# STUDENT'S PERSPECTIVES OF SCHOOLOGY APPLICATION IN IMPROVING STUDENT'S LISTENING SKILLS AT UNIKA St. PAULUS RUTENG

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### ABSTRACT

*E-learning is a type of teaching and learning that allows the delivery of teaching materials to students using the internet, intranet, or other computer network media. Schoology is one of the E-learning platforms that can help teachers to manage classroom. This research used qualitative research and 13 students of the second level of English Study Program, of Indonesian Catholic University of Santu Paulus Ruteng were interviewed. The findings of this study revealed that the students viewed Schoology application is of benefit to improve their listening skills. However, there are still shortcomings in using the schoology application, where students sometimes experience problems with the network so that the audio contained in the application is difficult to access.*

***Keywords:*** *perspective; listening skills; schoology*

## INTRODUCTION

The growth of technology, especially information and communication technologies or ICT, nowadays has a big impact on human life. One of the aspects which is affected by the growth of ICT is education. Currently, students can learn not only anywhere but at the time at any time with the existing Electronic learning (E-Learning) system facilities. E-learning is now increasingly recognized as a way to solve educational problems, especially during pandemic covid-19. E-learning is a type of teaching and learning that allows the delivery of teaching materials to students using the internet, intranet, or other computer network media (Wahono, 2008:11; Darong, 2022). Meanwhile, Dabbagh and Ritland (2005:15) and Darong (2020) stated E-learning which defines online learning as an open and distributed learning environment with pedagogic tools, internet, network-based technologies, to facilitate learning and build knowledge through action and interaction.

Some studies give the advantage of E-learning as its ability to focus on the needs of individual learners. Marc (2000) in his book review on E-learning strategies for delivering knowledge in the digital age noted that one of the advantages of e-learning in education is its focus on the needs of individual learners as an important factor in the

process of education rather than on the instructors', or educational institutions' needs. Some of the advantages that the adoption of E-learning in education, includes: The first, it is flexible when issues of time and place are taken into consideration. Every student has the luxury of choosing the place and time that suits him/her. Smedley (2010), stated that the adoption of E-learning provides the institutions as well as their students or learners the much flexibility of time and place of delivery or receipt of according to learning information. Second, E-learning enhances the efficacy of knowledge and qualifications via ease of access to a huge amount of information. Third, It is able to provide opportunities for relations between learners by the use of discussion forums. Through this, E-learning helps eliminate barriers that have the potential of hindering participation including the fear of talking to other learners. E-learning motivates students to interact with others, as well as exchange and respect different points of view. E-learning eases communication and also improves the relationships that sustain learning. Wagner et al (2008) & Darong & Niman (2021) stated that E-Learning makes available extra prospects for interactivity between students and teachers during content delivery.

There are many types of E-learning used, one of which is Schoology. Schoology is a learning management system (LMS) or course management system (CMS), cloud-based platforms provide the tools needed to manage an online class (Mchichi,2012). This platform facilitates collaboration among a class, a group, or a school. (Byrd 2013) listed the advantages of Schoology including the easiness of use, the security for student safety, and the efficient tools and resources for teachers. Schoology-based E-learning has been used at the Indonesian Catholic University of St. Paul Ruteng, especially in the English language study program.

In learning a language, listening as a basic language skill is the key foundation for all effective communication. This is the ability to accurately receive and deal with messages in communication process that helps language learners to acquire word stress, pronunciation, vocabulary and understand the message. Without the ability to listen effectively, messages are easily misunderstood. Result no communication can be achieved. Therefore, listening is more complex than just hearing. It is a process consisting of four stages: feeling and paying attention, understanding and paying attention, remembering, and responding. Rost (2002) states that listening is mental the process of constructing meaning from spoken put in very important to listen in language class, English learners have to work difficult to improve their listening skills. They must practice listening to spoken language through Radio, TV and Video as listening enhancementseasy job for student or teacher English. In addition, Harmer (2001) revealed that listening is a receptive skill by which people acquiremain idea according to what they hear. Besides that,Helgsen is quoted by Gonzales Moncada (2003) as sayinglistening helps learners become

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flexible listeners, toknow how to listen to get a general ideaor specific information needed to understandvideos. Similarly, Richard & Rubin (cited by VanDuzer, 1997) argues that although listening isPassive skills are very active processespick and choose information fromauditory and visual cues.

There are some previous research related to this study. The first, research from Pahamzah, (2021) was conducted with the title *"The Impact of Schoology On Students' Reading Comprehension And Writing Skill For Senior High School"*. The objective of this research was to find out the process, the student's response, and the student's improvement in reading comprehension and writing skills after learning narrative text by using Schoology E-learning Web at tenth grade of Senior High School. This research used classroom action research design. The researcher observed and gave treatment to improve students' reading comprehension and writing skills. Furthermore, the researcher used observation sheets and documentation to collect qualitative data. Besides the researcher also used tests which consisted of pre-test and Post-test for collecting quantitative data. As the result, the process of teaching narrative text by using the Schoology E-learning web was more effective, interesting, and enjoyable for the students. The students responded and did the tasks given immediately. Consequently, it influenced their score achievement both in reading comprehension and in writing skills.

The second research was done by Masyhudianti, & Suparno (2018) was conducted with the title *"The effectiveness of Schoology to teach writing viewed from students' creativity.* The research was conducted at even semester of tenth-grade students of a Secondary School in Central Java, Indonesia in the academic year of 2017/2018. The data of this research were obtained from a writing test to find out students' writing scores. As a result, the research findings reveal that: (1) Schoology is more effective than Picture Series to teach writing; (2) High creativity students have better writing skills than low creativity students; and (3) There is an interaction between teaching media and students' creativity in teaching writing.

Based on theprevious research studies, the researchers found the similarity and difference of these research with the current research. They have similarities in part which is using Schoology, but this research differ in terms of level and subject. In this research the writers focused on listening skills on university level. Besides, in this research, the writer focusedtheir studies on "students Perception" . Then this study is beneficial for teacher and students to engage themselves in listening skill

## METHOD

This research design is classified as qualitative research. This qualitative research involvescollecting and analyzing data to understand the concepts, and perspectives. Bogdan & Biklen (1992: 21) stated that qualitative research is a research step that produces descriptive data in the form of writing or speech, as well as the behavior

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of the people being observed. This study aims to gain a general understanding of social reality from the participant's point of view.Meanwhile, the researchers collect data through interviews. Esterberg in Sugiyono (2015: 72) stated that interview is a meeting conducted by two people to exchange information or an idea by means of question and answer, so that it can be reduced to a conclusion or meaning in a particular topic. In this research, 13 students of the second level of English Study Program, of Indonesian Catholic University of Santu Paulus Ruteng were interviewed.

**RESULT AND DISCUSSION**

**Tabel 1. Student's Perspectives Of Schoology Application In Improving Listening Skills**

| NO | Participants | Answer | | | | | |
|---|---|---|---|---|---|---|---|
| | | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 |
| 1 | PDJ | I have use scoology aplication for two semesters | Before using the Scoology application, my listening skills were not good. | After using the Scoology application, I feel that my listening skills have improved | The advantage of the Scoology application in my opinion is that the application is very easy to access and the audio that is played is very clear | In my opinion the drawback of the scoology application is that when downloading audio, sometimes the audio cannot be downloaded, so I have to ask my friend for help to send the audio. | In my opinion, the shortcomings of the schoology application should be reviewed so that it is easier to use. |
| 2 | RAE | I used the schoolgy application for two semesters | My listening skills before using this application were very minimal, I couldn't understand perfectly when people spoke English. | There is a little progress, this application really helps me in improving my vocabulary and listening skills. | The advantages of this application are that the first is easy to use and easy access to search, just search on google classrom. And these two applications can also load all listening materials or materials in full. | I think this application is a bit wasteful in using credit, and sometimes the process is slow because the network is difficult. | My suggestion regarding the existing shortcomings is, firstly related to the time where it is better to use the time even more, because listening to their audio |

| No | Name | | | | | | |
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| | | | | | | | is not easy, and secondly related to the internet, preferably for friends or anyone who uses the schology app, preferably when accessing the app. trsebut stay in a place where the internet network is smooth. |
| 3 | SENY | I used the schoology app for one year. | My listening skills before using the schoology application were minimal and did not understand the material well. | After using the schoology application, the changes were made and could understand the material well because the application did not find many obstacles. | Teachers can arrange all activities to be carried out for students, both group/course renewal, and provide feedback to students. students can view questions online, study independenty, and form groups with friends. easy to attend students. | Disadvantages of the schoology application, because it is based online, when you want to access schoology you need the internet, because offline access is not yet available.The display from the home menu is less interactive, so when you first log in or access schoology.For language settings There are also not many types | My suggestion regarding the existing shortcomings is, firstly related to the time where it is better to use the time even more, because listening to their audio is not easy, and secondly related to the internet, preferably for friends or anyone who uses the schology app, |

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| | | | | | | that are used (not varied), including the Indonesian language that is not yet available in it. | preferably when accessing the app. trsebut stay in a place where the internet network is smooth. |
| **4** | TU | Approximately 2 semesters | Before using the schology app, the listening skills I got were minimal, where I didn't understand every audio, especially when there was practice by filling in gaps, after listening to the audio presented from the audio without the schology app | While the skills that I gained after using the Schology app, that is, I can understand every audio that is played, and easily answer any exercises provided in the app. | Weaknesses: 1) often experience problems in the internet network when accessing the schology app. 2). The use of time is limited, and if you are late you cannot access the audio song | In my opinion, the advantages of using this schology app in improving listening skills are; 1) can easily hear the audio provided, 2) can open and select various audio that can be heard, 3) acquire good listening skills, because the audio presented is very short, and the pronunciation and clarity of the sound of the audio | My suggestion regarding the existing shortcomings is, firstly related to the time where it is better to use the time even more, because listening to the audio is not easy, and secondly related to the internet, preferably for friends or anyone who uses the schology aplication preferably when accessing the application in a place where the internet network is smooth. |

| 5 | YEE | Approximately one semester | My listening skills before using the schoology application were minimal. | My listening ability after using the schoology application is helping me in developing listening skills. | The advantage of using this schoology application is that it is easy for lecturers to make assignments, and discuss. | Lack of application of Schoology which hinders listening learning. Namely, the lack of fluency in the interview is caused by minimal vocabulary. | In my opinion, with the application of schoology, commitment is needed, and the campus must comply with and apply good school regulations in the learning process. |
| 6 | KYR | I use the schoology application for about 2 semesters | My previous listening ability was really bad | My listening ability after using the application has changed, which is better than before | The advantage of this application is that we can listen to the audio in this application many times and we can find out the value or what we get from each listening task that we do | Because the application is based online, when accessing schoology you need internet, because offline access is not yet available. The display from the home menu is less interactive, so when you first log in or access the school, maybe some of us will feel confused to understand the features available in it. | use an application that is better than this application and easier to access |

| 7 | YHG | I use the schoology application for about 2 semesters | My Listening ability before using schoology is very low and requires a lot of practice. | My listening ability after using schoology can be said to have increased, although not too significant | The advantages of this apk, we can use it anytime depending on the network conditions we have. This apk also has a feature to replay audio provided by the admin in this apk. | This apk has some drawbacks such as; This apk cannot work in low network areas so the audio playback is not very clear and this is different from other learning apks. The features of this apk are also incomplete, because this apk only provides a learning system from audio only and this can reduce students' interest in using it all the time. | The suggestion is that this apk must be developed in terms of features (adding audio and video). From this apk, it is also quite complicated to open or find the desired course, I hope this is easier. And the addition of game features based on listening learning also I think is good enough to increase the interest of this aplication |
| 8 | MEKK | I use the schoology application for about 2 semesters | Before I used the schology application, my listening skills were very poor, and I felt that almost every pronunciation spoken by native speakers was the same. | I feel that my listening ability as long as I use this application, I think there is an improvement. Where I started to get used to listening to the audio listening provided. through the schology application. | The advantages of the schology application in my opinion: There is a good audio listening feature, which can be listened to repeatedly, so I can listen to audio listening whenever I want. The schology application also | I think using the schology application also requires good internet access, so if we don't have a good network, the schology application is difficult to use. Then it is mandatory to have a | My suggestion regarding the existing shortcomings is, firstly related to the time where it is better to use the time even more, because listening to |

| | | | | | directly explains the value of the results of the assignments we are doing, this is very interesting in my opinion, because it can increase the learning enthusiasm of students. | quota in accessing it, let alone using schology, the quota needed is not small. | the audio is not easy, and secondly related to the internet, preferably for friends or anyone who uses the schology aplication preferably when accessing the application in a place where the internet network is smooth. |
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| **9** | MOEC | I used the schoology application for 1 year (semester 1 to semester 2) | my listening skills before using the schoology application were quite good, because before I used or knew this schoology application, I used other learning sites to improve listening skills. | my listening ability after using this schoology is increase, because the lecturers who teach this course are often given training. | In my opinion, the advantage of the schoology application in improving listening skills, we can download listening practice files that have been sent, so that we have offline files that can help us to hone our listening skills without having to open files online. | In my opinion, the drawback of the schoology application in listening learning is that this application can only be used online. If we do not have an internet quota, we cannot access the schoology application. | My suggestion is to respond to the shortcomings of the schoology application to improve listening skills, this application should be accessed in two ways, namely online and offline in order to access this application more effectively |

| | | | | | | and efficiently. |
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| **10** | VVM | I used the schoology application for 1 year | My listening ability before using the schology application is very low. | After using the schoology application, my listening skills are very good. | The advantage of the schoology application is that the lecturer does not have to bother checking again the questions that have been done by students. Students can also hear the audio given by the lecturer many times and students can directly know their listening ability because the scores obtained by students will immediately appear when students submit because schoology provides gradebooks | The disadvantage of the schoology application is that the display that appears on the home menu is less interactive so it may be that when we are accessing schoology for the first time we will experience difficulties besides that because this application is online based so we must have sufficient internet quota so that we can listen to audio and video. other tasks such as completing missing sentences and so on as well as the language setting is not complete because there is no Indonesian language and the last one is the facilities for | My suggestion to respond to the shortcomings of this schoology application is to provide settings for Indonesian because there are people who do not understand English when using this application, besides that, complete facilities for students. |

| | | | | | | students are not complete. |
|---|---|---|---|---|---|---|
| **11** | SDP | I used the schoology application for 1 year | My listening ability before using the schoology application is still very lacking | My listening ability after using the Schoology application is increasing | the advantage of the schoology application in improving listening skills is that after students do the given task, we can get feedback so that students can find out mistakes in doing assignments | disadvantage of the schoology application is that sometimes its use is hampered because of the network so students will exit the application automatically and the processing time is limited so that it can reduce grades | My suggestion regarding the existing shortcomings is, firstly related to the time where it is better to use the time even more, because listening to the audio is not easy, and secondly related to the internet, preferably for friends or anyone who uses the schology aplication preferably when accessing the application in a place where the internet network is smooth. |
| **12** | EDJ | I used the schoology application for 1 year | My listening ability before using the schoology application is | My listening ability after using the schoology application is quite increase | This application can make it easier for students to access materials and more. | Slow to respond when checking assignments | Hopefully the quality will be better, so that all the shortcomin |

| 13 | MTA | | still very lacking | | The audio in this application can be played repeatedly so I have the opportunity to listen to the audio repeatedly, we can download the collected assignments again, after doing the assignments we can immediately find out how much value we get. | The disadvantage is that when downloading audio is often long, when doing assignments it often exits itself (perhaps due to connection problems), after doing the task we can see our score | gs that have been obtained do not hinder the listening skill learning process.<br><br>Hopefully the quality will be better, so that all the shortcomin gs that have been obtained do not hinder the listening skill learning process. |

Based on the table above, the researcher have received answers from 13 students. In this case, the researchers gave 6 questions related to the application of schoology in listening learning, where in the first question the researcher asked about the period of use of the schoology application, and all participants answered that the schoology application was used for 1 semester. In the second question, the researcher asked questions about their speaking ability before using the schoology application, and all participants answered on average that their listening skills were still lacking. In the third question, the researcher asked how their abilities were after using the schoology application, and all participants answered on average that their listening skills had improved. In the fourth question, the researcher asked about the advantages of the schoology application, and all participants answered on average that the application was easy to access, the audio played was very clear, the teacher could provide feedback after the students listened to the audio. In the fifth question, the researcher asked about the shortcomings of the schoology application and on average they answered that there were problems with

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the network, so that sometimes the audio was difficult to download. In addition, students are not free to access audio because of the timing, so that sometimes students cannot access audio when the time is over. While in the last question, the researcher asked about the suggestions given by students to improve the quality of the application, where the participants suggested that the audio timing could be longer so that it could be accessed at any time, so that students could continue to improve their listening skills.

After the researchers analyzing the answers from all participants, the researchers concluded that the use of the schoology application in listening learning had a positive impact on their listening skills because after using the schoology application, all participants experienced an increase in their listening skills. Even so, there are still shortcomings in using the schoology application, where students sometimes experience problems with the network so that the audio contained in the application is difficult to access. This is because the schoology application cannot be accessed offline. In addition, the timing of the schoology application is very limited so that the audio cannot be accessed at any time. But, indeed basically every online learning application has advantages and disadvantages, especially on the network, so that the shortcomings of the schoology application that are felt by students are still considered reasonable, the point is that their listening skills can still improve. Seeing this condition, the teacher is expected to be able to evaluate the shortcomings of the schoology

application, especially in the time setting provided.

The results of the research obtained by the researchers are the same as the results of previous studies, where the application of schoology has a very positive impact on students' English skills, especially on listening, reading and writing skills. This is because in previous research conducted by Pahamzah (2021) on the impact of using the schoology application on reading and writing skills, the researchers found that schoology was very effective, interesting, and enjoyable. We can see this from the result of the test which has been given to students. The students' mean score gained in pre-test on reading was 62.8 and writing skill was 55.8. In post-test 1, the mean score of reading comprehension improved into 77.2 and 71.5 on writing skill. The results of post-test 2 indicated the improvement of students' reading comprehension and writing skill. The mean score of students' reading comprehension improved into 83.3 and 76.9 on writing skill Based on the finding of this research, it can be concluded that the use of Schoology e-learning web during online learning period was successful to improve students; reading comprehension and writing skill particularly in narrative text at tenth grade of Senior High School.

While another research conducted by Masyhudianti & Suparno (2018) on the influence of schoology application for teaching writing, the researcher found that the schoology application was more effective than picture series, high creativity students have better writing skill than low

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creativity students, and there is an interaction betweem teaching media and students creativity in teaching. We can see from the test whuch has given to students. The results show that the mean scores of HS (high creativity students taught by using Schoology) 1 is 85, HP (high creativity students taught by using Picture Series) 2 is 73.62, LS (low creativity students taught by using Schoology)1 is 72.31, and LP (low creativity students taught by using Picture Series) 2 is 72.69.

**CONCLUSION**

Based on the findings the researchers concluded that the use of schoology applications in listening learning had a positive impact on their listening skills. Even so, there are still shortcomings in using the schoology application, where students sometimes experience problems with the network so that the audio contained in the application is difficult to access. This is because the schoology application cannot be accessed offline. In addition, the timing of the schoology application is very limited so that the audio cannot be accessed at any time. The researchers suggests that further researchers can conduct research on other aspects of learning English, related to the use of schoology applications.

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