

STUDENTS' PERCEPTION ON USING SCHOOLGY APPLICATION IN LEARNING ENGLISH DURING PANDEMIC COVID-19

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Abstract: This research aims to identify and describe the students' perception on using Schoology application in learning English during pandemic Covid-19. The population of this research is the second year students of SMP Cendana Pekanbaru. The number of sample is 44 students selected by using cluster random sampling technique. Data of this research were collected through an online questionnaire using Google form and distributed via WhatsApp Group. The research analyzed by using SPSS Ver.23 and Microsoft Excel then explained descriptively. Based on the results of this research, the students' perception levels in terms of Students' Perception on Utilizing Schoology in Learning English during Pandemic Covid-19 (X1) was in very good category (82.8%), Students' Perception about Benefits of Using Schoology in Learning English during Pandemic Covid-19 (X2) was in good category (76%), Students' Perception about Challenges on Using Schoology in Learning English during Pandemic Covid-19 (X3) was in mediocre category (58.9%), and Students' Perception of Satisfaction by Using Schoology in Learning English during Pandemic Covid-19 (X4) was in good category (67%). The results shows the average of all scores in general was in good category (71.18%). It means the students' positively accepted Schoology as a good application a platform in learning English during pandemic Covid-19. Students' Perception on Utilizing Schoology in Learning English during Pandemic Covid-19 (X1) has the highest percentage (82.8%) which means that students agree that Schoology is easy to use, Schoology has interesting features that support teaching and learning activities. This study implies that the second year students of SMP Cendana Pekanbaru have a good perception on using Schoology in learning English during pandemic Covid-19.

Key Words: Perception, Schoology, Pandemic Covid-19.

PERSEPSI SISWA TERHADAP PENGGUNAAN APLIKASI SCHOODOLOGY DALAM PEMBELAJARAN BAHASA INGGRIS DI MASA PANDEMI COVID-19

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Abstrak: Penelitian ini bertujuan untuk mengidentifikasi dan mendeskripsikan persepsi siswa dalam menggunakan aplikasi Schoology dalam pembelajaran bahasa Inggris di masa pandemi Covid-19. Populasi dalam penelitian ini adalah siswa kelas 8 SMP Cendana Pekanbaru. Jumlah sampel adalah 44 siswa yang dipilih dengan menggunakan teknik cluster random sampling. Data penelitian ini dikumpulkan melalui kuesioner online menggunakan Google formulir dan didistribusikan melalui Grup WhatsApp. Penelitian ini dianalisis dengan menggunakan SPSS Ver.23 dan Microsoft Excel kemudian dijelaskan secara deskriptif. Kuesioner dalam penelitian ini menggunakan empat indikator untuk mengukur persepsi siswa: Berdasarkan hasil dari penelitian ini, tingkat persepsi siswa dalam hal Persepsi Siswa tentang Penggunaan Schoology dalam Pembelajaran Bahasa Inggris selama Pandemi Covid-19 (X1) berada pada kategori sangat baik (82.8%), Persepsi Siswa tentang Manfaat Menggunakan Schoology dalam Pembelajaran Bahasa Inggris selama Pandemi Covid-19 (X2) dalam kategori baik (76%), Persepsi Siswa tentang Tantangan Menggunakan Schoology dalam Pembelajaran Bahasa Inggris selama Pandemi Covid-19 (X3) berada dalam kategori sedang (58.9%), dan Persepsi Siswa tentang Kepuasan Menggunakan Schoology Pembelajaran Bahasa Inggris di masa Pandemi Covid-19 (X4) berada pada kategori baik (67%). Hasil penelitian menunjukkan rata-rata seluruh skor secara umum berada pada kategori baik (71.18%). Artinya, Schoology adalah aplikasi yang baik untuk digunakan sebagai platform dalam belajar bahasa Inggris. Persepsi Siswa tentang Pemanfaatan Schoology dalam Pembelajaran Bahasa Inggris di Masa Pandemi Covid-19 (X1) dengan persentase tertinggi (82.8%) yang menjelaskan bahwa siswa setuju bahwa Schoology mudah digunakan, Schoology memiliki fitur-fitur menarik yang mendukung kegiatan belajar mengajar. Penelitian ini menyiratkan bahwa siswa kelas dua SMP Cendana Pekanbaru memiliki persepsi yang baik tentang penggunaan Schoology dalam pembelajaran bahasa Inggris selama pandemi Covid-19.

Kata Kunci: Persepsi, Schoology, Pandemi Covid-19

INTRODUCTION

Today, e-learning has become the mandatory component of all educational institutions like schools, colleges, and universities worldwide due to the pandemic crisis of Covid-19. A pandemic is a disease that spreads in multiple countries around the world at the same time. This condition affected various sectors, including education. Collins English Online Dictionary online explained a pandemic is a disease that affects most people over a wide area (Collin Dictionary, 2021). According to Huang, et al. (2020), a new coronavirus known as Covid-19 was last discovered in 2019, in Wuhan Seafood Market. The World Health Organization has stated that Covid-19 as a pandemic has become a newest threat to mankind. Based on The Director General of WHO in March 2020 (WHO, 2020) announced the Covid-19 is a pandemic after a research of the rapid spread and severity of the deadly virus around the world with a piece of information to stay away from the society of social distancing as a way to prevent the spread of the epidemic. A lot of countries are shutting down schools, colleges, and universities. Students are required to learn from home because face-to-face learning is eliminated to prevent the transmission of Covid-19.

Online learning was the correct solution during the Covid-19 pandemic (Rohman et al., 2020). E-learning is a way to move beyond physical distance and connect students through the e-learning process (Haron et al., 2015). E-learning is a way to further educate and reduce the spread of Covid-19 worldwide. Online learning can be seen as a good way of innovation that allows people to have an educational environment where and when they want it. Febrianto et al., (2020) said that e-learning is effective because it helps teachers to build virtual classrooms related to the atmosphere of learning in the classroom. Online learning is able to make students do learning activities completely without limited face to face like usual in the classroom.

Fast technological advancements, particularly within the period of Industrial Revolution 4.0, make learning conceivable anyplace and anytime, like by utilizing the e-learning system. The foremost current kind of e-learning is Learning Management System (LMS). LMS provides a learning platform that can facilitate interaction anytime and anywhere as long as their users are connected to the system via the internet. These days, in online learning teachers require LMS as a medium in the English learning-teaching process. Series (2020) stated that Learning Management System (LMS) is a program application that automates the administration, tracking, and reporting of the learning. Ferdianto & Dwiniasih (2019) explained which LMS is a software application for the administration, documentation, tracking, reporting and delivery of educational courses, training programs, or learning and development programs.

Nowadays, e-learning platforms achieve popularity in Indonesia, because the platforms are widely used and installed during the pandemic of Covid-19. There are many kinds of online learning platforms to use for teachers in learning teaching process such as Rumah Belajar, Quipper School, Ruang Guru, Google Classroom, Zoom, Schoology, Edmodo, Moodle, Quizziz, and so on. Service et al (2020) stated that the best LMS for 2018 are Absorb, Moodle, Canvas, Schoology, Blackboard Learn, Brightspace, Edmodo, Quizlet and Google Class-room, based on editor's rating, SCORM (technical standard for e-learning soft-ware), Bundled Course Content, Single Sign-On (SSO), E-Commerce, Developer API, Available LTI Support, and Native Web Hosting.

Even though online learning is said to be an effective way to learn English during the Covid-19 pandemic, e-learning certainly still has challenges and difficulties faced by students in virtual learning using online platforms. Therefore, the writer wants to know the students' experience in learning English during the Covid-19 pandemic by knowing their perception. Perception is what people behave, believe, feel, and think about something. Perception is very important in understanding human behavior because every person perceives the world and approaches life problems differently. In this research, the writer wants to know what students' perception in learning English by using online platforms, especially Schoology. This research was conducted at SMP Cendana Pekanbaru that is located on PT. Pertamina Hulu Rokan, Kec. Rumbai, Kota Pekanbaru, Riau. Online platforms that were used in the learning and teaching process during the pandemic of Covid-19 in SMP Cendana Pekanbaru are Schoology, Zoom Meeting and WhatsApp.

Thus, this research is entitled "Students' Perception on Using Schoology in Learning English during Pandemic Covid-19". The formulation of this research is "what is the students' perception on using Schoology application in learning English during pandemic Covid-19". The objective of this research is to know the students' perception on using Schoology application in learning English during pandemic Covid-19.

METHODOLOGY

This research is a quantitative method with a descriptive research design. The population of this research was the eighth grade students of SMP Cendana Pekanbaru that consisted of three classes: 8A, 8B, and 8C. The total number of the population is 65 students. The population was divided into try-out and sample class that chosen by using cluster random sampling. The try-out class was 8A which consisted of 21 students, and for the sample class was 8B and 8C which consisted of 44 students.

The data on this research were collected by using an online questionnaire by Google form and distributed via WhatsApp Group. The online questionnaire consisted of four indicators. The total of number of test items was 20 statements, which each indicator consisted of 5 statements. Before the test was distributed to the sample class, try out was carried to the try-out class. The results analyzed by using SPSS Ver.23 to found the validity and reliability of the questionnaire. Then, the questionnaire was given to the sample class 8B and 8C that consisted of 44 students. The results of the data were analyzed by using Microsoft Excel 2010 to looking for the minimum, maximum, mean, standard deviation, and percentage. The main findings analyzed by looking at the whole average and the percentage of each items from the highest to the lowest and classified the percentage score into four category: very poor, poor, mediocre, good, and very good (Arikunto, 2013). After that, the results were analyzed and explained descriptively.

Table 1. Classification of Students' Scores

Score Classification	Category
81-100	Very Good
66-80	Good
56-65	Mediocre
40-55	Poor
0-39	Very Poor

FINDINGS AND DISCUSSION

Findings

1. The Results of the Questionnaire

Table 2. Percentage of Students' Perception on Using Schoology Application

	N	Minimum	Maximum	Mean	Std. Deviation	Index Percentage
X1	44	14	25	20.70	3.085	82,8%
X2	44	11	25	19.00	3.306	76,0%
X3	44	9	21	14.73	2.697	58,9%
X4	44	13	20	16.75	1.542	67,0%

The average of all scores in general is in good category (71.18%). The first indicator, Students' Perception on Utilizing Schoology Application in Learning English during Pandemic Covid-19 (X1) was in the very good category with mean score 20.70, standard deviation 3.085, and the index percentage 82.8%. The second indicator, Students' Perception about Benefits of Using Schoology Application in Learning English during Pandemic Covid-19 (X2) was in the good category with mean score 19.00, standard deviation 3.306, and the index percentage 76%. The third indicator, Students Perception about Challenges on Using Schoology Application in Learning English during Pandemic Covid-19 (X3) was in the mediocre with mean score 14.73, standard deviation 2.697 and the index percentage 58.9%. The fourth indicator, Students' Perception of Satisfaction by Using Schoology Application in Learning English during Pandemic Covid-19 (X4) was in the good category with mean score is 16.75, standard deviation 1.542, and the index percentage 67%. From the results, Students' Perception on Utilizing Schoology Application in Learning English during Pandemic Covid-19 (X1) was in the very good category, it was the indicator with the highest index percentage (82.8%) and Students Perception about Challenges on Using Schoology Application in Learning English during Pandemic Covid-19 (X3) was in the mediocre category, it was the indicator with the lowest index percentage (58.9%).

a. Students' Perception on Utilizing Schoology Application in Learning English during Pandemic Covid-19

Table 3. Students' Perception on Utilizing Schoology by Sub-Indicators

	N	Minimum	Maximum	Std. Deviation	Mean	Percentage (%)
X1.1	44	3	5	.743	4.23	60%
X1.2	44	3	5	.655	4.39	87.7%
X1.3	44	3	5	.701	4.20	84.1%
X1.4	44	2	5	.834	4.05	80.9%
X1.5	44	2	5	.888	3.84	76.8%
Average					20.70	77.9%

X1.1 refers to the statement in the questionnaire, *I use Schoology in learning English*. The data shows that the mean 4.23 and the percentage 60%. It categorized in the mediocre category. It means that most of respondents agree that they use Schoology in learning English.

X1.2 refers to the statement in the questionnaire, *I can use mobile phone or laptop to use Schoology in learning English*. The data shows that the mean 4.39 and the percentage 87.7%. It categorized in the very good category. It means that most of respondents agree that they can use mobile phone or laptop to use Schoology in learning English.

X1.3 refers to the statement in the questionnaire, *I can share, save, and download learning materials, assignments, files, documents, pictures, videos, and another important things by using Schoology*. The data shows that the mean 4.20 and the percentage 84.1%. It categorized in the very good category. It means that most of respondents agree that they can share, save, and download learning materials, assignments, files, documents, pictures, videos, and another important things by using Schoology.

X1.4 refers to the statement in the questionnaire, *Schoology is easy to use in learning English*. The data shows that the mean 4.05 and the percentage 80.9%. It categorized in the very good category. It means that most of respondents agree that Schoology is easy to use in learning English.

X1.5 refers to the statement in the questionnaire, *Schoology has interesting features that support teaching and learning English activities*. The data shows that the mean 3.84 and the percentage 76.8%. It categorized in the good category. It means that most of respondents agree that Schoology has interesting features that support teaching and learning English activities.

b. Students' Perception about Benefits of Using Schoology Application in Learning English during Pandemic Covid-19

Table 4. Students' Perception about Benefits Schoology by Sub-Indicators

	N	Minimum	Maximum	Std. Deviation	Mean	Percentage (%)
X2.1	44	2	5	.817	3.73	74.5%
X2.2	44	2	5	.795	3.86	77.3%
X2.3	44	2	5	.905	3.86	77.3%
X2.4	44	2	5	.795	3.80	75.9%
X2.5	44	1	5	.866	3.75	75%
Average					19.00	76%

X2.1 refers to the statement in the questionnaire, *I am enthusiastic and confident on using Schoology in learning English during pandemic of Covid-19*. The data shows that the mean 3.73 and the percentage 74.5%. It categorized in the good category. It means that most of respondents agree that they enthusiastic and confident on using Schoology in learning English during pandemic of Covid-19.

X2.2 refers to the statement in the questionnaire, *I am interested in using Schoology and challenge to do English assignments*. The data shows that the mean 3.86 and the percentage 77.3%. It categorized in the good category. It means that most of respondents agree that they interested in using Schoology and challenge to do English assignments.

X2.3 refers to the statement in the questionnaire, *Schoology can help me to improve my English skill*. The data shows that the mean 3.86 and the percentage 77.3%. It categorized in the good category. It means that most of respondents agree that Schoology can help them to improve my English skill.

X2.4 refers to the statement in the questionnaire, *I can learn English anytime and anywhere by using Schoology*. The data shows that the mean 3.80 and the percentage 75.9%. It categorized in the good category. It means that most of respondents agree that they can learn English anytime and anywhere by using Schoology.

X2.5 refers to the statement in the questionnaire, *by Schoology I can improve my skill in technology*. The data shows that the mean 3.75 and the percentage 75%. It categorized in the good category. It means that most of respondents agree that by Schoology they can improve my skill in technology.

c. Students Perception about Challenges on Using Schoology in Learning English during Pandemic Covid-19

Table 5. Students' Perception about Challenges Schoology by Sub-Indicators

	N	Minimum	Maximum	Std. Deviation	Mean	Percentage (%)
X3.1	44	1	5	1.098	3.16	63.2%
X3.2	44	1	5	1.127	3.59	71.8%
X3.3	44	1	3	.594	1.70	34.1%
X3.4	44	1	5	1.000	3.52	70.5%
X3.5	44	1	5	.866	2.75	55%
Average					14.73	58.9%

X3.1 refers to the statement in the questionnaire, *I can't learn English or do my assignments if I don't have internet quota*. The data shows that the mean 3.16 and the percentage 63.2%. It categorized in the mediocre category. It means that most of respondents agree that they can't learn English or do my assignments if they don't have internet quota.

X3.2 refers to the statement in the questionnaire, *sometimes I can't use Schoology in learning English because of the network connection*. The data shows that the mean 3.59 and the percentage 71.8%. It categorized in the good category. It means that most of respondents agree that they can't learn English or do my assignments if they don't have internet quota.

X3.3 refers to the statement in the questionnaire, *I don't have mobile phone or laptop to open Schoology*. The data shows that the mean 1.70 and the percentage 34.1%. It categorized in the very poor category. It means that most of respondents agree that they disagree don't have mobile phone or laptop to open Schoology.

X3.4 refers to the statement in the questionnaire, *the use of Schoology application needs a lot of quota to access material in the form of video or audio*. The data shows that the mean 3.52 and the percentage 70.5%. It categorized in the good category. It means that most of respondents agree that they the use of Schoology application needs a lot of quota to access material in the form of video or audio.

X3.5 refers to the statement in the questionnaire, *if Schoology accessed on a mobile phone, the available content is incomplete*. The data shows that the mean 2.75 and the percentage 55%. It categorized in the poor category. It means that most of respondents agree that if Schoology accessed on a mobile phone, the available content is incomplete.

d. Students' Perception of Satisfaction by Using Schoology in Learning English during Pandemic Covid-19

Table 6. Students' Perception of Satisfaction Using Schoology by Sub-Indicators

	N	Minimum	Maximum	Std. Deviation	Mean	Percentage (%)
X4.1	44	1	3	.661	2.07	41.4%
X4.2	44	2	5	.743	3.77	75.5%
X4.3	44	1	5	.834	3.05	60.9%
X4.4	44	2	5	.841	3.61	72.3%
X4.5	44	3	5	.686	4.25	85%
Average					16.75	67%

X4.1 refers to the statement in the questionnaire, *I am not interested in using Schoology because it is difficult to use*. The data shows that the mean 2.07 and the percentage 41.4%. It categorized in the poor category. It means that most of respondents disagree that they not interested in using Schoology because it is difficult to use.

X4.2 refers to the statement in the questionnaire, *I am really satisfied using Schoology because it is a good platform to use in learning English*. The data shows that the mean 3.77 and the percentage 75.5%. It categorized in the good category. It means that most of respondents agree that they really satisfied using Schoology because it is a good platform to use in learning English.

X4.3 refers to the statement in the questionnaire, *I prefer to use textbook to use Schoology in learning English*. The data shows that the mean 3.05 and the percentage 60.9%. It categorized in the mediocre category. It means that most of respondents agree that they prefer to use textbook to use Schoology in learning English.

X4.4 refers to the statement in the questionnaire, *I am motivated to study harder in learning English by using Schoology application*. The data shows that the mean 3.61 and the percentage 72.3%. It categorized in the good category. It means that most of respondents agree that they motivated to study harder in learning English by using Schoology application.

X4.5 refers to the statement in the questionnaire, *Schoology is suitable as a distance learning medium during pandemic of Covid-19*. The data shows that the mean 4.25 and the percentage 85%. It categorized in the good category. It means that most of respondents agree that Schoology is suitable as a distance learning medium during pandemic of Covid-19.

Discussion

From the result, the percentage showed that most students' perception in the good category and respondents agree in almost all statements. The results of this research are related to the results of the related studies on the same topic. As Vania Wibowo (2015) stated that the website design provides professional looks and beneficial features. Other than that, mostly they felt satisfied with using Schoology as a platform in the English teaching and learning process. Ahmad Ridho Rojabi (2021)

also stated that they are interested in features of Schoology, and the application is easy to use. He also stated students can save more time and can learn anywhere and anytime. It is the same with Chia Clarissa Crisientia (2017) which stated that Schoology can be used as a medium in teaching and learning process. From the result of this research, the data shows that Schoology also has some challenges such as internet signals and internet quota. It was also stated by Ahmad Ridho Rojabi (2021) in his research.

In this research, the result was explained in four indicators. The first indicator is Students' Perception on Utilizing Schoology Application in Learning English during Pandemic Covid-19 with five sub-indicators. The results show on average the students' perception in the very good category (82.8%). The respondents agree that they are using Schoology in learning English (84.5%), which means that it is true that they are using the Schoology application in learning English during Pandemic Covid-19. They strongly agreed that they can use a mobile phone or laptop to use Schoology in learning English (87.7%). It means that Schoology can be opened by using a mobile phone or laptop in learning English. The respondents stated that by using Schoology they can share, save, and download learning materials, assignments, files, documents, pictures, videos, and other important things (84.1%). It means that Schoology has features that can help the students in learning English. They state that Schoology is easy to use in learning English (80.9%) and the respondents agree that Schoology has interesting features that support teaching and learning English activities (76.8%).

The second indicator is Students' Perception about Benefits of Using Schoology Application in Learning English during Pandemic Covid-19 with five sub-indicators. The results show on average the students' perception in the good category (76.0%). The respondents stated that they are enthusiastic and confident on using Schoology in learning English during the pandemic of Covid-19 (74.5%) and agree that they are interested in using Schoology and challenge themselves to do English assignments (77.3%). The respondents also stated that Schoology can help them to improve their English skill (77.3%). The students agree that they can learn English anytime and anywhere by using Schoology (75.9%) and they agree that by Schoology, they can improve their skill in technology (75.0%). The third indicator is Students' Perception about Challenges on Using Schoology Application in Learning English during Pandemic Covid-19 with five sub-indicators. The result shows the students' perception in the mediocre category (58.9%). The respondents stated that they can't learn English or do their assignments if they don't have a quota (63.2%). It means that they can still learn English even though they don't have an internet quota. They agree that sometimes they can't use Schoology in learning English because of the network connection (71.8%). The respondents stated that they don't have a mobile phone or laptop to open Schoology (34.1%). It means that they have a mobile phone or laptop to open Schoology. The respondents agree that the use of a Schoology application needs a lot of quota to access material in the form of video or audio (70.5%). The respondents stated neutrally that if Schoology accessed on a mobile phone, the available content is incomplete (55.0%).

The last indicator is Students' Perception about satisfaction by Using Schoology Application in Learning English during Pandemic Covid-19 with five sub-indicators. The respondents stated they are interested in using Schoology because it is easy to use (41.4%). The respondents agree that they are really satisfied using Schoology because it is a good platform to use in learning English (75.5%) and they stated neutrally that they prefer to use textbooks to use Schoology in learning English (60.9%). The

respondents stated agree that they are motivated to study harder in learning English by using Schoology application (72.3%) and they are also stated agree that Schoology is suitable as a distance learning medium during pandemic of Covid-19.

Out of the four indicators, students' perception on utilizing Schoology in learning English during pandemic Covid-19 (X1) has the highest mean score 20.7, followed by Students' Perception about Benefits of Using Schoology in Learning English during Pandemic Covid-19 (X2) the mean score is 19.0, then Students' Perception of Satisfaction by Using Schoology in Learning English during Pandemic Covid-19 (X4) with the mean score is 16.7, and the last Students Perception about Challenges on Using Schoology in Learning English during Pandemic Covid-19 (X3) the mean score is 14.7. In the first indicator (X1) has the highest mean score on the statement I can use mobile phone or laptop to use Schoology in learning English (4.39) and the lowest mean score on the statement Schoology has interesting features that support teaching and learning English activities (3.84). In the second indicator (X2) has the highest mean score on the statement I am interested in using Schoology and challenge to do English assignments (3.86) and Schoology can help me to improve my English skill (3.86), and the lowest mean score on the statement I am enthusiastic and confident on using Schoology in learning English during pandemic of Covid-19 (3.73). In the third indicator (X3) has the highest mean score on the statement sometimes I can't use Schoology in learning English because of the network connection (3.59), and the lowest mean score on the statement if Schoology accessed on a mobile phone, the available content is incomplete (2.75). In the fourth indicator (X4) has the highest mean score on the statement Schoology is suitable as a distance learning medium during pandemic of Covid-19 (4.25), and the lowest mean score on the statement I prefer to use textbook to use Schoology in learning English (3.05).

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This research aims to know the students' perception on using Schoology application in learning English during pandemic Covid-19. The writer gets the score of students from the result of the test. From the results above, the general index percentage of the results was in the good category (71.18%). It means the students have a good perception about Schoology in learning English during pandemic Covid-19. According to the formulation of the problem in this research "what is the students' perception on using Schoology application in learning English during the pandemic of Covid-19?" It can be concluded that the second year students of SMP Cendana Pekanbaru have a good perception about Schoology application. From the utilizing it can summarized that the students agree that Schoology can opened by mobile phone or laptop (87.7%); in Schoology can share, save, and download learning materials, assignments, files, documents, pictures, videos, and another important things (84.1%); Schoology is easy to use (80.9%); Schoology has interesting features (76.8%).

In reference with the benefits of using Schoology, there are several benefits the use of Schoology in learning English; the students become enthusiastic and confident on using Schoology (74.5%); the students interested in using Schoology and challenge

to do English assignments (77.3%); Schoology can help the students in improving English skill (77.3%); the students can learn English anytime and anywhere by Schoology (75.9%); and Schoology can improve students' skill in technology (75.0%). About the challenges, their challenges in using Schoology are the network connection and the internet quota. The students stated that sometimes they can't use Schoology because of the network connection (71.8%); the use of Schoology application needs a lot of quota to access material in the form video or audio (70.5%); and the available content is incomplete if Schoology accessed on a mobile phone (55.0%). Other than that, the students stated satisfied in using Schoology during pandemic Covid-19; the respondents stated really satisfied using Schoology because it is a good platform to use in learning English (75.5%); the students motivated to study harder in learning English by using Schoology application (72.3%); and Schoology is suitable as a distance learning medium during pandemic of Covid-19 (85.0%). Overall, Schoology has benefits and challenges to use in learning English during pandemic Covid-19.

Recommendations

From the conclusion above, the writer would like to give recommendations as follows:

1. The English teachers are recommended to use the Schoology application in learning and teaching English process.
2. Students are recommended to use Schoology in improving English as an online platform in learning English.
3. Other researchers are recommended to use this research as additional references to do new research about Schoology. They can conduct further research on Schoology because this LMS gives benefits and challenges. In addition, they may conduct an experimental research about the benefits and challenges of using Schoology. With an experimental research, they learn something new about the benefits and challenges of using Schoology. It can maintain teachers and students' perspective that Schoology is one of good application to use in learning English.

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