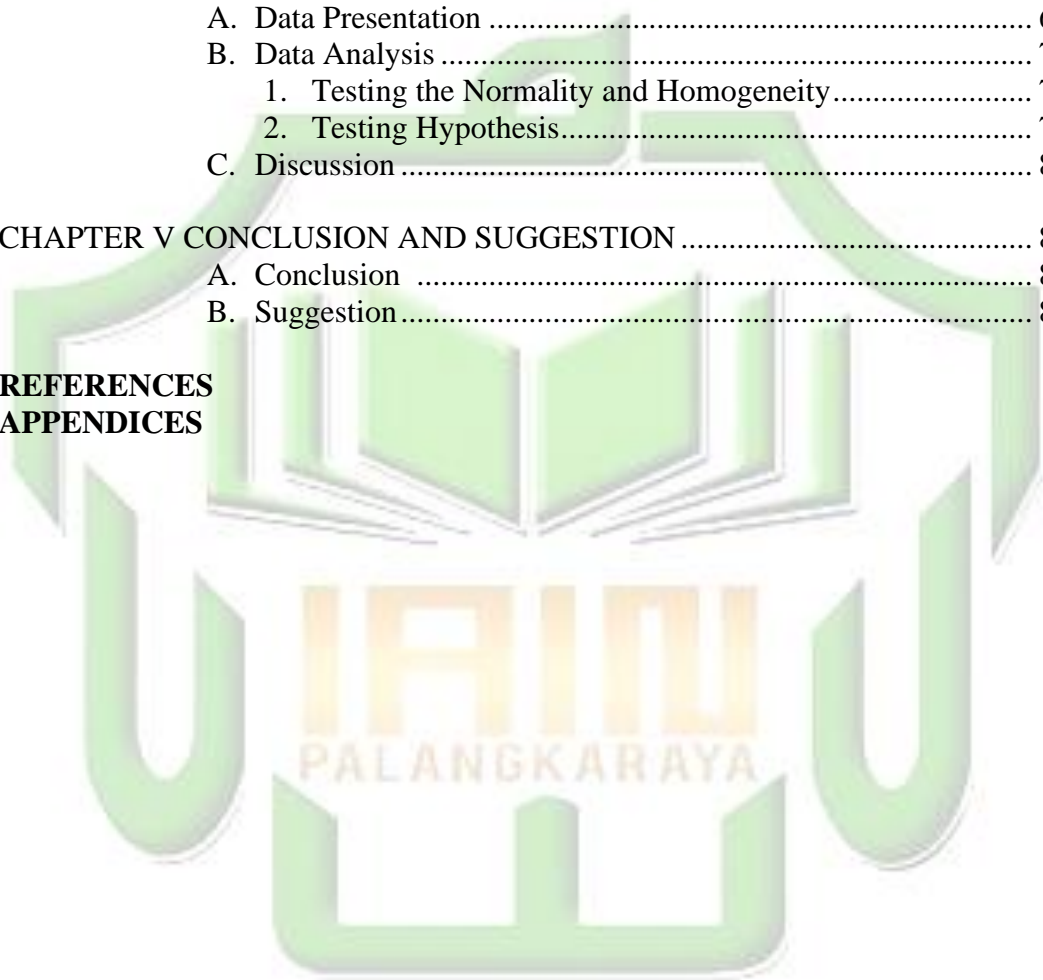


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The logo of IAIN Palangkaraya is a large, stylized green emblem. It features a central open book with pages fanning out, set within a frame that resembles a traditional Indonesian architectural element, possibly a gate or a decorative archway. Below the book, the acronym 'IAIN' is written in large, bold, orange letters, and the full name 'PALANGKARAYA' is written in smaller, orange letters underneath. The entire logo is semi-transparent and serves as a background for the lower portion of the page.

IAIN
PALANGKARAYA

LIST OF APPENDICES

Appendix I Researcher Schedule

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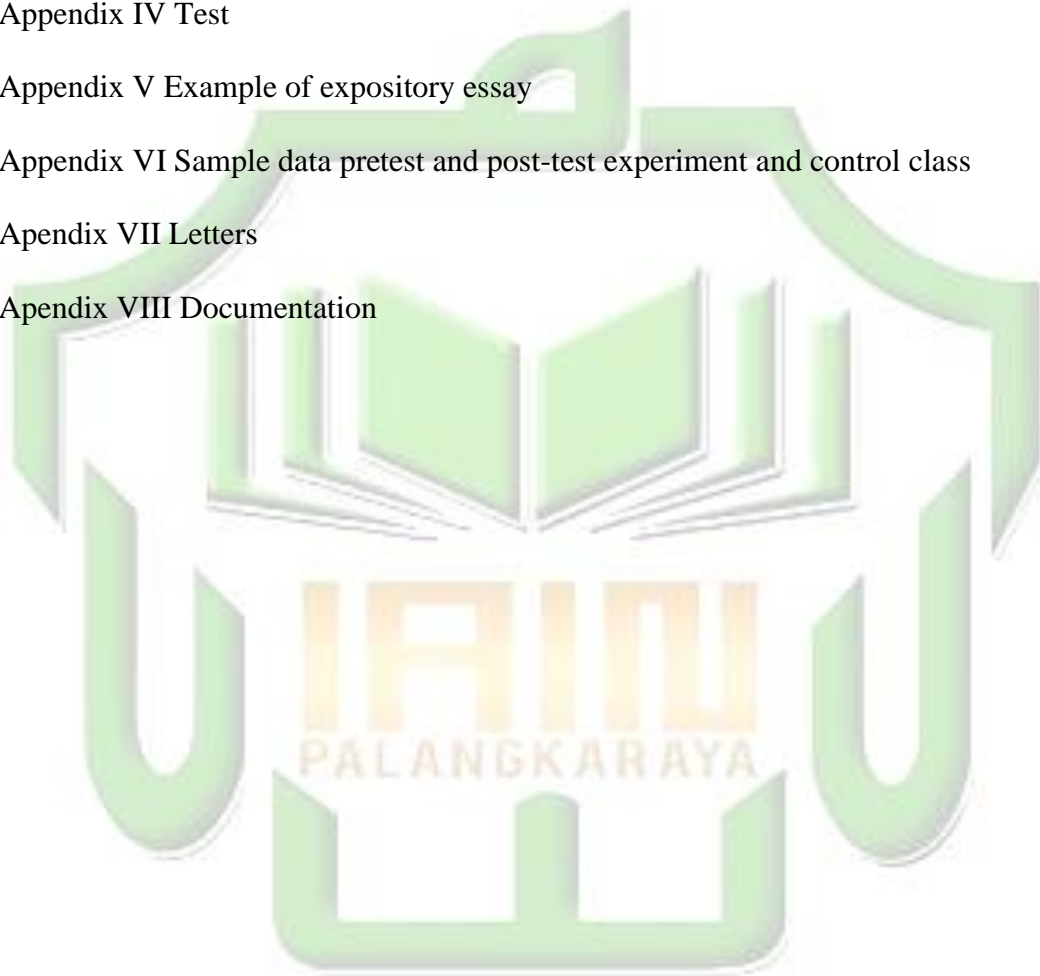
Appendix IV Test

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Appendix VI Sample data pretest and post-test experiment and control class

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LIST OF ABBREVIATIONS



EFL	: English for Language
IAIN	: Institute Agama Islam Negri
C	: Content
O	: Organization
V	: Vocabulary
L	: Languages
DF	: Degree of freedom
SD	: Standard Deviation
SE	: Standard Error
Ha	: Alternative Hypothesis
Ho	: Null Hypothesis
SPSS	: Statistical Package for the Social Sciences

CHAPTER I

INTRODUCTION

This introduction chapter covers the background of the study, the research problem, objectives of the study, the hypothesis of the study, assumption, scope, and limitation, significance of the study, and definition of key terms.

A. Background of the Study

As a foreign language in Indonesia, English has an important position and is needed by many learners to deliver thought and interact in a variety of situations. Therefore, people realize without mastering the language, interaction and all kinds of activity among the people will breakdown. Because when we learn a language, we learn to communicate through the language we have learned. But, with mastering English, the students can develop their knowledge: science, technology, art, and relations with other countries. They must know and master the grammatical rules of the language to get a good understanding, some students find some difficulties in learning grammar. Nowadays, English is the most common language used throughout the world Aprilliani (2019, p. 3). English is the most widespread medium of international communication because of both the number of the geographical spread of its speakers and the large number of non-native speakers who use it for the part at least of their international contact Aprilliani, (2019, p. 3).

In Indonesian schools, English is determined as a compulsory subject in the national curriculum. It is taught beginning from junior high school up to the university. English is also used not only to apply for a job but also to

communicate with people from different nations. As we know that language consists of four skills. They are listening, reading, speaking, and writing. A high level of language ability needs a high level of mastery in all four skills. As to the input and output of language, these four skills can be divided into two groups like listening and reading belong to input, while speaking and writing belong to the output of language. The output of language, especially speaking, can quickly expose the users' level of language acquisition; perhaps this is why studies in speaking are increasing Aprilliani (2019, p. 3). However, compared to the emphasis on speaking, writing always receives less attention at both the teaching and learning levels (Aprilliani, 2019: 3).

Rabab'ah (2003), clarified that students couldn't give voice to their thoughts because lack the adequate stock of vocabulary. The students also often make errors in constructing phrases and simple sentences and do not know the intended meaning of the teacher's instruction so that they cannot know what they have to write. Nunan (1999) states that "the most difficult task to do in language learning is to produce a coherent, fluent, extended piece of writing, which is even more challenging for second language learners. "Written products are often the results of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develops naturally (Brown, 2001). Emmons (2003) states that writing is a basic skill that needs to be mastered by all English Language major students. It is believed that writing demands a lot of skills and conventions such as writing readiness and grammatical rules for the students to become proficient and effective writers. In approaching writing tasks, students are

searching for solutions to a series of problems (Hyland, 2008). Nunan (2003) believes that “at the sentence level these include control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation.

It is in line with the problems often faced by English students of IAIN Palangka Raya. The problems often faced by the students when they write, for instance, lack ideas of using correct vocabulary or choice of words which is frequently inaccurate. Limitations of vocabulary prevent discussion of some common professional and social topics, frequent errors showing some major patterns uncontrolled, and causing occasional irritation and misunderstanding. They have limited vocabulary and inability to organize the paragraph coherence appropriately, and they frequently make inaccurate spelling and punctuation. English language learners have limited knowledge of how to construct sentences such as simple present tense in the nominal and verbal form.

As we know, writing is one of the difficult skills to master. People who can speak English do not mean they can write correctly. Furthermore, teaching English is also quite difficult to teach. Heaton (1988, p. 135) stated says that the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. There are analysis attempts to group the many and varied skills necessary for writing good prose into five general components or main areas. They are (1) language use—the ability to write correct and appropriate sentences; (2) mechanical skills - the ability to use punctuation and spelling correctly;(3) treatment of content—the ability to think creatively and develop thoughts; (4)

stylistic skills—the ability to manipulate sentences and paragraphs and use language effectively, and (5) judgment skills—the ability to write appropriately for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

Even though writing skill is quite difficult to teach, nowadays teachers are helped by the progress of technology which can be applied in teaching and learning process. IAIN Palangka Raya has supported facilities to facilitate lecturers and students in the teaching and learning process such as free internet connection in the whole campus area, LCD projector, computer laboratory, language laboratory, and competent lecturers in teaching English.

Based on the problems and the discussion above, the researcher proposes research under the title the effect of e-learning using Schoology on EFL students' writing skills of IAIN Palangka Raya.

This present research aims at finding the effect of e-learning using Schoology on EFL students' writing skills of IAIN Palangka Raya. The researcher expects that the research will contribute to the knowledge theoretically and practically. Theoretically, it is expected to support the theory of the use of Schoology as an online tool in the teaching of writing. Meanwhile, practically, lecturers can get benefits from Schoology as an online tool or e-learning community that could be as one of the alternative ways in EFL writing class.

Cahyono (2010) as cited in Miftah (2018), information and communication technology (ICT) is widely used in the teaching and learning of English as a foreign language. ICT has become an important aspect of life and its

various types have been established in different parts of life such as in the education field. Furthermore, it gives a big influence on the teaching and learning process from the traditional way of becoming a modern way through technology. One of the technologies which can be used to teach English online is e-learning with Schoology.

E-Learning is a learning medium that utilizes electronic media as a tool in the process of teaching and learning activities to improve. E-learning can help teachers in teaching and learning activities, as E-learning can be used at any time even if the lesson hours are up, and can be used without having to face the teacher with learners based on Suryati, Suryana, and Kusnendi (2019, p. 6). In the present research, e-learning will be used Schoology as an online tool to teach English grammar.

Schoology is an example of a Learning Management System (LMS) that adopts the design of Facebook allowing teachers and students to interact through a social network based on Manning et al (2011, p. 45). Schoology helps teachers to organize teaching and learning processes including material preparation, discussion, and assessment Santosa (2018, p. 37).

Schoology introduces a new user-centric approach to learning. Schoology is a learning platform designed to immerse students in an easy-to-use collaborative environment that strengthens the connection between them their instructors Abdellah (2016, p. 98). Sicat (2015, p. 47) stated mentioned that Schoology demands students" voluntarily participate 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. One of the studies was conducted by Sicut (2015, p. 78) stated which the title of the study is “Enhancing College Students” Proficiency in Business Writing”. This study demonstrated the usage of Schoology in Business Writing class. The study took place at Centro Escolar University, Philippines. 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 online learning (including Schoology in it) contribute significantly enhancement of the business writing skills of the college students. As a Learning Management System (LMS), Schoology allows students and teachers to share information and provides access to content or administrative features of a specific course (White and Larusson, 2010, p. 23). Biswas (2013) also explains that Schoology is a social networking platform, classroom management, and online learning tool that is used to improve the learning process through better communication between the teachers and students. In the present research, the researcher hopes that e-learning with Schoology will give a significant effect on students’ writing at IAIN Palangka Raya.

B. Research Problem

Based on the background of the study, the problem of the study is as follow:
Do the EFL students of IAIN Palangka Raya taught using e-learning with Schoology have better achievement on their writing skills?

C. Objectives of the Study

Based on the formulation of the research problem above, the objective of the study is as follow:

To measure the effect EFL students of IAIN Palangka Raya taught using e-learning with Schoology have better achievement on their writing skills.

D. The hypothesis of the Study

The hypotheses are divided into two categories; they are alternative hypothesis and null hypothesis.

1. Null Hypothesis (Ho)

There is no effect EFL students of IAIN Palangka Raya taught using e-learning with Schoology on their writing skills.

2. Alternative Hypothesis (Ha)

There is an effect EFL students of IAIN Palangka Raya taught using e-learning with Schoology on their writing skills.

E. Assumption

The present research was conducted with the assumption that e-learning with Schoology is one of the online media which can be used by English teachers to improve students' writing skills.

F. Scope and Limitation

1. Scope

This Scope of the research was conducted only to measure the effect of e-learning with Schoology on EFL students' writing skill of IAIN Palangka Raya

2. Limitation

This present research aimed at measuring the effect of e-learning with Schoology on EFL students' writing skills of IAIN Palangka Raya. In the present research, the researcher limited the writing based on their English syllabus. The 3rd. students' academic year 2019/2020 writing skill of English education study program at IAIN Palangka Raya study about of expository essay. Thus, the result can be generalized to other schools at the same level.

G. Significance of the Study

The significance of this research is expected to be a beneficial contribution to the students and the teachers.

1. Theoretically

By knowing the result of learning by using e-learning with Schoology on EFL students' writing skill of IAIN Palangka Raya, the researcher expanded the theory about e-learning with Schoology on EFL students' writing skill of IAIN Palangka Raya.

2. Practically

a. The teachers.

This research gave the English teachers one of the effective online media in teaching and learning activities, especially in English writing activities.

b. The students

This research gave empirical data in writing class and it will give a progress report of the students' English scores.

c. The Other Researchers

This research gave preference to the other researchers whose research has a relation to this present research.

H. Definition of Key Terms

To avoid misunderstanding, it is important to define some terms in the current research. Here are the following terms:

1. E-Learning is a learning medium that utilizes electronic media as a tool in the process of teaching and learning activities to improve. E-learning can help teachers in teaching and learning activities, as E-learning can be used at any time even if the lesson hours are up, and can be used without having to face the teacher with learners.
2. Schoology is an example of a Learning Management System (LMS) that adopts the design of Facebook allowing teachers and students to interact through a social network based. In the present research, Schoology was used to learn English simple present tense as an online tool.
3. The effect is how research influences a wide variety of phenomena and trends in society. The effects and impact emerge as a result of the combined effect of research findings and other factors and generally manifest over the long term. In the present study, effect refers to the result of teaching writing using blended learning with Schoology.
4. Writing skill is a skill to a form of communication that allows students to put their feelings and ideas on paper, organize their knowledge and beliefs into convincing arguments, and convey meaning through well-constructed text.

The present research measured students writing skills in English writing argumentative paragraphs.

5. An expository essay requires the researcher to research and investigate an idea, gather supporting evidence, and present a point of view or argument on the topic. This can be done through multiple methods, including compare and contrast, cause and effect, or examples. Simply put, an expository essay is a research paper.



CHAPTER II

REVIEW OF RELATED LITERATURE

This introduction chapter covers the related studies, writing (nature of writing, writing process, genre of writing, writing assessment), expository essay, and Schoology which consists of the definition of Schoology, the procedures of using Schoology, and teaching English writing using Schoology.

A. Related Studies

There are some related studies to this present research:

Furthermore, Zainnuri and Chayningrum (2017, p. 45) stated searched about using online peer review through discussion via Schoology to enhance college students' proficiency in argumentative writing. Due to its difficulties, many students find that writing is challenging and many teachers struggle to find effective methods to teach the skill. The primary aim of this study is to review the use of Schoology, a Learning Management System (LMS) with its peer review and discussion feature to enhance the proficiency of students in argumentative writing. The method used in this study is a case study. The subject of this research is the second-semester students of the English Education Department in Universitas 11 Maret. In general, this paper reports the result of a case study research mainly talking about (1) how to enhance college students' proficiency in argumentative writing, (2) innovative teaching practice on argumentative writing for intermediate students by using the benefits of online peer review through discussion via Schoology.

Besides, Crisientia (2017, p. 28) stated searched about the use of Schoology to motivate the seventh-grade students of SMP Kanisius Wonogiri to learn English. The researcher used a mixedmethod to answer the research questions. The participants of this study were 12 seventh-grade students of SMP KanisiusWonogiri. The instruments used were an observation checklist, questionnaire, and interview. The first findings revealed that Schoology could motivate the seventh-grade students of SMP Kanisius Wonogiri. Schoology gave high motivation to the students as it provided features that were interesting for the students to learn English. The students actively accomplished English tasks on Schoology. They kept on persisting in doing the tasks with various levels of difficulty. Consequentially, the students gave more effort in doing the tasks. By using the application, they also felt motivated and engaged with English outside class. Schoology application enabled the students to access the materials at any time and any place. The second findings revealed that the students had two types of motivation, namely intrinsic motivation and extrinsic motivation. The intrinsic motivation was greater than the extrinsic motivation. In conclusion, Schoology provides interesting features that motivate students to learn English. The interesting features enhance students' intrinsic motivation because the students enjoy using the application.

Schoology is an example of a Learning Management System (LMS) that adopts the design of Facebook allowing teachers and students to interact through a social network based on Manning et al (2011, p. 45). Schoology helps teachers to organize teaching and learning processes including material preparation,

discussion, and assessment Santosa (2018, p. 37). In teaching and learning activities, Schoology used as online media which gives some tools to support the teachers to teach such as link, quiz, and others.

The differences between the researches above with this present research are the place, the sample, the design, and this present research is aimed to measure the effect of e-learning with Schoology on EFL students' writing skills of IAIN Palangka Raya.

The similarity between the present research and the related researches above is both using Schoology as online media in teaching English writing skills.

B. Writing

1. The Nature of Writing

Dulay et al (1982) as cited in Zheng (2013) stated that writing is the only mode in which both linguistics manipulation tasks and communications tasks have been given. Fuziati (2008) also stated that writing as a process is orientated towards work in progress and the development of new skills, rather than merely evaluative tasks, the classroom practices, therefore, will vary from each other. In the other words, Nunan (2013, p. 88) stated also states that writing activity as commonly conceived, is a highly sophisticated skill combining several diverse elements, only of which are strictly linguistic.

According to *Oxford Advanced Learner's Dictionary* that writing is the activity or occupation of writing e.g. books, stories, or articles. Writing is the representation of language in a textual medium through the use of the sign of symbols. Writing began as a consequence of the burgeoning needs of accounting.

Writing is also one of the four skills- listening, speaking, reading, and writing that plays an important role in daily international communication. Gebhard (2000, p. 12) stated that writing is estimated that 75% of all international communication is in writing, 80% of all international information is the world's computers and 90% of internet content is in English. This can be seen in the development of email, facsimile, short message service (SMS) via mobile phone as increasingly popular forms of communication. Most developed and developing countries use them as a medium for transferring information and technology from one to another. Moreover, there are many books, magazines, and newspapers written in English. Since English has great importance in daily interpersonal communication, Indonesia, as a developing country, does not have much choice other than to teach students to be able to write in English.

It is necessary to expose the linguists' opinions about writing. This is used to consider what the accurate definition of writing is. Ghazi as cited in Masjhari (2010) says that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.

The above statement gives the language teachers signals that conducting the writing process is not as simple as other language skills – listening –reading and speaking. It needs some skills such as (1) using vocabularies; (2) generating ideas; and (3) using tenses or grammar for writing. After doing at least three

skills, the product of writing should be examined, changed, and edited to get the perfect writing. Writing performance is different from other skills because it needs an accurate situation or context, and of course, the structure of every sentence must be complete to avoid misunderstanding.

Heaton (1988, p. 135) stated says that the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. There are analysis attempts to group the many and varied skills necessary for writing good prose into five general components or main areas. They are (1) language use—the ability to write correct and appropriate sentences; (2) mechanical skills - the ability to use punctuation and spelling correctly; (3) treatment of content—the ability to think creatively and develop thoughts; (4) stylistic skills—the ability to manipulate sentences and paragraphs and use language effectively, and (5) judgment skills—the ability to write appropriately for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

Besides, Tribble as cited in Masjhari (2010) states that the range of knowledge that a writer requires when undertaking a specific task can be summarized in the following way: (1) content knowledge –knowledge of concepts involved in the subject area; (2) context knowledge – knowledge of the context in which the text will be read; (3) language system knowledge – knowledge of those aspects of the language system necessary for the completion of the task; and (4) writing process knowledge –knowledge of the most appropriate way of preparing

for a specific writing task. Furthermore, Tribble which also cited in Masjhari (2010) says that in terms of the writing assessment, a text is not assessed in a single dimension but is viewed as being the result of a complex of different skills and knowledge, each of which makes a significant contribution to the development of the whole. The five major aspects of a piece of written work (content, organization, vocabulary, language, and mechanics) are evaluated and each of these aspects is accompanied by explicit descriptors of what is meant by the band - scale. A range of possible scores is given for each band. These scores can be converted into an overall grade.

Based on the explanation above it can be stated writing is an active productive skill and it will be used to communicate and to pour out ideas in our mind and more clearly. Writing is an act or process to produce some information from arranging and combining the words or sentences to expressing the idea in right grammatical, so the message can be received by the reader from our mind in the form of words or writing. Also Writing is used by the educated people to record something, to report, to explain, to inform, to ensure, and to influence the readers.

2. Writing Process

Writing is never a one-step action. Writing as one productive skill needs process. The writing process gives any benefit. It guides students from the topic to the finished product. Teaching the writing process is fairly straightforward, so it's the way students interact with the writing process that proves most beneficial. Harmer (2010) divided the writing process into:

2.1 Planning

This process refers to the pre-writing process and the point at which we discover and explore our initial ideas about a subject. Pre-writing is the thinking, talking, reading, and writing you do about the topic before we write the first draft. Pre-writing is a way to get ideas. In this step, the researcher can choose a topic and collect ideas to explain the topic". The teacher needs to stimulate students' creativity, to get them thinking about how to approach a writing topic. There are several activities we can choose from in the prewriting stage. During Prewriting, we are creating or generating a lot of ideas about our topic. The most important part of Prewriting is to generate as many ideas as possible. These prewriting activities include listing, brainstorming, freewriting, clustering.

2.2 Drafting

The next step is to write drafts, using your outline as a guide. Drafting is the actual writing of the paragraph. Write your draft as quickly as you can without stopping to think about grammar spelling or punctuation. Just get your ideas down on paper. You will probably see many errors in your rough draft. This is perfectly usual and acceptable-after all; this is just a rough draft. Then this process needs editing for checking the text and fixes errors.

2.3 Revising and Editing

This stage is called revising and editing. Polishing is most successful if you do two steps. First, revising is attacking the big issue of content and organization. Then, editing is the last process of the writing process. In editing,

the researcher focuses on the smaller issue of grammar, punctuation, and mechanics.

3. The genre of Writing Text

It seems that genre and genre approaches in writing are relatively new in teaching and learning English. Genre in writing is a part of the genre in language use. Thoreau (2006) simply states that genre in writing or genre writing is a kind or type of writing in which it has a typical style, particular target of readers, and a specific purpose. Referring to Thoreau's statement, it could be said that genre covers three main aspects namely writing style, readers, and goal (goal-oriented). In line with the style, Thoreau, then claims that writing style means how something is written; the words that are used, and the way the information is organized. Then, Scott and Avery (2001) support Thoreau's idea by stating that style in writing is words or expressions used to write the writing and how language patterns are expressed.

Referring to the above statement, genre writing tries to see writing from a different perspective. It is a different angle of how writing is viewed and how it is written and how it is analyzed. It is extremely different from the 'conventional' perspective about writing Dirgeyasa (2015). It can be simply concluded that genre writing is a new perspective to teaching writing due to different perspectives. It is also important to note that one of the central insights of genre analysis is that writing is embedded in a social situation so that a piece of writing is meant to achieve a particular purpose which comes out of a particular situation. In terms of genre writing, Hyland (2003) as cited in Dirgeyasa (2015) proclaims that:

Genre implies that students write not just to write but to write something to achieve some purposes such as it is a way of getting something done, to get things done, to tell a story, to request an overdraft, to describe a technical process, to report the past event, and so on, we follow certain social convention for organizing messages because we want our readers to recognize our purpose.

Hyland implies that the purpose of genre writing is not only to enable the researcher to write but also the researcher writes to pursue a certain goal. For example, how to retell, how to report, how to describe, how something is done or how something is carried out, etc. In this case, the researchers need to use a certain social convention, linguistic features, and rhetoric structure of the text.

By doing so, it can be stated that the genre approach to writing covers two distinctive dimensions in teaching and learning writing. First, the genre is a kind of text or writing work itself. It views that the language (writing form) must be related to the social function of the text. The social function of the text then implies a certain social environment and place where and when the text is used. This, of course, will vary because of different contexts and situations. Second, the genre as a process means how the writing work is developed, taught, and learned. In this case, there is a certain process of production and reproduction of the writing work. Genre as an approach, of course, provides some stages or steps to follow. These will guide the researcher systematically to be able to produce the writing work itself. In short, then, it can be associated with that genre is a kind of a coin with two facets in which each face has its characteristics and functions.

Ann (2003), then states that on one side, the genre is viewed as a type of text or writing text. It is a typical model of writing products having different features and characteristics. On the other side, it is judged as one model or approach, or strategy for teaching and learning writing. This clearly shows that the genre-based approach to teaching and learning writing is distinctive among other existing approaches.

Knapp in Rofiah (2005, p. 11) stated classified some genre of the text. They are descriptive, explanation, instruction, argumentative, and narrative. Based on the syllabus of the 3rd semester academic years 2019-2020 students of the English education study program at IAIN Palangka Raya, an argumentative essay is taught to study English writing in the form of a paragraph.

The definition of the genre of text according to Knapp in Rofiah(2005):

a. Definition of the Genre Description

The genre of describing is one of the fundamental functions of any language system. Describing includes experiences, observations, future references and allows us to know them either objectively or subjectively depending on the learning area.

Students describe when they are:

1. Talking or writing about a picture.
2. Writing about a character or place in a story
3. Reporting on animals.

b. The Genre of Explaining.

The Genre of explaining is the main language function for understanding the world and how it operates. The process of explaining is used to logically sequence the way that we and our environment physically function. As well as understanding and interpreting why cultural and intellectual ideas and concepts prevail. For example; No you can't go on the road, Darling, because there's a lot of cars using travel very fast and they cannot see little children and if they hit you they could hurt you very badly. 17 The parents in this case are offering the child more than a bald instruction. The instruction no you cannot go on the road, Darling is followed with a quite complex causal explanation that incorporates five action verb- using, travel, see, and hit, hurt.

c. The Genre of Instructing.

The genre of instruction is about the experience of the world. Such as baking a cake, program a VCR, or find a way to a new and unfamiliar destination. Instructing involves much more than simple or procedural texts. While the purpose of instructing is to tell someone what to do or how to do it. For example, a recipe for a cup of coffee and a pamphlet encouraging house-holders to be environmentally aware is clearly both about doing something, but the function of each text is quite different. The recipe is sequential and makes use of imperative. It is like, mix a spoon of coffee and two spoons of sugar, then pour hot water The pamphlet may not be sequential. Furthermore, it is unlikely, since it presents an environmental alternative to householders, that it would be written as a set of commands. It is like, oil and water don't mix. It is not a good idea to pour oil down the drain. Why not collect kitchen oils and store them in a container?

We don't always get people to follow instructions by issuing orders. Consequently, some instructional texts make use of the language of persuasion. Hence, instructing is the same as arguing.

d. The Genre of Arguing.

The genre of arguing is an important and influential language process, essential for dealing with many aspects of school knowledge and effective social participation. It is a process that involves reasoning, evaluation, and persuasion.

In the past, the skill of writing an effective argument was generally taught in the later years of school when the most common form of written argument, the essay, tends to dominate school writing. Furthermore, the genre of arguing is a fundamental language process for teaching/learning in the learning areas in the infants and primary years. Each time a child is asked to:

- Give an opinion of a story
- Write about a topical issue
- Give a reason for a viewpoint.

For a secondary level, they do know how to express their opinion and to give reasons for a particular point of view. The aim of it is to tap into this proficiency in spoken arguments so that students can apply these skills to the written forms of the genre.

e. The Genre of Narrating

The Genre of Narrating is one of the most commonly read though least understood of all the genres. The purpose of a narrative text is to tell a story as a

means of making sense of the events and happenings in the world. It can be both entertaining and informative.

Structure of Narrative:

- Orientation

Orientation is the type of aims or interest that a person or an organization has in the act of directing your aims towards a particular thing.

- Complication

The complication stage of simple narratives need not be a single problem or complexity. This stage can also include a reflection on the problem and possible solutions.

- Solution

A solution is a way of solving problems.

- Resolution

Resolution is the act of solving the problem.

Genre-based instruction is teaching learners to develop the purpose, the audience, and the organization of the texts (Halliday, 2004). The aim is to help students to understand the function, the structures, and the language use of many kinds of the genre (Chen & Su, 2012; Yasuda, 2011) cited in Hyland (2007). Many kinds of stages are used to implement this instruction, and all of them emphasize teacher-supported learning and peer interaction (Hyland, 2007). One example of the stages is presented by Hyland (2007) cited in (Chen & Su, 2012); they are setting the context, modeling, joint construction, independent construction, and comparison.

4. Writing Assessment

In its most fundamental sense, assessment aims at supporting and improving student learning. Assessment, as a term in the academic community, stems from a movement towards “accountability”. It originates from the conflict between a “traditional view” of what teachers need to do and a “concern” for what learners can and do learn. The traditional view is referred to as the inputs view and the latter - the concern - is called the outputs view (Noudousan, 2014). Whenever information is collected to guide future instruction, it can be called an assessment (Peha, 2011). An example could be a statement like this: When I looked at their last published pieces, I noticed that many kids were having trouble with run-on sentences. Peha (2011) states that good assessment requires at least two main considerations: (1) It uses specific and appropriate language to describe the data gathered and the patterns that are observed; (2) It is based on authentic data gathered authentically from within an authentic context. Therefore, assessment has to do with what students know, what they can do, and what values they have when they leave school. It is concerned with the overall and collective impact and influence of a program on student learning.

Over the past few years, language testing specialists have called for performance assessment in EFL contexts. Advocates of performance assessments maintain that every task must have performance criteria for at least two reasons. On the one hand, the criteria define for students and others the type of behavior or attributes of a product that are expected. On the other hand, a well-defined scoring system allows the teacher, the students, and others to evaluate performance or

product as objectively as possible. If performance criteria are well defined, another person acting independently will award a student essentially the same score. Furthermore, well-written performance criteria will allow the teacher to be consistent in scoring over time. If a teacher fails to have a clear sense of the full dimensions of performance, ranging from poor or unacceptable to exemplary, he or she will not be able to teach students to perform at the highest levels or help students to evaluate their performance (Hyland, 2003). Nodoushan (2014) teachers must define the evaluated attributes and also develop a performance continuum in developing performance criteria. For example, one attribute in the evaluation of writing might be writing mechanics, defined as the extent to which the student correctly uses proper grammar, punctuation, and spelling.

Testers and teachers should keep in mind that the key to developing performance criteria is to place oneself in the hypothetical situation of having to give feedback to a student who has performed poorly on a task. Advocates of performance assessment suggest that a teacher should be able to tell the student exactly what must be done to receive a higher score. If performance criteria are well defined, the student then will understand what he or she must do to improve. It is possible, of course, to develop performance criteria for almost any of the characteristics or attributes of a performance or product. However, experts in developing performance criteria warn against evaluating those aspects of a performance or product which are easily measured. Ultimately, performances and products must be judged on those attributes which are most crucial (Hyland, 2003).

Developing performance tasks or performance assessments seems reasonably straightforward, for the process consists of only three steps. According to Hyland (2003), the reality, however, is that quality performance tasks are difficult to develop. With this caveat in mind, the three steps include: (1) Listing the skills and knowledge the teacher wishes to have students learn as a result of completing a task. As tasks are designed, one should begin by identifying the types of knowledge and skills students are expected to learn and practice. These should be of high value, worth teaching to students, and worth learning. To be authentic, they should be similar to those which are faced by adults in their daily lives and work; (2) Designing a performance task that requires the students to demonstrate these skills and knowledge. The performance tasks should motivate students. They also should be challenging, yet achievable. That is, they must be designed so that students can complete them successfully. Besides, one should seek to design tasks with sufficient depth and breadth so that valid generalizations about overall student competence can be made; (3) Developing explicit performance criteria which measure the extent to which students have mastered the skills and knowledge. It is recommended that there be a scoring system for each performance task. The performance criteria consist of a set of score points that define in explicit terms the range of student performance. Well-defined performance criteria will indicate to students what sorts of processes and products are required to show mastery and also will provide the teacher with an objective scoring guide for evaluating student work. The performance criteria should be based on those attributes of a product or performance which are most critical to

attaining mastery. It also is recommended that students be provided with examples of high-quality work, so they can see what is expected of them.

Besides Horvath (2000) states that assessment is the gathering of information about student learning. It can be used for formative purposes to adjust instruction or summative purposes: to render a judgment about the quality of student work. It is a key instructional activity, and teachers engage in it every day in a variety of informal and formal ways.

Brown (2007) describes that there are two main methods in the assessment of writing that are commonly used by assessments, namely the Analytic Scoring Method. In the assessment of writing, a major advantage of holistic over analytic scoring is that each writing sample can be evaluated quickly by more than one rater for the same cost that would be required for just one rater to do the scoring using several analytic criteria. One possible disadvantage of holistic judgment is that different raters may choose to focus on different aspects of the written product. On the other hand, an advantage of analytic scoring is that raters are required to focus on each of various assigned aspects of a writing sample so that they all evaluate the same features of a student's performance. But the practical disadvantage of analytic scoring is that it is more time-consuming than holistic scoring. The choice of scoring method is not always easy.

In the assessment of writing, a major advantage of holistic over analytic scoring is that each writing sample can be evaluated quickly by more than one rater for the same cost that would be required for just one rater to do the scoring using several analytic criteria (Davies, 1999). One possible disadvantage of

holistic judgment is that different raters may choose to focus on different aspects of the written product. On the other hand, an advantage of analytic scoring is that raters are required to focus on each of various assigned aspects of a writing sample so that they all evaluate the same features of a student's performance. But the practical disadvantage of analytic scoring, as indicated by Davies et al above, is that it is more time-consuming than holistic scoring. The choice of scoring method is not always easy.

Table 2.1. Analytic scales in terms of five qualities of test usefulness. (adapted from Weigle 2002, p.121)

Quality	Analytic Scales
Reliability	higher than holistic
Construct Validity	more appropriate for L2 writers as different aspects of writing ability develop at different rates
Practicality	time-consuming; expensive
Impact	more scales provide useful diagnostic information for placement and/or instruction; more useful for rater training
Authenticity	Raters may read holistically and adjust analytic scores to match holistic impressions

Based on table 2.1 an analytic scale terms of five qualities of test usefulness (adapted from Weigle 2002, p.121) above, it shows that: (1) reliability of the analytic scale is higher than holistic. It means that analytic assessment is better than holistic assessment which has lower reliability than analytic assessment; (2) the construct validity of the analytic scale is more appropriate for L2 writers as different aspects of writing ability develop at different rates; (3)

although the practically analytic scale is time-consuming and expensive, analytic scale more details in assessing students' writing; (4) When talking about the washback effect on instruction, placement, diagnostics for students, and rater training, a single holistic scale format is less informative than a multiple analytic score format. In this sense, analytic scales are often better. To the washback effect in rater training, the situation is somewhat more complex. This might be an interesting area of further research; (5) in terms of the authenticity of rating; a holistic scale is a more natural process than reading analytically. Thus, a holistic scale is more authentic than an analytic one because, in reality, we usually do not read for evaluation or rating, but to get information. But in most classroom settings, teachers evaluate students' compositions under discrete items such as "content". And teachers also read the texts with certain expectations of good grammar and vocabulary, clarity of expression, and logical organization of thought, as well as respect for academic conventions. Teachers are also aware that students nowadays have rising expectations for meaningful feedback. This would seem to argue for analytic rating scales.

Table 2.2. Writing Assessment (adapted from Weigle (2002, p. 121))

Aspects	Level	Score	Criteria
Content	Excellent to Very Good	4	Substantive, through the development of a topic, effective and appropriate details of topic or story
	Good to Average	3	Adequate range, adequate development of a topic, sufficient details of topic or story
	Fair to	2	Little substance, inadequate

	poor		development of topic and detail
	Very poor	1	Non-substantive, nor pertinent, or not enough to evaluate
Organization	Excellent to Very Good	4	Fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive
	Good to Average	3	Somewhat choppy, loosely organized but main ideas stand out logical but incomplete sequencing
	Fair to poor	2	Non-fluent, ideas confused or disconnected, lacks logical sequencing
	Very poor	1	Does not communicate, no organization or not enough to evaluate
Vocabulary	Excellent to Very Good	4	Effective idiom/word choice and usage, word form mastery
	Good to Average	3	Frequent errors of word idiom form, choice, usage but meaning not obscured
	Fair to poor	2	Frequent errors of word idiom form, choice, usage, meaning confused or obscured
	Very poor	1	Little knowledge of English vocabulary, idioms, word form, or not enough to evaluate
Language	Excellent to Very Good	4	Effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	Good to Average	3	Effective but simple construction, minor in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom

			obscured
	Fair to poor	2	The major problem in simple/complex constructions, frequent errors of negation, agreement, number, word order/ function, articles, pronouns, prepositions and/ or fragments, nouns, deletion, meaning confused or obscured
	Very poor	1	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
Mechanics	Excellent to Very Good	4	Demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	Good to Average	3	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	Fair to poor	2	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	Very poor	1	No mastery of conventions, dominated by errors of spelling, punctuations, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

Based on table 2.2 writing Assessment (adapted from Weigle (2002, p.121)), it shows that Analytic rubrics point out and assess the works of a completed product. In other words, they provide specific results while looking at several dimensions. One of the main advantages of using this method is that it gives more detailed results. Another advantage is that the scoring is inclined to

being steadier across the grades and the students as a whole. A third advantage is that it is much easier for the tutor to discuss the strengths and the weaknesses of the student with either the student or the parent. The last but not least advantage is that it enables the students to comprehend how to come up with good and quality work. It can be seen that the rubric above provides five aspects of writing namely content, organization, vocabulary, language use, and mechanics in which each of them is scaled from 1 to 4. Hence the maximum score is 20 while the minimum score is 5. By knowing the highest and the lowest score above, the formulation of the ideal mean and the ideal standard deviation can be calculated as follow:

$$\begin{aligned} \text{Maximum Score} &= C + O + V + L + M \\ &= (4 + 4 + 4 + 4 + 4) \times 5 = 100 \\ \text{Minimum Score} &= C + O + V + L + M \\ &= (1 + 1 + 1 + 1 + 1) \times 5 = 25 \end{aligned}$$

Ideal means, excellent, very good, good, fair, poor, very poor. The table is presented as follow:

Table 2.3. Conversion Assessment (adapted from Weigle (2002, p.121))

Class Interval	Interpretation
80 – 100	Very Good
70 – 79	Good
60 – 69	Fair
50 – 59	Poor
25 – 49	Very poor

4.1. Analytic Scoring

Analytic scoring procedures involve the separation of the various features of a composition into components for scoring purposes. Depending on the purpose of the assessment, texts might be rated on such features as content, organization, cohesion, register, vocabulary, grammar, or mechanics. Analytic scoring schemes thus provide more detailed information about a test taker's performance in different aspects of writing.

Analytic scoring is preferred over holistic schemes by many writing specialists for several reasons. First, as mentioned above, it provides more useful diagnostic information about students' writing abilities. That is, it provides more information about the strengths and weaknesses of students, and thus allows instructors and curriculum developers to tailor instruction more closely to the needs of their students. Second, analytic scoring is particularly useful for L2 learners, who are more likely to show a marked or uneven profile across different aspects of writing (e.g., some L2 learners may have excellent writing skills in terms of content and organization, but may have much lower grammatical control; others may have excellent control of sentence structure, but may not know how to organize their writing rationally).

Third, it is easier to train raters to use analytic scoring schemes, under such schemes 'explicit criteria in separate components, than to train raters to use holistic rubrics (Cohen 1994; McNamara, 1996). For example, inexperienced raters may find it easier to work with an analytic scale than a holistic rubric because they can evaluate specific textual features. Finally, the explicitness of

analytic scoring guides offers teachers a potentially valuable tool for providing writers with consistent and direct feedback.

The major disadvantage of analytic scoring is that it takes longer than holistic scoring since readers are required to make more than one decision for every writing sample. Critics of analytic scoring also point out that measuring the quality of a text by tallying accumulated sub-skill scores diminishes the interconnectedness of written discourse, and gives the false impression which writing can be understood and fairly assessed by analyzing autonomous text features (Hillocks, 1995; White, 1994). Consequently, component scales may not be used effectively according to their internal criteria, resulting in a halo effect in which one component score may influence another. An additional problem with some analytic scoring schemes is that even experienced essay judges sometimes find it difficult to assign numerical scores based on certain descriptors (Hamp-Lyons, 1989). Thus, qualitative judgments about coherence, style, and so on are not always easily accommodated by analytic scoring methods.

C. Expository Essay

Exposition is one of the four basic types of essays (narration, description, and argumentation are the three). The purpose of exposition is to clarify, explain, and inform (Eschholz, 1993, p. 637). An Expository essay is sometimes called explanatory composition (Little, 1985, p. 224). It presents a certain amount of information about a subject.

An expository essay aims to explain, inform, or give directions. It is usually arranged in time order. It gives factual detail about a particular topic. It

can be stated that an expository essay is a kind of an essay, which clarifies, explains, and informs something.

The expository essay opens with an introductory paragraph, which catches the readers' attention. The body paragraphs of an expository essay explain or support the ideas presented in the opening paragraph. A concluding paragraph signals the end of the essay, for the example:

Most Difficult Language to Learn

It is always good to be able to speak more than one language. Polyglots are valued assets to any company, and in general, tend to be more educated and open-minded people; at the same time, learning a foreign language is often considered difficult—a lifetime task that not everyone can accomplish. This is partially true: whereas many languages are relatively easy to learn (mostly European languages), there are several hard nuts to crack among them. Traditionally, the garland for difficulty goes to Asian languages, but there are toughies among western languages as well. Let us take a look at the languages most challenging in terms of mastering them—both for English native speakers and people of other cultural origins.

The Chinese language (precisely, both Mandarin and Cantonese dialects—the two most widely spoken ones) is probably the most difficult language to learn. According to the assessment of the Foreign Language Institute, an English native speaker might need at least 2200 hours (or 88 weeks) to start using this language more or less confidently (ELL). The most common hardship is, obviously, reading and writing: you will need to know about 3500-4000 characters to be able to communicate or perceive a written message. The system of characters China uses nowadays is—simplified, but ironically, it is probably simple only for Chinese people: a foreigner will see even the simplified characters as a set of totally incomprehensible symbols. There is no alphabet in Chinese (except pinyin, a special transcription for Chinese words written in Latin letters), and instead of separate letters, it utilizes entire syllables. To make things more complicated, there are four tones in Chinese (something like intonations), so the same syllable pronounced in four different ways can respectively have four different meanings; some consonants such as are pronounced in a way that might be hard for a westerner to reproduce. This is not to mention a rather peculiar syntax, extremely rigid word order, and the

overall specificity of the Chinese way of thinking. All this—and lots of other smaller details—makes Chinese number one in terms of its difficulty to learn.

The Japanese language treads on the heels of Chinese. The good news about reading and writing is that you will need to learn only around 2500 characters. The bad news is everything else. Japanese culture borrowed Chinese characters about 1,000 years ago; with true Japanese thrift, these characters were imbued with Japanese meanings and sounding, but the original sounding and semantics were not cast aside—which means that almost every character in this language has both Chinese and Japanese pronunciation and meaning, and to fully understand Japanese text, you need to know them both; many words use partially Chinese, partially Japanese sounding (the so-called "on" and "Kun" readings). Japanese has the traditional, older version of Chinese characters, which means having to write more strokes. Also, a native English speaker might find Japanese pronunciation difficult, because many words simultaneously include extremely firm and extremely soft (and even whistling) sounds. As for the syntax, it is different from what you can find in European languages; verbs in this language often group at the end of a sentence.

You must have probably guessed already that number three is the Russian language. Spoken by at least 200 million people, it possesses incredibly flexible grammar, which actively uses numerous prefixes, suffixes, and endings (and which change depending on a word's gender, number, tense—altogether!). Russian pronunciation is not that difficult, but there are several unique sounds that you will hardly see in other languages (such as the mysterious vowel Ъ, which sounds as if someone punched you in the stomach, but you have somehow managed to calmly endure this act, and only made a brief sound). However, along with Russian, there is Hungarian—one of the few European languages that are almost impossible for a foreigner to learn. To start with, Hungarian has 35 distinct cases, with 18 of them being in use constantly. 14 vowels, heavy dependence on all kinds of idioms and phraseologies even in everyday speech, several verb forms, and the overall complexity of pronunciation can make studying the Hungarian language a nightmare for a non-native person.

There are other complicated languages, and listing them would take a rather long time. The first three leaders are, however, Chinese, Japanese, and Russian/Hungarian languages. Long story short, Chinese and Japanese is, in general, 100% different from any western language you probably know. As for Russian and Hungarian languages, they share third place in rating for their overly complicated grammatical structures and pronunciation, as well as for

some unique features that probably no other European language assesses.

The well-writing expository essay is characterized by unity, coherence, and emphasis. Unity is created by a structure in which all the parts work together, by using precise details and transitional devices. Coherence is achieved by a logical arrangement of ideas. The third quality, emphasis, is achieved by selecting a central idea that dominates the other ideas presented in the essay (Littell, 1985, p. 225).

An expository essay is divided into three types. They are, first of all, the types in which the details are arranged inductively. This order is called inductive order. The second is the type in which the details are arranged deductively. This order is called deductive order. The third is the type in which the details are arranged climactically. This order is called climactic order.

Gould (1989, p. 151), mentions six patterns of exposition: causal analysis, illustration, classification, exemplification, process analysis, comparison. Furthermore, Wahab and Lestari (1999, p. 76) classify it into four main methods: definition, exemplification, analysis, and comparison. In the present study, an expository essay is developed in six methods of development such as illustration, classification, process, definition, comparison, and contrast, and cause and effect expositions.

1. The Illustration Exposition

The Illustration essay is a kind of an expository essay, which provides illustrations or examples to develop or support the explanation. It is also called the exemplification essay. To exemplify means to give an example or examples.

An example illustrates a large idea or represents something of which they are a part. The logic of exemplification is the relationship of the specific to the general. An example is a basic means of developing or clarifying an idea. Examples enable the researcher to show and not simply tell readers what they mean. It is a vital component of clear expression (Eschholz, 1993, p. 636).

The purpose is to influence the reader or make the reader understand the researcher's ideas. Here, the examples and details should be organized according

to time, familiarity, and importance. The development paragraphs must be connected so they must flow smoothly.

There are several points to remember about the illustration essay. First, illustrations should be selected to provide clarity, concrete, and interest. Second, Illustrations should be appropriate to the audience and purpose. Third, illustrations can be drawn from personal experience, observation, reading, and the like. Fourth, writers use enough illustrations to clarify the generalization (Clouse, 1986, p. 188).

2. The Classification Exposition

Classification is the process of organizing information into groups or classes. The Classification method divides people, places, things, and ideas into parts of groups to a common basis. The aim is to determine the relationship or nature of parts. The logic of analyzing a class is more complicated because it involves not only something similar to the part-whole relationship but also the specific-general relationship.

Classification is also a creative analytical procedure. Ultimately, then, classification can be a powerful tool for the invention. Here, the classification essay is useful in college and business. When classifying, the researchers arrange, and people, places, or things into categories according to their differing characteristics, then making them more manageable for the researcher and more understandable for the reader (Esehholz, 1993, p. 633).

The purpose of classification is to take many of the same types of things and organize them into categories. To classify people, things, or ideas into logical

groups, a writer must have three principles of classification. First, the researcher must have something in the mind of things classified according to certain common qualities. Second, the division of items into the group must have a consistent basis. Third, the researcher must continue the classification until it is completely done (Salija, 2004, p. 39)

3. The Process Exposition

A process essay is a type of expository essay, which tells how to do something or how something works. It is a method of analysis and explanation in which the writer examines phenomena in their steps or stages to observe how they develop or to provide instructions.

In the other words, the process method gives instructions or explanations. A process is also a sequence of operations or an action by which something is done or made. A Process is also a series of actions, changes, functions, or operations that bring about a particular end (D'Angelo, 1980, p. 214).

On the other hand, a process essay explains or analyzes a process telling how something works, how something happened, or how something was done. For example, a process essay might explain how the second World War got started. The purpose of this type of process essay is to inform, explain, or analyze something. Here, the reader is gaining an understanding of the process.

4. The Definition Exposition

The definition essay is a type of expository essay that explains the meaning of a word by bringing its characteristics into sharp focus. To define is to set bounds or limits to a thing, to state its essential nature (D'Angelo, 1980, p.

214). The definition method is a method in which paragraphs of an essay are developed by defining key terms or words, which is, stating the meaning of them. The definition may be taught as descriptions of words, or as setting limits to the meaning of words.

In general, the function of the definition is to provide a necessary explanation of a word or concept. Its length and complexity depending on the researcher's purpose. In addition, the purpose of the definition essays is to make a clarification, to inform, and to increase awareness of the nature of something. Another purpose of the definition is to provide a new understanding of a familiar subject and to make a statement about an issue related to the subject defined.

5. The Comparison and Contrast Exposition

The comparison is the process of examining two or more things to establish their similarities or differences. The comparison method compares (showing similarities) and contrast (showing differences) of two things. Comparison and contrast are two thought processes that the researchers constantly perform in everyday life (D'Angelo, 1980, p. 176).

Dealing with the types of organization, there are two types of organization for comparison and contrast essays. These are point-by-point and subject-by-subject. It is a strategy for analysis and explanation in which the researcher considers important similarities and differences between two or more subjects to understand them in depth (Kiefer, 1983, p. 374). In comparison and contrast, the researcher points out the similarities and differences between two or more subjects in the same class or category.

Furthermore, to compare two subjects, What and Lestari state that the subjects must be similar and on the same level of generalization. The function of any comparison and contrast is to clarify and to reach some conclusion about the items being compared and contrasted (Wahab, 1999, p. 92).

The transitional signals commonly used in the contrast essay are: although, on the other hand, on the contrary, whereas, in contrast, despite, however, unlike, it must be confessed. Conversely, after all, despite, but, yet, and still. The transitional signals commonly used in the comparison essay are: In the same way, just as...so, in a similar manner, as well as, both, neither, the same, equally, likewise, and, also, each of, again, similarly, like, too, and in addition.

6. The Cause and Effect Exposition

D'Angelo (1980, p. 225) states that a cause is a force or an influence that produces an effect. An effect is anything that has been caused. It is the result of a force or an action. Here, the effect is something worked out, accomplished, or produced. The word affect calls to mind such related words and expressions as a consequence, result, outcome, production, and so forth. Cause and effect are correlative terms. The one always implies the other.

In Addition, a cause and effect essay is a kind of exposition used primarily to answer the questions "Why does this occur?" and "what will happen next?". It explains the reasons for an occurrence or the consequence of an action. It is a strategy for analysis and explanation in which the researcher considers the reasons for or the consequence of an eventer's decision.

Effect essay is a consequence of events or conditions the last of which (the effect) cannot occur without the preceding ones (causes). When the researchers write a cause-and-effect essay, it may be helpful to keep chronologically clearly in mind. It should be noted that causes always create effects and that effects are derived from causes.

7. The Transition Signal

2.1 Table of Transition Signal

Cause and Effect	Compare and Contrast	Description	Problem and Solution	Sequence
<ul style="list-style-type: none"> • because • consequently • since • therefore • so that • thus • as a result • not only, but • if...then • this led to • reason why • as a result • consequently • may be due to • for this reason 	<ul style="list-style-type: none"> • but • on the other hand • instead of • as well as • similar to • different from • however • nevertheless • although • also • in contrast • alike • same as either/or • in the same way • just as • likewise • in comparison • whereas 	<ul style="list-style-type: none"> • for example • for instance • specifically • in addition • described as • to illustrate • another • such as • first, second, third • including • Is like • characteristics 	<ul style="list-style-type: none"> • because • since • consequently • so that • nevertheless • a solution • however • therefore • in addition • as result 	<ul style="list-style-type: none"> • for example • therefore • first • second • third • before • after • then • finally • in conclusion • previously • now • later • next

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D. Schoology

1. Definition of Schoology

In recent years, effective teaching can be done easily by using ICT-interactive multimedia in the learning and teaching process. It will provide professional real-world demand than those traditional textbooks (Prasetiyo, 2017).

However, we can't decline the popularity of textbooks despite common enthusiasm for numerous modern tools. Not everyone is interested in using ICT-based instructional materials. Hutchinson and Torres (1994, p. 314) as cited in (Prasetyo, 2017) argue that a textbook is still the most important teaching aid since it does not only survive but also it thrives. It can be said that textbooks survive because they satisfy certain needs. It is considering that not every area covered by the technology and internet's textbook is still the most commonly used in the teaching and learning process. On the other hand, one of Tomlinson (2008, p. 3) in (Prasetyo, 2017) arguments is that many ELT (English Language Teaching) materials especially global coursebooks currently make a significant contribution to the failure of many learners of English as a second, foreign or other languages to even acquire basic competence in English and to the failure of most of them to develop the ability to use it successfully.

They do so by focusing on the teaching of linguistic items rather than on the provision of opportunities for acquisition and development. In this case, Schoology was used in this research finally to help the students and lecturers in the learning process. Nicolas Borg and Jeff O'Hara developed Schoology in 2008.

This schoology application is a newcomer in the field of learning on line. Schoology has a similar model to Facebook and has many advanced features in design aspect. Schoology has several characteristics, among others :

1. Communication (Messaging) is the core of the program.
2. All course activities and timer items are on the screen appearance.

3. a digital dropbox allows for uploading documents Microsoft Office or direct integration with Google Docs.
4. Teachers can comment directly on digital work.
5. Discussion groups are facilitated to build student communities.

Schoology is also easily accessible from mobile devices. This application can easily found in the app market for both Apple iOS and Android cell phone. Mobile tablet devices, such as iPads and Androids, can also run the application. Completion of larger writing assignments becomes barrier, but students can check the task view, navigate the contents courses, review their grades, view a calendar of upcoming assignments, and communicate with the instructor.

Schoology is an example of a Learning Management System (LMS) that adopts the design of Facebook allowing teachers and students to interact through the social network-based Manning et al (2011, p. 45). Schoology helps teachers to organize teaching and learning processes including material preparation, discussion, and assessment Santosa (2018, p. 37).

The design of *Schoology* is parallel to that of *Facebook* in which conversations take place, messages are sent, statuses are updated and information and other media are shared within a classroom network. *Schoology* consists of two main contexts 1) interactive communication and 2) academic information exchange. Teachers can create discussion questions, collaborative groups, or boards for assignments that allow for dynamic interaction between students and their teachers. For example, students participating in the 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 can 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 (Sicat, 2015).

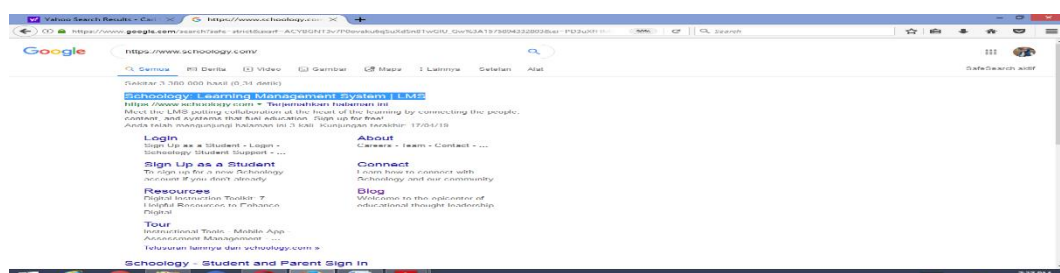
Schoology introduces a new user-centric approach to learning. Schoology is a learning platform designed to immerse students in an easy-to-use collaborative environment that strengthens the connection between them their instructors Abdellah (2016, p. 98). Sicat (2015, p. 47) stated mentioned that Schoology demands students“ voluntarily participate 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. Teachers and students can register this application by visiting this link <https://www.schoology.com/> or download the application on the play store using a mobile phone.

2. Procedures of Using Schoology

In this present research, the researcher will use teaching procedures Adopted from Mutia (2018)

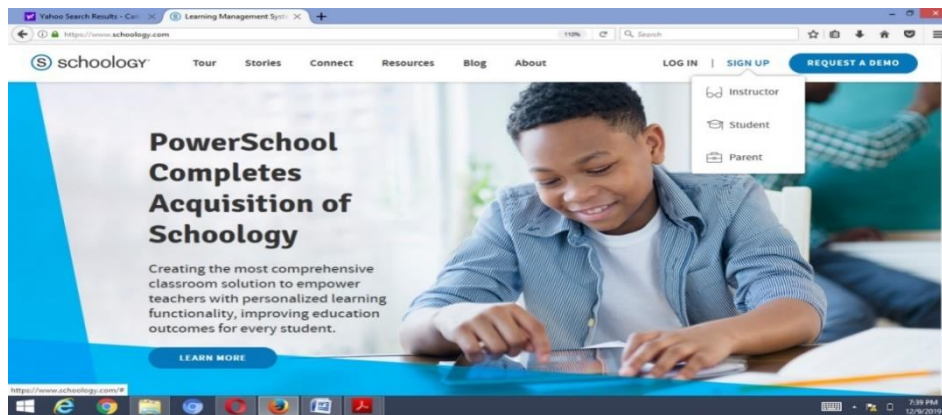
2.1. Visit <https://www.schoology.com/>

2.2. Click on the Schoology: Learning Management System



Picture 2.2.1 First Page of Schoology

2.3. Then on the Sign Up, we can choose as an instructor, student, or parent such as in the following picture



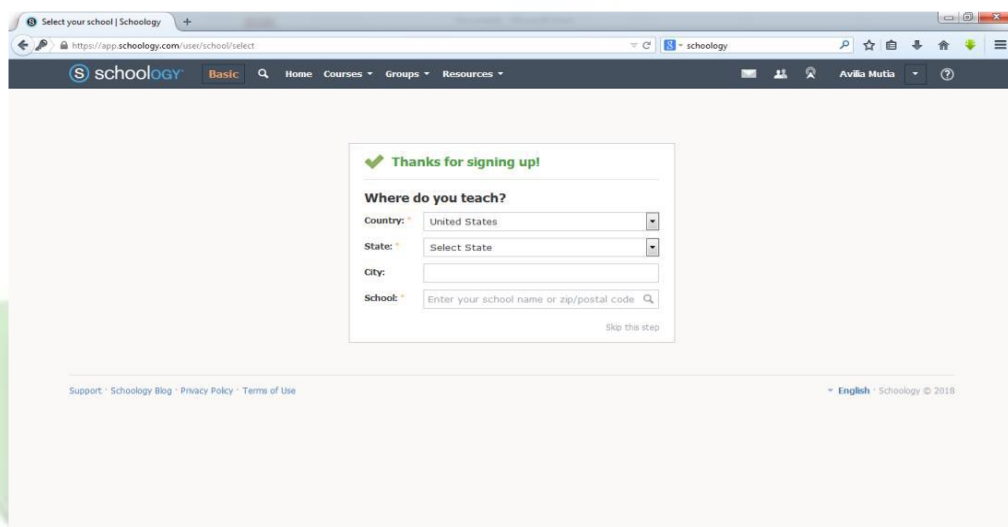
Picture 2.3.2 Sign up Page of Schoology

2.4. Fill the form as the instructor to register on the Schoology application

Picture 2.4.3 Register Page of Schoology

2.5. After registering on the Schoology, the user should fill in our country, state, and city. If the user cannot find the school, the user can click “skip this step”, and the account Schoology is created. The teacher can use it in teaching-learning

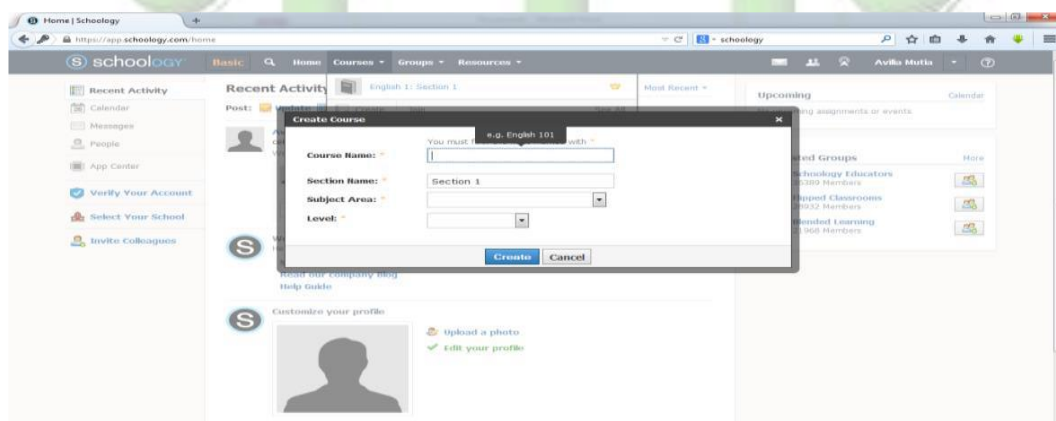
especially teaching English writing. This is a web-based networking and communication tool with features to support student engagement, assignments, attendance, grades, homework features to share lessons and resources among faculty, student, and administrators. It is also known as a cloud-based learning management system.



Picture 2.5.4 Register Page of Schoology

2.6. Creating Course

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

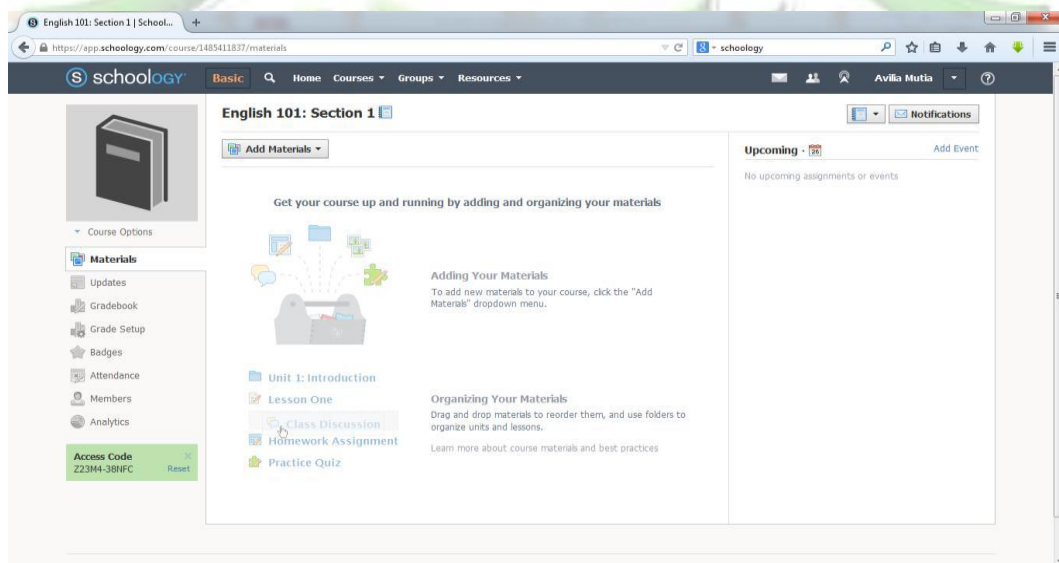


Picture 2.6.5 Course page of Schoology

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

2.7. Creating an Assignment

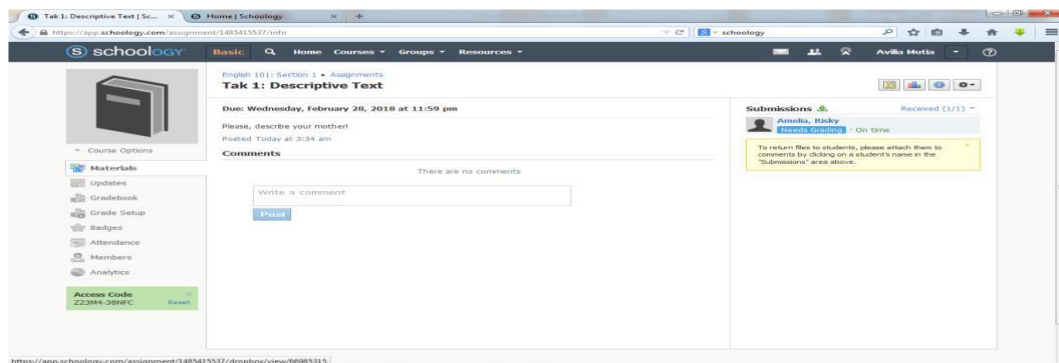
After creating the course, the user as an instructor can create assignments for the students. To create an assignment, click the Add Materials at the top, click Add Assignment, and fill out the Create Assignment form. Set a due date to place the assignment in the course calendar and upcoming area. It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



Picture 2.7.6 Assignment Page of Schoology

2.8. Grading Assignment

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

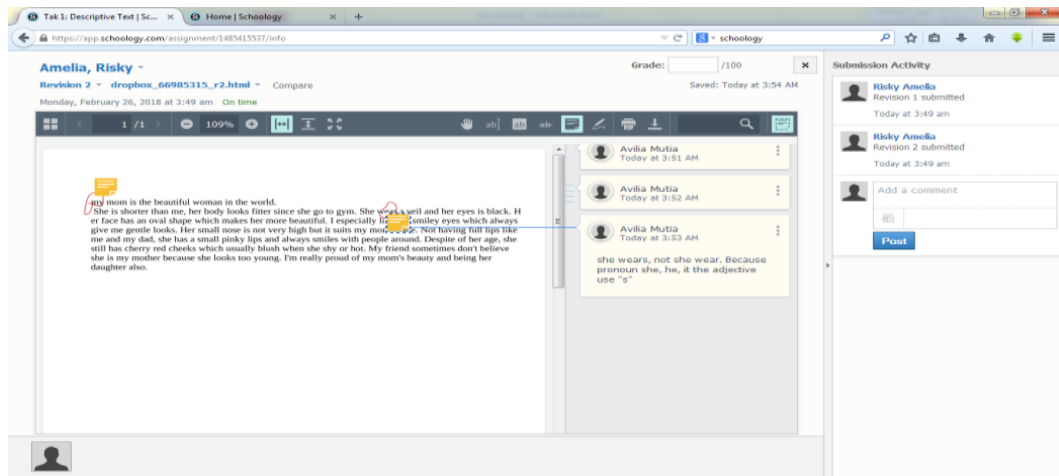


Picture 2.8.7 Grading Page of Schoology

In the document viewer, teachers can:

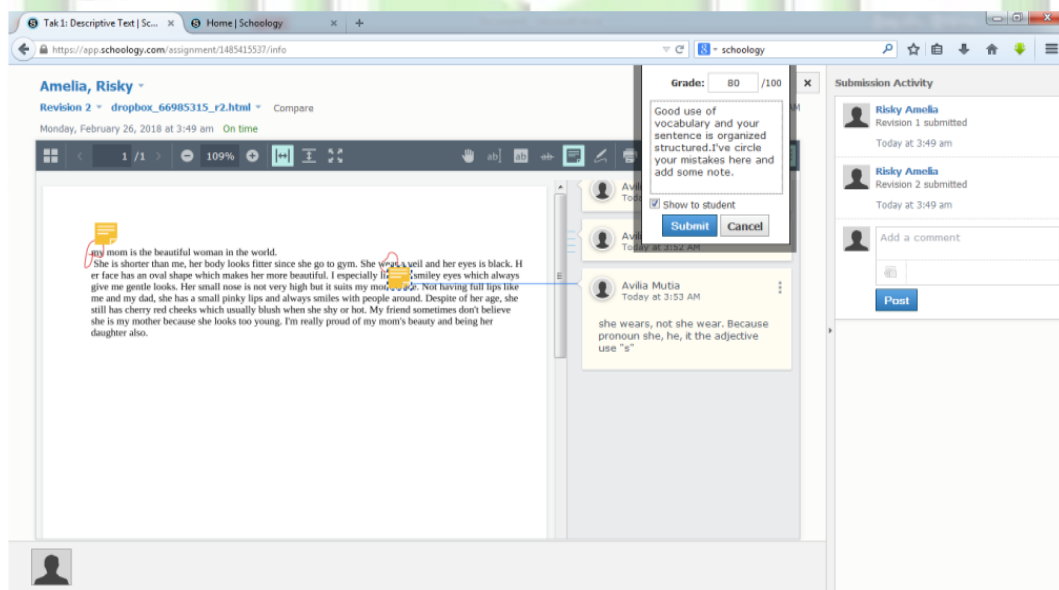
- 1) Comment and discuss it in the right column.
- 2) Upload a file to the comment/discussion feed.
- 3) Highlight selected text.
- 4) Give annotate
- 5) Strikeout selected text.
- 6) Draw on the document.
- 7) Grade the assignment.

In grading assignments, the teacher can give notes, circle the students' mistakes and give the score.



Picture 2.9.8 Grading page of Schoology

A teacher can give note so students know their mistakes and teacher also can give motivation in written form.



Picture 2.10.9 Grading Page of Schoology

2.9. Benefits of Schoology E-Learning Web Adopted from Wulandari (2018)

The use of Schoology can give some benefits to the users. They are:

- a. Discussion forum.

- b. Learning material management.
- c. Asynchronous document sharing.
- d. Content Library allows teachers to store unlimited content for easy sharing and re-use.
- e. Secure platforms which ensure safety and privacy for users.
- f. No private information is required from students.
- g. Students join classes by invitation only from teacher/instructor (i.e. via a group code).
- h. Teacher/instructor has full management control.
- i. Teacher/instructor can track student progress.
- j. Mobile learning - anytime, anyplace.
- k. Mobile apps for iOS and Android platforms.
- l. Accessible via mobile browser (m.edmodo.com).
- m. Updates and notifications on the go.
- n. Ability to create polls, quizzes, assignments, notes, blogs and award badges online

2.10. The advantages and disadvantages of Schoology Web

In using Schoology there are some advantages and disadvantages to the users. They are:

Advantages:

- a. Easy to use.
- b. Cost is Free.
- c. It is a very secure, closed network.

- d. Teachers can create connections with other students from different schools, states, or cultures.
- e. Provides a multitude of community resources and connections teachers can make with other teachers.
- f. Teachers can differentiate instruction by creating subgroups of students.
- g. Students can upload homework assignments, take quizzes, polls and receive grades and feedback and suggestions from teachers.
- h. Parents can be involved by viewing their child's work and grades, and keep in touch with teachers.
- i. Provides a method for sharing documents and digital media online.
- j. Great tool for use with mobile devices and for mobile learning.
- k. The tool works with all browser types.

Disadvantage based on Haryanto (2018):

- a. If a student does not have access to a computer and the internet, or a mobile device they would not be able to use the tool.
- b. There is no face-to-face interaction which can lead to feelings of isolation.
- c. Depends on internet speed, because uploading tasks can be failed or not depending on the internet speed you have;
- d. HP non-android cannot access Schoology;
- e. Still vulnerable to plagiarism;
- f. even though the position students are still at home but can still submit assignments and submit opportunities many times;

- g. still allows for collaboration between students who in the classroom or outside the school

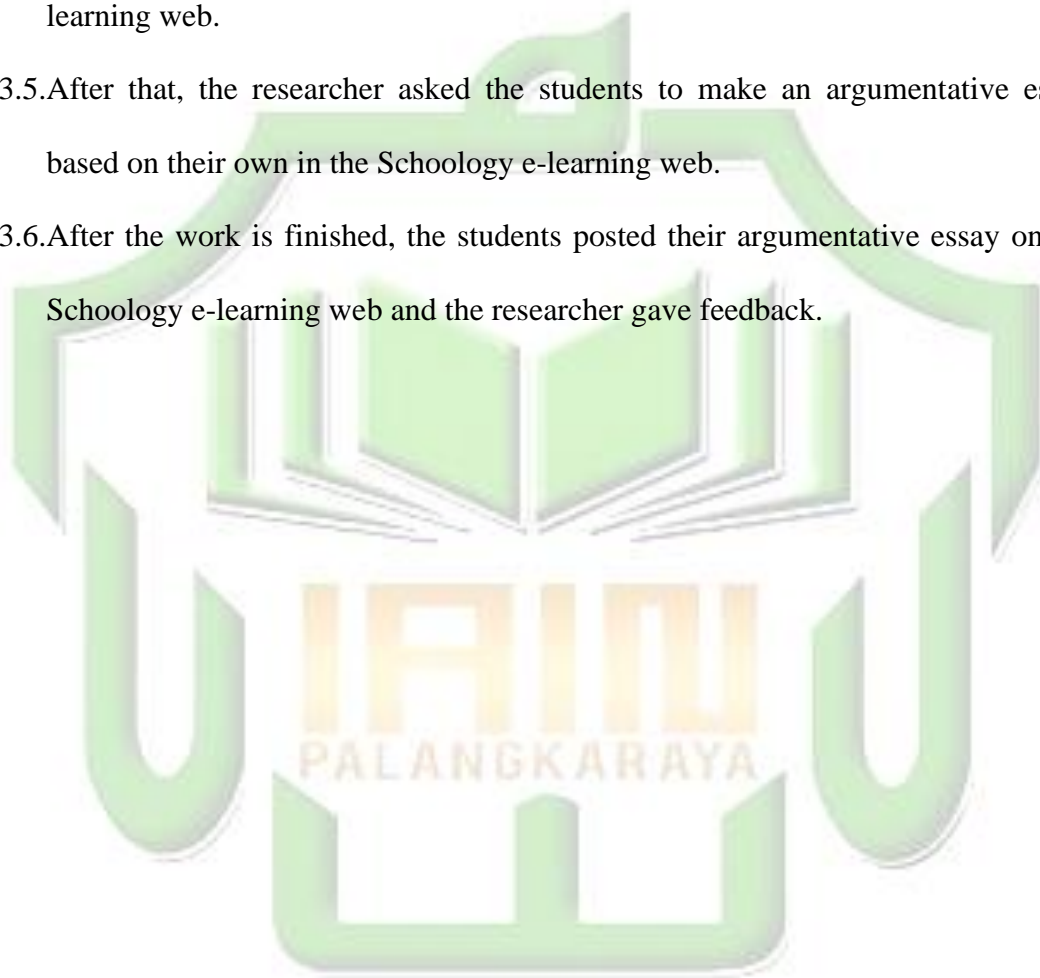
3. Teaching Procedures using Schoology

Schoology gives a new learning style and environment because the learning can be happening anywhere for example at home, library, or any other public area as long as the internet is available. According to Soylu (2008) as cited in (Rama et al, 2018), the most significant characteristics of online learning are the teacher and the learners are in different physical environments and the communication throughout the teaching/learning process is carried out via email, forums through the internet. The features provided in *Schoology* are almost similar to Facebook. It is easy for the students to use *Schoology* since the terms used in it are similar to Facebook, Moodle, or Edmodo, such as recent activity, messages, courses, resources, groups, assignments, attendance, etc.

Besides, many factors are coming from the student that also gives a different result to the implementation of *Schoology*, one of them is creativity. Creativity is one's ability to produce new, unique, original, divergent ideas and things and the ability to solve problems. In writing, students' creativity appears in their ability to produce written products through the writing process. In writing activity, the existence of creativity is important since writing needs creative thinking and that the individual differences in creativity affect learners' contributions to tasks (Rama, 2018).

The following procedures are teaching procedures using Schoology in teaching English writing (Adopted from Mutia: 2018)

- 3.1.The researcher will make a Schoology e-learning web account as an instructor.
- 3.2.The researcher gave access codes to the students to join a course in the Schoology e-learning web made by the researcher.
- 3.3.The students made a Schoology e-learning web account.
- 3.4.The researcher posted material about an argumentative essay on the Schoology e-learning web.
- 3.5.After that, the researcher asked the students to make an argumentative essay based on their own in the Schoology e-learning web.
- 3.6.After the work is finished, the students posted their argumentative essay on the Schoology e-learning web and the researcher gave feedback.



CHAPTER III

RESEARCH METHODOLOGY

This chapter covers the research design, population and sample, research instrument, data collecting procedure, and data analysis procedure.

A. Research Design

Considering the purposed of the researcher and the nature of the problem the type of research was quantitative research. To meet the purpose of the research, a quasi-experimental design was considered as an appropriate design to be applied. An experimental design is a plan for an experiment that specifies what independent variables will be applied, the number of levels of each, how subjects are assigned to groups, and the dependent variable. In the present research, there wasan experiment group and a control group. The researcher divided the classes into two groups. The first group was taught using Schoology and the second group was taught using Google Classroom. In the following table was the table of the research design:

Table 3.1 Table of Research Design

Groups	Type of Treatment	Pre-test	Treatment	Post-test
Experiment Group (Class A)	E-Learning with Schoology	Y ₁	X	Y ₂
Control Group (Class B)	Google Classroom	Y ₁	X	Y ₂

Note:

Experiment Group: Experiment (E-Learning with Schoology)

Control Group: Control (Google Classroom)

Y₁: Pre-test

55

X: Treatment

X₂: Post-test

B. Population and Sample

1. Population

The present research aimed at finding the effect of using e-learning with Schoology on 3rd. semester EFL students' writing skill of IAIN Palangka Raya. So, this research took all the 3rd. semester as the population of the research. There were 113 students of 3rd. the English education study program at IAIN Palangka Raya.

2. Sample

The present research took the sample of the research using a cluster random sampling technique. It is because the present research population has the same opportunity and independence to be used as a sample. By using a cluster random sampling technique, the researcher tossed a coin to decide which classes were the control group and the experiment group. The researcher conducted the treatment to the groups to measure the effect of e-learning with Schoology on EFL students' writing skill of IAIN Palangka Raya. The result of using a cluster random sampling technique was class A which consists of 14 students who were the experiment group and class C which consists of 18 students who were collected pre-test and posttest in schoology and google classroom for sample of the research.

C. Research Instrument

According to Ary (2010, p. 98), Instrumentis the generic term that researchers use for a measurement device (survey, test, questionnaire, etc.). To

help distinguish between instrument and instrumentation, consider that the *instrument is the device* and *instrumentation is the course of action* (the process of developing, testing, and using the device). In the present research, the instruments were pre-test and post-test for the experiment groups and control group. Students were tested about writing English paragraphs in the form of an expository essay.

1. Test

Furan (2004, p. 268) stated a test is a measurement tool that is very important for education research. This study used a writing test about expository essay writing with a different topic.

The researcher collected the data from the pretest and posttest. From them found the effect of e-learning with Schoology on EFL students' writing skill of IAIN Palangka Raya. The pre-test was given in first before treatment. The last test was a post-test. It aimed to compare the pretest scores to the posttest scores.

D. Instrument Reliability and Validity

The researcher of the present research tried out the instruments before it was applied to the participants to know the validity and reliability of the research.

1. Reliability of the test

The researcher conducted a try-out to know the reliability of the test. Reliability is a necessary characteristic of any good test for it to be valid at all, a test must first be reliable as a measuring instrument. In this case, two raters scored the students' writing of report text. The two raters were the researcher and the English expert who had a lot of experience in teaching English.

The reliability Analysis with the Formula of Correlation Coefficient using the SPSS 25.0 Program was used to know the reliability.

In this case, the researcher applied the coefficient correlation and the interpretation of inter-rater reliability proposed by Winkle et al (1989) as shown in the table below:

Table 3.2 Inter-Rater Coefficient Correlation and Interpretation

Correlation Coefficient	Interpretation
.90 to 1.00 or -.90 to -1.00	Very high positive or negative correlation
.70 to .89 or -.70- to -.89	High positive or negative correlation
.50 to .69 or -.50 to -.69	Moderate positive or negative correlation
.30 to .49 or -.30 to -.49	Low positive or negative correlation
.00 to .29 or -.00 to -.29	Little if any correlation

The result of reliability test can be seen in the following table:

Table 3.3 the Reliability Statistics Test

Reliability Statistics	
Cronbach's Alpha	N of Rater
0.88	2

Based on the calculation, the reliability level was 0.88. It meant that the level of reliability of the test was a high positive or negative correlation. The result showed that the test of the research was in reliable distribution.

2. Instrument Validity

Validity is defined as the extent to which an instrument measured what it claimed to measure. In the present research, the researcher tested the face validity

to make sure the items of the test were valid. Since the present research was to measure the effect of e-learning with Schoology on EFL students' writing skill of IAIN Palangka Raya.

- Face Validity

Face validity is a test that looks right to other testers, teachers, indicators, and tests. The type of test used in this research could be suitable to the others at the same level. The face validity of the test was as follows:

- The test used an expository essay. In this case, the students wrote about expository essay.
- The evaluation was based on the scoring system.
- The Language of the test was English.
- The test was suitable for the 3rd semester students' writing skills of the English education study program at IAIN Palangka Raya.

- Content Validity

This kind of validity depends on a careful analysis of the language being tested and of the particular course objective. The present test was constructed to contain a representative sample of the course, the relationship between the test and the course objective always being apparent. Based on the test, it was related to the course objective of 3rd semester students at IAIN Palangka Raya. It meant that the content validity was valid.

- Expert Validity

The researcher also did an expert validity which asked the English writing expert to analyze the test. This part aimed to know whether the test was worthy or

possible to be tested based on the expert analysis. The result showed that the expert-approved the test to be tested to the 3rd. English students at IAIN Palangka Raya.

E. Data Collection Procedure

The technique of collecting data in this research was provided by a pre-test and post-test. the statements of the pre-test and post-test were considered as supporting factors that were used in this analysis. The pre-test was given by the researcher and then the post-test was also given and answered based on their understanding of the materials of expository essay related to the research. The pre-test was a test that tested whether they understand the expository essay and make an example that has been chosen by the researcher which contained a topic that related to the field of study. In addition, the researcher used an application to measure the data accuracy. The collective of data was employed pre-test and post-test which was contained tests related to the objective of the research. For instance, the researcher described the steps of collecting data as follows:

1. Before the researching
 - a. The selection of informants was chosen by the researcher to aim the objective of the study.
2. During the researching
 - a. The researcher set the time of the test and gave information to the subjects about the materials expository essay of the test related to the study in Schoology and goggle classroom.
 - b. The test section began for more or less one hour in IAIN Palangka Raya.

3. After the researching

- a. The researcher classified the result of the test in form of a note field
- b. The researcher took the evidence in form of the text transcript.

F. Data Analysis Procedure

The process of collecting, modeling, and analyzing data to derive insights that aid decision-making is known as data analysis. In this present research, the researcher conducted the normality and homogeneity test before analyzing data.

To analyze the data, the researcher applied some procedures as follow:

1. Scoring the students' writing products with 2 rater, 1 rater is researcher and 2 rater experienced in teaching English based on procedure of scoring adopted from Weigle (2002).
2. Arranging the obtained score into the distribution of frequency of the score table.
3. Calculated the students' improvement from pre-test to post-test.
4. Calculating the data using independent sample t-test form. The researcher used SPSS 25 statistic program to calculate it to get accurate data.
5. Interpreting the result of the calculation. In this part, the researcher interpreted whether teaching English writing using Schoology has significantly different than teaching English writing using google classroom.
6. Calculating the mean score of the data to find out which group has better improvement after experimenting.
7. Deciding to clarify the research finding.
8. Giving a conclusion of the research finding.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter covers the data presentation, data analysis, and discussion.

A. Data Presentation

In the data presentation, the researcher showed the result of the pre-test of the experiment class of rater 1 and rater 2, the post-test of the experiment class of rater 1 and rater 2, the total score pre-test and post-test from rater 1 and rater 2 of experimental group and control group, comparison score of pre-test and post-test of experimental group and control group.

1. Students' Writing Score from Rater 1: Rahma Paujiah

2.1.Pre-test of the experiment class (Schoology) from Rater 1

Table. 4.1The result of pre-test the experiment class (Schoology) from rater 1

No	Students Code	Score					S c o r e
		C	O	V	L	M	
1	E01	2	2	2	2	2	50
2	E02	2	2	2	2	2	50
3	E03	2	2	2	2	2	50
4	E04	2	2	2	3	3	60
5	E05	2	3	3	3	3	70
6	E06	2	2	2	2	2	50
7	E07	2	3	3	3	3	70
8	E08	2	2	2	2	2	50
9	E09	2	3	3	3	3	70
10	E010	2	2	2	2	2	50
11	E011	2	3	3	3	3	70
12	E012	2	3	3	3	3	70
13	E013	2	2	2	2	2	50
14	E014	2	2	2	2	2	50
SUM		-	-	-	-	-	710
Max Score		-	-	-	-	-	70
Min Score		-	-	-	-	-	50
Average		-	-	-	-	-	59.16

Note:

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C: Content

O: Organization

V: Vocabulary

L: Languages

M: Mechanics

Based on the table above obtained from rater 1, eight students got a score of 50, one student got a score of 60, and five students got a score of 70. The highest score of students in the pretest was 70, the lowest value was 50 and the mean is 59.16.

2.2.Pre-test of the control class (Google classroom) from Rater 1

Table. 4.2The result of pre-test the control class (Google classroom) from Rater 1

No	Students Code	Score					Score
		C	O	V	L	M	
1	C01	2	2	2	2	2	50
2	C02	2	2	2	2	2	50
3	C03	2	2	2	2	2	50
4	C04	2	3	3	3	3	70
5	C05	2	2	2	3	3	60
6	C06	2	3	3	3	3	70
7	C07	2	2	2	2	2	50
8	C08	2	3	3	3	3	60
9	C09	2	2	2	2	2	50
10	C010	2	2	2	2	2	50
11	C011	2	2	2	3	3	60
12	C012	2	3	3	3	3	70
13	C013	2	2	2	2	2	50
14	C014	2	2	2	3	3	60
15	C015	2	2	2	2	2	50
16	C016	2	2	2	2	2	50
17	C017	2	3	3	3	3	70
18	C018	2	2	2	2	2	50
SUM		-	-	-	-	-	1020
Max Score		-	-	-	-	-	70
Min Score		-	-	-	-	-	50
Average		-	-	-	-	-	56.66

Note:

C: Content

O: Organization

V: Vocabulary

L: Languages

M: Mechanics

Based on the table above obtained from rater 1, ten students got a score of 50, four students got a score of 60. and four students got a score of 70, the lowest value was 50 and the mean is 56.66.

2.3. Post-Test of the experiment class (Schoology) from Rater 1

Table. 4.3The result of the post-test of the experiment class

(Schoology) from Rater 1

No	Students Code	Score					Score
		C	O	V	L	M	
1	E1	3	3	3	3	3	75
2	E2	2	2	2	3	3	60
3	E3	2	2	2	3	3	60
4	E4	3	3	3	2	2	70
5	E5	3	3	3	3	4	80
6	E6	3	2	3	2	2	60
7	E7	3	3	4	4	4	90
8	E8	2	3	3	3	3	70
9	E9	3	3	3	3	4	80
10	E10	3	3	4	4	4	90
11	E11	3	3	4	4	4	90
12	E12	3	3	3	3	4	80
13	E13	3	3	4	4	4	90
14	E14	3	4	3	4	4	90
SUM		-	-	-	-	-	1085
Max Score		-	-	-	-	-	90
Min Score		-	-	-	-	-	60
Average		-	-	-	-	-	144.66

Note:

C: Content

O: Organization

V: Vocabulary

L: Languages

M: Mechanics

Based on the table above obtained from rater 1, three students got a score of 60, two students got a score of 70, one student got a score of 75, and three students got a score of 80, the highest score of students in the post-test was 90, the lowest value was 60 and the mean is 144.66.

2.4. Post-test of the control class (Google classroom) from Rater 1

Table 4.4 the result of the post-test of the control class (Google classroom) from Rater 1

No	Students Code	Score					Score
		C	O	V	L	M	
1	C1	3	3	3	3	4	80
2	C2	3	2	2	2	3	60
3	C3	2	2	2	3	3	60
4	C4	4	3	3	4	4	90
5	C5	3	4	3	4	4	90
6	C6	3	3	3	3	4	80
7	C7	3	3	3	3	4	80
8	C8	2	3	3	3	3	70
9	C9	2	2	2	3	3	60
10	C10	2	2	2	2	2	50
11	C11	2	3	3	3	3	70
12	C12	3	4	3	4	4	90
13	C13	2	2	2	3	3	60
14	C14	2	3	3	3	3	70
15	C15	3	2	2	2	3	60
16	C16	2	2	2	3	3	60
17	C17	4	3	3	4	4	90
18	C18	2	2	2	3	3	60
SUM		-	-	-	-	-	1280
Max Score		-	-	-	-	-	90
Min Score		-	-	-	-	-	50
Average		-	-	-	-	-	71.11

Note:

C: Content

O: Organization

V: Vocabulary

L: Languages

M: Mechanics

Based on the table above obtained from rater 1, there are one student got a score of 50, seven students got a score of 60, three students got a score of 70, and three students got a score of 80 the highest score of students in the post-test was 90, the lowest value was 50 and the mean is 71.11.

2. Students' Writing Score from Rater 2: Sarah Anggraini

2.5. Pre-test of the experiment class (Schoology) from Rater 2

Table. 4.5 The result of the pre-test of the experiment class (Schoology) from Rater 2

No	Students Code	Score					Score
		C	O	V	L	M	
1	E01	2	2	2	3	2	55
2	E02	2	2	2	2	2	50
3	E03	2	2	2	2	2	50
4	E04	2	2	2	3	3	60
5	E05	2	3	3	3	3	70
6	E06	2	2	2	2	2	50
7	E07	2	3	3	3	3	70
8	E08	2	2	2	2	2	50
9	E09	2	3	3	3	3	70
10	E010	2	2	2	2	2	50
11	E011	2	3	3	3	3	70
12	E012	2	3	3	3	3	70
13	E013	2	2	2	2	2	50
14	E014	2	2	2	2	2	50
SUM		-	-	-	-	-	710
Max Score		-	-	-	-	-	70
Min Score		-	-	-	-	-	50
Average		-	-	-	-	-	59.16

Note:

C: Content

O: Organization

V: Vocabulary

L: Languages

M: Mechanics

Based on the table above obtained from rater 2, eight students got a score of 50, one student got a score of 60, and five students got a score of 70. The highest score of students in the pretest was 70, the lowest value was 50 and the mean is 59.16.

2.6.Pre-test of the control class (Google classroom) from Rater 2

Table. 4.6The result of the pre-test of the control class (Google classroom) from Rater 2

No	Students Code	Score					Score
		C	O	V	L	M	
1	C01	2	2	2	2	2	50
2	C02	2	2	2	2	2	50
3	C03	2	2	2	2	2	50
4	C04	2	3	3	3	3	70
5	C05	2	2	2	3	3	60
6	C06	2	3	3	3	3	70
7	C07	2	2	2	2	2	50
8	C08	2	3	3	3	3	60
9	C09	2	2	2	2	2	50
10	C010	2	2	2	2	2	50
11	C011	2	2	2	3	3	60
12	C012	2	3	3	3	3	70
13	C013	2	2	2	2	2	50
14	C014	2	2	2	3	3	60
15	C015	2	2	2	2	2	50
16	C016	2	2	2	2	2	50
17	C017	2	3	3	3	3	70
18	C018	2	2	2	2	2	50
SUM		-	-	-	-	-	1020
Max Score		-	-	-	-	-	70
Min Score		-	-	-	-	-	50

Average	-	-	-	-	-	56.66
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Note:

C: Content

O: Organization

V: Vocabulary

L: Languages

M: Mechanics

Based on the table above obtained from rater 2, ten students got a score of 50, four students got a score of 60, and four students got a score of 70, the lowest value was 50 and the mean is 56.66.

2.7. Post-test of the experiment class (Schoology) from Rater 2

Table. 4.7 The result of the post-test of the experiment class (Schoology) from Rater 2

No	Students Code	Score					Score
		C	O	V	L	M	
1	E1	4	3	3	3	3	80
2	E2	2	2	2	3	3	60
3	E3	2	2	2	3	3	60
4	E4	3	3	2	2	2	60
5	E5	3	3	3	3	4	80
6	E6	3	3	3	2	2	70
7	E7	3	3	4	4	4	90
8	E8	2	3	3	3	3	70
9	E9	3	3	3	3	4	80
10	E10	3	3	4	4	4	90
11	E11	3	3	4	4	4	90
12	E12	3	3	3	3	4	80
13	E13	3	3	4	4	4	90
14	E14	3	4	3	4	4	90
SUM		-	-	-	-	-	1090
Max Score		-	-	-	-	-	90
Min Score		-	-	-	-	-	60
Average		-	-	-	-	-	77.86

Note:

C: Content

O: Organization

V: Vocabulary

L: Languages

M: Mechanics

Based on the table above obtained from rater 2, three students got a score of 60, two students got a score of 70, one student got a score of 75, and three students got a score of 80 the highest score of students in the post-test was 90, the lowest value was 60 and the mean is 77.5.

2.8. Post-test of control class (Google classroom) from Rater 2

Table 4.8 The result of the post-test of the control class (Google classroom) from Rater 2

No	Students Code	Score					Score
		C	O	V	L	M	
1	C1	3	3	3	3	4	80
2	C2	3	2	3	3	3	65
3	C3	2	2	2	3	3	60
4	C4	4	3	3	3	3	80
5	C5	3	4	3	4	4	90
6	C6	3	3	3	3	4	80
7	C7	3	3	3	3	4	80
8	C8	2	3	3	3	3	70
9	C9	2	2	2	3	3	60
10	C10	2	2	2	2	2	50
11	C11	2	3	3	3	3	70
12	C12	3	3	3	3	4	80
13	C13	2	2	2	3	3	60
14	C14	2	3	3	3	3	70
15	C15	3	2	2	2	3	60
16	C16	2	2	2	3	3	60
17	C17	4	3	3	4	4	90
18	C18	2	2	2	3	3	60
SUM		-	-	-	-	-	1265
Max Score		-	-	-	-	-	90
Min Score		-	-	-	-	-	50
Average		-	-	-	-	-	70.27

Note:

C: Content

O: Organization

V: Vocabulary

L: Languages

M: Mechanics

Based on the table above obtained from rater 2, there are one student got a score of 50, seven students got a score of 60, three students got a score of 70, and three students got a score of 80 the highest score of students in the post-test was 90, the lowest value was 50 and the mean is 71.11.

3. Students' Writing Score Combined from Rater 1 and Rater 2

3.1. Combined Score of pre-test and post-test from Rater 1 and Rater 2 in experimental group

Table 4.9 Combined Score of pre-test and post-test from Rater 1 and Rater 2 in experimental group (Schoology)

No	Students Code	Pre-test Score	Post-test Score
1	E01	50	77,5
2	E02	50	60
3	E03	50	60
4	E04	60	65
5	E05	70	80
6	E06	50	65
7	E07	70	90
8	E08	50	70
9	E09	70	80
10	E010	50	90
11	E011	70	90
12	E012	70	80

13	E013	50	90
14	E014	50	90
Total		810	1087.5
Highest		70	90
Lowest		50	60
Mean		59.16	77.68

Based on the table above, it can be seen that the student's pre-test total score of experiment group was 810 and post-test was 1087.5, pre-test highest score was 70 and post-test was 90, pre-test lowest score was 50 and post-test was 60, and the mean score of pre-test was 59.16 and the post-test was 77.68.

3.2. Combined Score of pre-test and post-test from Rater 1 and Rater 2 in Control group

Table 4.10 Combined Score of pre-test and post-test from Rater 1 and Rater 2 in Control group (Google Classroom)

No	Students Code	Pretest Score	Postest Score
1	C01	50	80
2	C02	50	62,5
3	C03	50	60
4	C04	70	85
5	C05	60	90
6	C06	70	80
7	C07	50	80
8	C08	60	70
9	C09	50	60
10	C010	50	50
11	C011	60	70
12	C012	70	85
13	C013	50	60
14	C014	60	70
15	C015	50	60
16	C016	50	60

17	C017	70	90
18	C018	50	60
Total		10 20	1272.5
Highest		70	90
Lowest		50	50
Mean		56.66	70.69

Based on the table above, it can be seen that the student's pre-test total score of the control group was 120 and post-test was 1272.5, pre-test highest score was 70 and post-test was 90, pre-test lowest score was 50 and post-test was 50, and the mean score of pre-test was 56.66 and the post-test was 70.69.

4. The Improvement of Students' Writing Score from Pre-test to Post-Test

4.1. The Improvement of Students' Writing Score from Pre-test to Post-Test in Experiment Group

Table 4.11 The Improvement of pre-test and post-test in the experiment group

No	Students Code	Pre-test Score	Post-test Score	Improvement
1	E01	50	77.5	+27,5
2	E02	50	60	+10
3	E03	50	60	+10
4	E04	60	65	+5
5	E05	70	80	+10
6	E06	50	65	+15
7	E07	70	90	+20
8	E08	50	70	+20
9	E09	70	80	+10
10	E010	50	90	+40
11	E011	70	90	+20
12	E012	70	80	+10
13	E013	50	90	+40

14	E014	50	90	+40
Total		810	1087.5	-
Highest		70	90	-
Lowest		50	60	-
Mean		59.16	77.68	-

The table above showed the improvements in students' pretest and posttest experiment class scores increased after the researcher conducted Schoology in the teaching and learning which can be seen from the mean score of pre-tests was 59.16 and the mean score of post-test was 77.68.

4.2.The Improvement of Students' Writing Score from Pre-test to Post-Test in the control group

Table 4.12The Improvement of pre-test and post-test in control group

No	Students Code	Pretest Score	Postest Score	Improvement
1	C01	50	80	+30
2	C02	50	62.5	+12.5
3	C03	50	60	+10
4	C04	70	85	+15
5	C05	60	90	+30
6	C06	70	80	+10
7	C07	50	80	+30
8	C08	60	70	+10
9	C09	50	60	+10
10	C010	50	50	+0
11	C011	60	70	+10
12	C012	70	85	+15
13	C013	50	60	+10
14	C014	60	70	+10
15	C015	50	60	+10
16	C016	50	60	+10
17	C017	70	90	+20
18	C018	50	60	+10

Total	1020	1272.5	-
Highest	70	90	-
Lowest	50	50	-
Mean	56.66	70.69	-

The table above showed the improvements in students' pretest and posttest experiment class scores increased after the researcher conducted Schoology in the teaching and learning which can be seen from the mean score of pre-test was 56.69 and the mean score of post-test was 70.69.

5. Comparison between Students' Writing Score of Experimental Group and Control Group

Table 4.13. Comparison between Students' Writing Score of Experimental Group and Control Group

No	Students Code of Control Group	Writing's Score	Students Code of Experimental Group	Writing's Score
1	C01	80	E01	77.5
2	C02	62.5	E02	60
3	C03	60	E03	60
4	C04	85	E04	65
5	C05	90	E05	80
6	C06	80	E06	65
7	C07	80	E07	90
8	C08	70	E08	70
9	C09	60	E09	80
10	C010	50	E010	90
11	C011	70	E011	90
12	C012	85	E012	80
13	C013	60	E013	90
14	C014	70	E014	90
15	C015	60	-	-
16	C016	60	-	-
17	C017	90	-	-

18	C018	60	-	-
Total		1272.5	Total	1087.5
Highest		90	Highest	90
Lowest		50	Lowest	60
Mean		70.69	Mean	77.68

Based on the table 4.13 Comparison between Students' Writing Score of Experimental Group and Control Group, it showed that the mean score of students who were taught using Schoology was higher than students who were taught in the control group (mean score of experiment group 77.68 > mean score of control group 70.69). It can be concluded that students who were taught using Schoology have better improvement than students who were taught using google classroom.

B. Data Analysis

1. Testing the Normality and Homogeneity

a. Normality Test

The data of a quasi-experimental research can't be measured before conducting normality test. The researcher used SPSS 25 program to measure the normality of the data.

Table 4.14 Testing Normality data of Experiment and Control group

	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Students' Writing Scores	Experiment Group	0.159	12	.200*	.885	12	0.101
	Control Group	0.244	18	.006	.866	18	0.115

Based on the table of testing normality data of experiment and control group used SPSS program above, the asymptotic significance normality of Experiment Group was 0.101, and Control Group was 0.115. Then the Normality both of groups were consulted with the table of Shapiro-Wilk with the level of significance 5% ($\alpha=0.05$). If the significance value is higher $>$ than 0.05, the data is in the normal distribution. The data above showed that the significance value of the experiment group was higher than 0.05 ($0.10 > 0.05$) and the significance value of the control group was also higher than 0.05 ($0.115 > 0.05$). It can be concluded that the data was in a normal distribution.

b. Homogeneity Test

After stating that the data was in the normal distribution, the researcher then testing the homogeneity of the data using the SPSS program.

Table 4.15 Testing Data Homogeneity of Experiment and Control Group

		Levene Statistic	df1	df2	Sig.
Students' Writing Scores	Based on Mean	0.61	1	28	0.43
	Based on Median	0.39	1	28	0.53
	Based on Median and with adjusted df	0.39	1	27.808	0.53
	Based on trimmed mean	0.64	1	28	0.42

The homogeneity of the data in the present research was consulted with the table of Levene Statistic test with the level of significance 5 % or 0.05. Based

on the calculation used SPSS 16 program above, the significant level of the data was 0.43, 0.53, 0.53, and 0.42 which meant that the data calculation was higher than 0.05. In conclusion, the data was in the normal distribution.

2. Testing Hypothesis

a. Testing Hypothesis using SPSS Program

The researcher applied the SPSS statistics 25 Program to calculate the t-test in the testing hypothesis of the study. The result of the t-test using the SPSS Program could be seen as follows:

Table 4.16 The Calculation of T-test Using SPSS Statistics 25 Program (Independent Samples Test)

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.139	.712	1.622	30	.115	6.984	4.304	-1.807	15.776
Equal variances not assumed			1.634	28.778	.113	6.984	4.274	-761	15.729

In interpreting the independent sample t-test from the table above, if the significance of the two-tailed is higher than 0.05, it means there is no significant difference between the experiment group and the control group. Otherwise, if the significance of the two-tailed is lower than 0.05, it means there is a significant difference between the first group and the second group.

Based on the independent sample t-test using SPSS statistic 25 programs above, the significance two-tailed is 0.115 is higher ($>$) than 0.05 which means that there is no significant different level between the experiment group and control group. It can be concluded that there is no significant difference between teaching using Schoology on EFL students' writing skills of IAIN Palangka Raya and teaching students using google classroom.

Although there is no significant difference between teaching English writing using Schoology (experiment group) and teaching English using google classroom (control group), the experimental group who was taught using Schoology has better improvement than the control group as the following table of group statistics using SPSS statistics 25 programs:

Table 4.17. Group statistics

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Students' writing score	Experiment Group	14	77.68	11.70	3.12
	Control Group	18	70.69	12.36	2.91

Table 4.17 group statistics showed that the mean score of the experiment group was higher than the mean score of the control group ($77.68 > 70.6$). Based on the mean score calculation, 3rd semester English department students who were taught English writing using Schoology has better improvement than students who were taught using google classroom in the control group.

C. Discussion

This present research aimed at measuring the effect of e-learning with Schoology on EFL students' writing skills of IAIN Palangka Raya. Writing is one of the difficult skills to master. People who can speak English do not mean they

can write correctly. Furthermore, teaching English writing is also quite difficult to teach. Adding to that, we are facing a covid-19 pandemic so that it is changing the teaching and learning system from the face to face meetings to online meetings. It automatically made teaching writing more difficult. But even though writing skill is quite difficult to teach, nowadays teachers are helped by the progress of technology which can be applied in teaching and learning process. The lecturers also used varied technology in teaching English and made the pandemic is not mattered anymore. But there is an innovative platform that has not been used at the campus in the teaching and learning process, it is Schoology. Schoology is an example of a Learning Management System (LMS) that adopts the design of Facebook allowing teachers and students to interact through a social network. The researcher hoped that Schoology helped teachers to organize teaching and learning processes including material preparation, discussion, and assessment so students can improve their English writing skills.

The population of the research consisted of 113 students. The researcher took 32 students as the sample of the research using the cluster random sampling technique which consisted of two groups. They were class A which consists of 14 students who were the experiment group and class C which consists of 18 students was collected the pre-test and post-test in schoology and google classroom for the sample of the research. Considering the purposes of the researcher and the nature of the problem the type of research is quantitative research. To meet the purpose of the research, a quasi-experimental design was considered as an appropriate design to be applied.

Based on the independent sample t-test using the SPSS statistics 25 programs, the significance two-tailed 0.115 is higher ($>$) than 0.05 which meant that there is no significant different level between the experiment group and control group. It can be concluded that there was no significant difference in teaching using Schoology on EFL students' writing skill of IAIN Palangka Raya and teaching students using google classroom.

Although there was no significant difference between teaching English writing using Schoology (experiment group) and teaching English using google classroom (control group), the experimental group who was taught using Schoology has better improvement than the control group who was taught using google classroom. It can be seen from the mean score of the experiment group was higher than the control group ($77.68 > 70.69$).

The reason teaching writing using Schoology had better improvement was Schoology was a teaching and learning application that helped the teacher to deliver material in an easy and fun way monitored students and assessed students' performance. With this application, the teacher could also keep attendance records, online textbooks, and made quizzes. Besides the reason why Schoology improved students' writing skills better, Schoology made the students and researcher closer so that teaching and learning activities were more efficient and able to make an effective learning atmosphere.

This finding is related to Santosa (2018) who stated that helps teachers to organize teaching and learning processes including material preparation, discussion, and assessment. Schoology also helps students and teachers interact

without any hesitation and students do not feel insecure as they do in the conventional class.

Abdellah (2016) also stated that can strengthen the connection between them their instructors by immersing students in an easy-to-use collaborative environment. Schoology can assist teachers in schools in providing creative and innovative learning to students, the more advanced the development there is especially teacher technology must be able to teach students not only in terms of the formality of the theory available in books, evaluations, teaching in the classroom but also in terms of technology the teacher can guide students in understanding and using technology in terms of learning.

In addition, Schoology could improve students' writing skills because the students felt free to explore their ideas without time constraints as at school or it could be said that Schoology encouraged students to try their best achievement. Schoology is the present research also helped students to know what they had to correct on their English writing by checking the correction from the researcher, then they got a direct correction.

It is similar to Sicut's statement (2015) who stated that Schoology helps students to access their grades, attendance records, and teacher feedback on electronically submitted assignments. As in writing English, they can understand what they need to correct in their writing.

CHAPTER V

CONCLUSION AND SUGGESTION

The chapter presents conclusions and suggestions.

A. Conclusion

This present research aimed at measuring the effect of e-learning with Schoology on EFL students' writing skills of IAIN Palangka Raya. Based on an independent sample t-test using SPSS statistics 25 programs, the result showed that there is no significant difference between teaching using Schoology on EFL students' writing skill of IAIN Palangka Raya and teaching students using google classroom with significant two-tailed 0.115 which is higher than 0.05. Although there is no significant difference between teaching English writing using Schoology (experiment group) and teaching English using google classroom (control group), the experimental group who was taught using Schoology has better improvement than the control group who was taught using google classroom. It can be seen from the mean score of the experiment group was higher than the control group ($77.68 > 70.69$). Schoology improved students' writing skills because Schoology made the students and researchers closer so that teaching and learning activities were more efficient and able to make an effective learning atmosphere. In addition, Schoology could improve students' writing skills because the students felt free to explore their ideas without time constraints as at school or it could be said that Schoology encouraged students to try their best achievement.

B. Suggestion

Based on the conclusion of the research above, it is found that teaching English writing using Schoology has not significantly different from teaching English writing using google classroom. Although the result showed it, teaching English writing has improved students' writing skills better than google classroom. So by knowing it, the researcher gave some suggestions as follow:

1. For the students, they must be to study hard effort to improve their writing skills and take a part actively in the learning process to support their writing skills.
2. For the teacher, make the most of teaching students with interest to learn methods to ask students to learn and used different learned media so that students are curious about the method presented by the teacher. Even if possible, make the classrooms as appealing as possible by using Schoology.
3. For the future researcher, it needs outgoing research because this research was only aimed at finding the effect of Schoology on students' writing skills.
4. In this thesis, the researcher realized that there were still many weaknesses that could be seen. The other researchers can improve this study with better design and a different object to support the result findings. The other researcher also can use this research as the reference for conducting their research.

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