Improving reading skills through internet schoology for vocational high school

Sri Komaryati

Universitas Sarjanawiyata Tamansiswa. Jalan Kusumanegara No.157, Yogyakarta 55165, Indonesia
*Corresponding author. Email: iikust2015@gmail.com

Abstract: The objectives of this study are (1) to describe the process of implementation of Internet Schoology in teaching reading; (2) to find out the result of the implementation of Internet Schoology in teaching reading. This research belongs to Classroom Action Research proposed by Kemmis and Mac Taggart (1999). It consisted of four steps. They are planning, action, observation, and reflection. The research used inquiry-based instruction for the teaching method and the internet Schoology as the source of online media. This research was conducted in two cycles. The process of the implementation of Schoology was opening, introduction, exploration, elaboration, confirmation, and closing. In the opening, the researcher greeted the students and praying. The students were introduced with the used of Schoology, the topic was stated, and the researcher explains the learning objectives in the introduction. In elaboration, students did an assignment, to answer questions based on a text. In exploration, the teaching and learning were about to identify the topic of the text, identify the vocabulary or difficult words, identify the main idea and specific info of the text, and identify the grammar used in the text. In confirmation, the students got the answer to their assignment. The method of inquiry-based instruction was applied to internet Schoology. The result shows that the students were enthusiastic and motivated to learn reading using Schoology. There was an improvement from cycle 1 to cycle 2. The using of internet Schoology improved the students reading ability, especially in mastering vocabulary.

Keywords: Learning, Media, Reading, Schoology.

Introduction

Reading is one of four skills that need to be learnt besides listening, speaking and writing. Reading has a large role in language teaching strengthening skills acquired by students in listening, speaking, and writing (Maxom, 2009: 139). Reading skills affect the learning process of other skills.

Problems arise from several factors. They are teacher-centered, rely on material from textbooks and LKS most of the teachers use textbooks and printed materials to teach students, the material is often delivered in a monotonous way so the students are getting bored, the lack of media to support teaching and learning process of the availability of multimedia sources interactive, lack of opportunities for students to be actively involved in the teaching and learning process due to limited time, low student motivation, student passivity during the teaching and learning process of English, and the lack of vocabulary mastery to understand the text. All of these factors contribute to a low level of student reading comprehension.

Each student has unique needs and abilities. The most prominent individual differences in the classroom are the various levels of proficiency across the class and the differences among students especially in reading ability. The teacher finds it difficult to apply appropriate teaching techniques to read that are suitable for students. Consequently, conventional teaching techniques used today cannot help students with varying abilities to achieve teaching objectives.

Students should be able to achieve the reading competencies as required by the national curriculum. However, based on preliminary observations at SMK Muhammadiyah 1 Rongkop Gunungkidul, students found reading was the most difficult skill to master. They can not understand the contents of the English text either. For example they do not know what the text is about. Furthermore,

they can not answer questions related to the correct text. This condition affects the English proficiency of other students. This difficulty is caused by several problems.

In addition, the students feel afraid to read, especially reading aloud the English text because it will be displayed so clearly in public. For example, when the teacher asks one of the students to read the text aloud individually among the students, he is not confident and does not want to read. This situation makes learning unsafe and tends to decrease students' motivation in learning.

The development of education today cannot be separated from the development of science and technology. Education demands always move along with the development of global technology. With regard to education, teaching and learning in the classroom are required to be innovative and creative. In this case in English lessons especially very low reading skills are mastered by current students. There is no doubt that the current technology is growing rapidly, but it is still lacking in improving students' reading ability.

Considering the facts, teachers need to find an effective way to improve the process of teaching and learning English reading skill in ten grade SMK Muhammadiyah 1 Rongkop Gunungkidul. One of methods that be applied in teaching and learning process is internet based education.

In this research, it is focused internet based education and Internet aplication that is supposed that is supposed to be more familiar for students. The researcher used "Schoology" as internet based education in language learning. Schoology offers new powerful technology at all grade levels to rcognize content, engage students, and connect to families. It is changing the way our teachers communicate online with students and families. Paulsen (2003) noted that available online and providing automatic feedback to students' learning activities is interactive learning in learning content. However, internet based education is supposed to make it easy students in learning. Students and teachers are able to communicate each other through this media.

Based on the explanation about the problem in teaching and learning reading of ten grade students in SMK Muhammadiyah 1 Rongkop Gunungkidul above, researchers interested in finding solutions to facilitate students in learning. In this study, researchers focused on making reading activities more interesting and fun. The researcher conducted a study on "Improving Reading Skills through Internet Schoology for ten Grade Students of SMK Muhammadiyah 1 Rongkop Gunungkidul."

Literature Review

The Nature of Reading

Reading is one of the skills of English as part of four important skills such as speaking, listening and writing. This is a way to understand written messages. According to Nuttal (2000: 2), reading means the result of interaction between the author's mind and the mind of the reader. This is the way how readers try to get the message or meaning in question from the author. In this process, the reader trying to make meaning intended by the author, the reader can understand the meaning. Reading can be defined as the instant recognition of various symbolic writings with existing knowledge and can also be defined as an understanding of the information and ideas that are communicated.

The Ability to Read

Brown (2004: 187-188) says that explicit reading skills consist of two large elements, namely microskills and macroskills. The microskills are distinguish between typical English graphography and orthographic patterns, maintain pieces of language of different lengths in short-term memory, process writing at an efficient speed according to purpose, recognize the core of words and interpret the sequence of words and their meanings, recognize grammatical word classes (nouns, verbs), system (tense, agreement, pluralization) patterns, rules, and elliptical forms, recognize that certain meanings can be expressed in different grammatical forms, recognize cohesive devices in written discourse and their role in signaling the relationship between and between clauses.

Meanwhile, macroskills include : recognizing rhetorical forms of discourse writing and their significance for interpretation, recognizing the communicative functions of written texts according to their form and purpose, summing up unexplained contexts by using background knowledge, distinguishing between literal and implied meanings, detecting specific cultural references and interpreting them in context appropriate cultural schemata, develops and uses patterns of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words

from context, activating schemata for textual interpretation, summing up links and relationships between supporting ideas, new information, information provided, generalizations and examples of illustrated events, ideas, and so on.

Teaching Reading

Teaching becomes a process of assisting performance, rather than controlling and testing. Teaching can be defined as showing or helping someone to learn how to do something, providing with knowledge, causing, to know or understand. Tomlinson, (1998:3) states that teaching can be direct (in that it transmits information overtly to the learners) or it can be indirect (in that it helps the learners to discover things for themselves). Teaching is giving instruction to someone, causing someone to know or be able to do something. In the process of a teaching, teachers deliver the materials in order to let the learners know what they should do related to the materials given.

Teaching is a process when a teacher delivers material to the learners consciously so that learners can get new information based on their level. It teaches reading is transferring skills to language learners where the goal is to make the learner able to read and get an idea or understand anything written text. The process of teaching and learning is concerned with how learners understand whatever text consists of words, numbers, symbols, etc. Hard reading is also required for students. This is stated by Campbell (1989) in Richards and Renandya (2002 : 297) saying that having students reading silently and forcefully sends a strong messages that reading means for the teachers and students. It is believed that they can achieve text messages.

Teachers should create many interesting reading activities that can increase students' motivation in learning. To keep them in high motivation, teachers should be able to manage the learning process well. By adding an interesting material, the students will have the enthusiasm to join with lesson. In addition, an interesting way of teaching will contribute positively to effects on students' understanding.

Method of Teaching

Material and method are needed in language teaching. Teaching method is one of teaching components which is very important in the teaching learning process. A good method enables both teachers and students to carry out their tasks effectively. This research used inquiry-based instuction. It consists of exploration, elaboration, and confirmation. The learning cycle is proposed by Bybee (1997).

Exploration phase, teachers and students build cultural context, share experiences, discuss vocabulary and grammatical patterns, and so on. All of these are geared around the types of texts and topics they are going to deal with at the next phase. The teacher explores the students' knowledge of the text covering the form, function, and message. This may include review on the students' knowledge of language within the text studied (covering phonology, morphology, syntax, and semantics), the generic structure of the text, the social function of the text, as well as the content or message. Thus, students develop and validate the thorough information about the text studied as input for the next learning activities.

Elaboration stage, students work together with other students and with the teacher so as to gain the language skills (speaking, reading, and writing). In reading skill, for example, the students have the capability to answer questions about the content of text, to identify the main idea, or detail information. All activities are under the teachers' guidance.

Confirmation phase, the students may work by themselves. The teachers' roles are as facilitators, giving feedback. They may analyze the errors and mistakes the students make in their oral as well as written production of the text. The teachers are supposed to positive reinforcement so that the students develop their language skills.

Teaching and Learning Media

Teaching and learning needed a media for delivering a material. Education demands always move along with the development of global technology. With regard to education, teaching and learning in the classroom are required to be innovative and creative. That's why the researcher applied web-based education.

Robinson (2017) states some of the dinamic modules which can be added to an educational website are the Learning Management System. An LMS is a software application or web- based program that allows teachers to create and deliver content, monitor student progress, and assess student

performance through interactive features such as discussion forums. Edmodo and Schoology have web-based gradebooks and social tools such as announcements, blog posts, and discussion boards. Edmodo includes the ability to create smaller student groups, whereas Schoology offers annotation tools for online grading and detailed analytics of student work. For that reason, this research choosed schoology as the online media to teach.

According to Harbor (2014) schoology is a Learning Management System (LMS) designed to make online education a collective effort and to increase the overall impact of everyone involved in a student's education. Schoology is similar to Facebook is appearance and functionality. Schoology allows keeping of attendance records, online gradebooks, administration of tests and quizzes, and assignment dropboxes. Schoology's social media aspects include collaboration amongst a class, group, or school.

Schoology is web-based education that is formed of Learner-Centered. Schoology allows students to use the social platform to reach beyond the face-to-face classroom. Students are able to share their profiles and use other visual tools like Picasso Head, etc which may be underused in a traditional classroom setting. This in turn would make students feel more comfortable sharing their understandings/knowledge that they bring to the community of a learning environment.

There are some benefits of using schoology. First, it engages students. By providing a platform for students to access class materials through technology, Schoology connects students with each other and with the greatest body of knowledge, the Internet. 21st Century learners are now fully immersed in social media. Using Schoology gives students the feeling of using a social networking site without having to mix their personal lives with their school lives. Second, it is education enhancement. Some of the functions of Schoology can be used to enhance an already established face-to-face classroom such as providing online quizzes, notes, questions, interactivities, reviews and previews, catch-up for students who have missed class and opportunities to explore beyond the curriculum for those students who wish to do so. In today's classrooms, there is often limited time to cover topics fully. Using Schoology as a learning platform allows the use of additional resources to enhance learning. Online resources and websites for practicing material are at the fingertips of the user.

The third benefit is collaboration. Studies show that the level of engagement through the social interaction with peers in distance education can be enhanced with social networking sites. When distance learners encounter problems with course management systems they often turn to each other for help, rather than the teacher or the technical support person. Social networking sites and Web 2.0 have the potential to allow students to communicate in meaningful ways because they allow continuous posting ideas at all times and in all places. Collaboration is a key motivator for students and social networking sites provide the conduit for this collaboration. Even for face-to-face classrooms, blending the learning through Schoology can provide additional support outside of the classroom for opportunities to communicate asynchronously. The forth is time efficiency. Schoology is very fast and easy to use. Its intuitive interface makes the creation and management of content easy. This is important as teachers' time is shrinking with each passing year. Teachers can also easily create and update course materials on their schoology site without programming knowledge. The content in teachers' libraries is saved and it can be used for multiple groups and classes from year to year. The last is professional development. Teachers can join groups to follow an educational community. This teacher-teacher interaction is a supportive community of learners that allows teachers to grow and discover resources for their own subject areas.

Method

According to Kemmis and Mac Taggart (1999) action research is devided into complementary process to consist of four essential moments. These moments are namely Planning, Action, Observation, and Reflection.

Planning is the first step of doing action research. Planning is a means to make a general planning in doing action research. The reseracher designs a lesson plan of the teaching and learning material and activities that was applied using internet schoology.

The action was done based on the proposed plan. The researcher began to follow each step that had been designed before. The researcher was helped by the English teacher as a collaborator to apply the lesson plan in teaching and learning activities. The classroom interaction was recorded and the

collaborator took note the student's behaviour from the backside and summary the teaching and learning process.

The reseracher conducted observation by observing the effects of critically informed action, the activeness happening in the classroom understand or not to the process on teaching and learning. The observation was done by the collaborator and the researcher as long as the teaching-learning process held. The observer noted down things that might be important to be disscused later class hour. After class, the researcher conducted an interview to the students to get the information how the student's feeling and impression of learning reading used internet schoology. The researcher also interviewed the English teacher as the collaborator to get some informations of the impression of the teaching and learning process using internet schoology.

The last step is reflection. This step is a step to reflect the effect of the action as the basic form of planning. The researcher with the collaborator discussed the result of the observation to evaluate the teaching-learning process that had been done in the class. Step decided wether the next cycle is necessary or not.

Result and Discussion

The process of the implementation internet schoology in teaching and learning reading

Cycle 1

Cycle one consisted of four steps, namely planning, action, observation, and reflection.

Planning

This action was planned to be conducted in one meeting. Before conducting an action, the researcher prepared everything what would be done which related to the action. The researcher made a lesson plan with the topic of tourist resort.

Action

The teaching and learning process used the steps of inquiry-based instruction. It consisted of exploring, elaboration, and confirmation. The teaching and learning activities consisted of opening, introduction, exploring, elaboration, confirmation, and closing. In the opening was begun by greeting and praying together. A student lead a short prayer and all participant including teacher and students switch on the computer.

In the introduction, the researcher showed the material power point on the screen. She stated the topic, the learning objectives of the lesson, and introduced the internet schoology. The students were asked to open the web and sign up as the student. They were asked to join the group of SMK Muhammadiyah 1 Rongkop on the internet schoology and the course of reading section one.

In the exploration, the researcher started with brainstorming. She showed some pictures and asked the students some questions. The students were actively to answer the questions while the researcher showed the picture on the screen. The students also could access the material through internet schoology. It could be seen on the figure as follows :
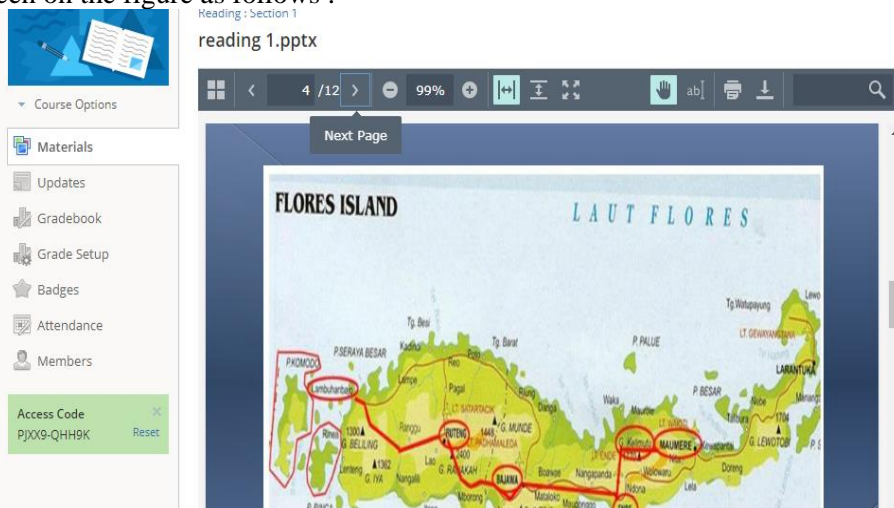
Next activity, the researcher informed that she will give a text. The researcher asked the students' expectation about what informations that they can get from the text. The students answered one by one. Most of the answers were contained in the text. It means that the researcher had a good brain storming in the exploration step. The next step, the researcher showed the text, explained the topic, the main idea and the generic structure. The text could be accessed through internet schoology. it could be seen on figure as follows :
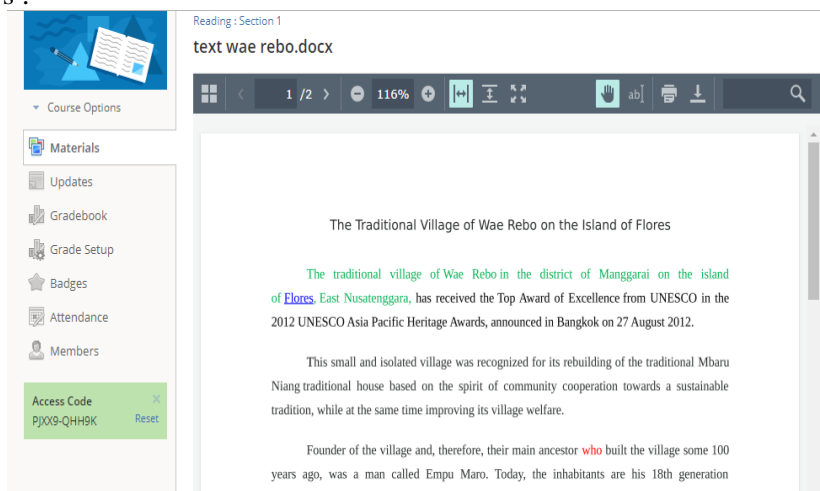
The students identify the difficult words from the text. The researcher asked the students to find the difficult words in the text, asked them to write it on the white board and find the meaning through the google translate. They identified the topic and generic sturcture could be seen as follows :

T: *Baik mari kita lihat bersama-sama.*

T: *so the title of the text is The Traditional village of Wae Rebo on the Island of Flores. The topic is about traditional village of wae rebo. Yak, please read the first sentence of the first paragraph. Dicky.*

S: *The traditional village of Wae Rebo in the district of Manggarai on the Island of Flores. East Nusatenggara.*

T: *Yes, This is identity of the text. Lalu untuk information detail atau supporting detailnya ada diparagraf dibawahnya.* **Jadi begitu ya kalau descriptive text. The first paragraph is identity dan the others are information detail or supporting detail.** *Untuk setiap paragraph, tadi kan ada beberapa paragraph ya. Disetiap paragraf ada namanya main idea atau disebut juga ide pokok paragraf. Apa tadi? Main?*

From the transcript could be seen that they identified the topic and the generic structure of the text. The topic was traditional village of Wae Rebo in Flores island. The type of text was descriptive text. The generic structure was identity and information details.

The students also could identify the main idea actively guided by the researcher. It could be seen in the transcript as follows :

T: *Ya, itu mereka ada perkampungan ini untuk melestarikan tradisi budaya mereka. Biar tetap apa tadi welfare?*

S: **Sejahtera**.

T: *Iya untuk kesejahteraan mereka and who is the founder?*

S: **Empu Maro.**

T: *Ya, Empu Maro. Jadi Empu Maro itu sudah menemukan dan membangun desa tersebut. Lal paragraf selanjutnya kita dapat informasi*

S: **Karakter dari bangunan.**

T: *Iya betul. Karakter bangunan tersebut.Structure atau strukturnya.*

From the dialogue could be seen the students were activeley answered the questions in the teaching and learning guided by the researcher. They could answer the question briefly. The students were guided to identify the specific information of the text. It could be seen from the transcript as follows:

T: *Iya untuk kesejahteraan mereka dan desa tersebut siapa foundernya?*

S: Empu Maro.

T: Ya, Empu Maro. Jadi Empu Maro itu sudah menemukan dan membangun desa tersebut. Lal paragraf selanjutnya kita dapat informasi

S: Karakter dari bangunan.

T: Iya betul. Karakter bangunan tersebut. Structure atau strukturnya. Nah ini dia paragraph selanjutnya juga menerangkan tentang bangunan tersebut. The structure of the building. Then next? Apa ini? Dapat informasi apa?

From the transcript could be seen that the students were guided to identify the specific info of the text. The students also identified the language feature. They learned enthusiasticaly and they can understand the grammar rule. It could be seen in the transcript of classroom interaction as follows :

T: Jadi ada relative pronoun apa saja dalam contoh-contoh kalimat dalam tabel tadi?

S: who

S: whose

S: that

S: where

S: when

S: which

S: whom

T: Lalu That is the place where the victim was found.

S: Menerangkan tempat.

T: Ya menerangkan tempat. Thet's right.

T: Lalu next. This is the month when I was born. Month adalah waktu. Jadi when menerangkan

S: Waktu

From the dialogue the students could identify the language feature and the function. In elaboration, students were asked to do assignment. They are given a text and asked to answer the multiple choice questions and True or False. They were enthusiasticaly and confident to do the assignment. The assignment were accessed through the internet schoology.

In the confirmation, the students could see the right answer from the internet schoology authomatically.

The teaching and learning process in the cycle one was done successfully and gave a good impact for the students. They could get knowledge of the culture and the language. The used of internet schoology could improve the students' motivation and spirit in learning reading. It could be seen in the the transcript of the dialogue in closing as follows :

T: Ayo kalian tadi sudah belajar apa aja? Who can tell te class? Hayo siapa yang bisa cerita tadi belajar apa? Tadi kita belajar tentang?

S: Pengetahuan

T: Pengetahuan tentang

S: Traditional

T: Traditional budaya dari

S: Flores Island

T: Ya, villagenya apa?

S: Wae Rebo

T: Kita tadi sudah belajar tentang text deskriptif. Lalu untuk grammarnya tadi kita belajar apa? Adjective?

S: Oh adjective clause

T: Ya adjective clause. Rasanya gimana?

S: happy

T: Dengan schoology jadi gimana?

S: Tambah ilmu. Lebih mengerti.

S: Ada pengalaman baru

From the dialogue could be seen the student could summarize or conclude what they have learnt from the lesson. They stated that they were happy and they had a new experience. Moreover, they stated

that they could more understand the lesson easily and got a new knowledge by learning used internet schoology.

Observation

The researcher interviewed some students. They stated that they were enthusiastic to learn reading used the internet schoology. But they still had an obstacle in mastering vocabulary. The teacher also stated that the students were motivated to learn by using online media.

Reflection

The student was enthusiastic in teaching and learning process by using internet schoology. They still have difficulties in mastering ocabulary because the researcher had not been optimal used the internet schoology in teaching vocabularies. It indicated that the the research of cycle two need to be conducted in order to improve the reading ability by motivating the students to learn reading using internet schoology.

Cycle 2

Revised Planning

The researcher prepared the lesson plan before doing action in the classroom. The topic of the material was "scientist biography".

Action

The second cycle of the research was amied to improve the teaching and learning process especially in mastering vocabulary mastering. This meeting consited of opening, introduction, exploration, elaboration, confirmation, and closing. In the opening, the researcher started by greeting and praying together. The activity continued to introduction. In this activity, the researcher stated the topic and explained the learning objectives of the lesson. The topic was about scientist biography.

In the exploration, the researcher started with the brain storming. She showed some pictures and asked the students some questions. The students were actively to answer the questions. Next activity is the researcher informed that she would give a text. The teacher asked the students' expectation about what informations that they can get from the text. The students answered one by one. the researcher informed they will read a text and asked the students to write their expectation about what informations they will get from the text. The students activities could be seen in the figure as follows :
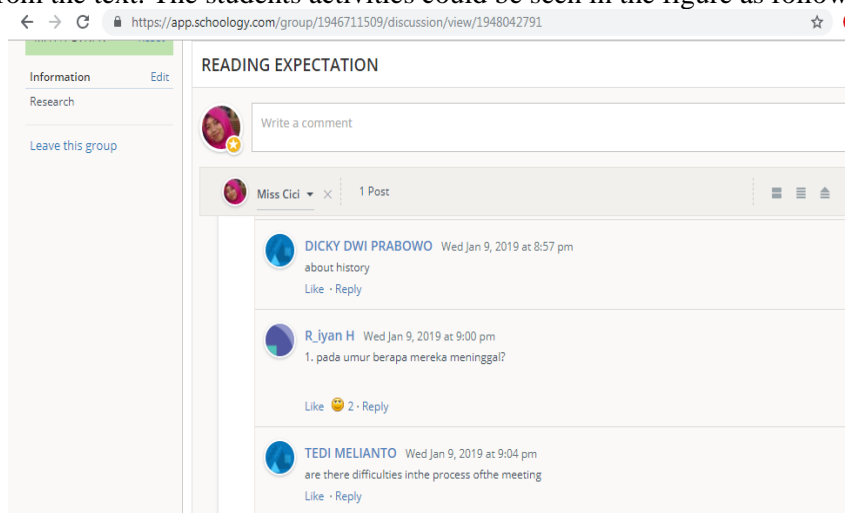
Data shows that the students typed their expectation about the text on a group disscussion through the internet schoology. They expected to get information about the history, when and what Bill Gates invented, and Gates philanthropies. The students were enthusiastic to type a comment of their expectation in a comment of group discussion through internet schoology. The used of this application could improve the student motivation in learning reading.

The researcher asked the students to read a text and find out the topic. They found out the topic of the text together. The students were asked to find the difficult words and type it in a comment in the group discussion through internet schoology. It also could be seen in the figure as follows :
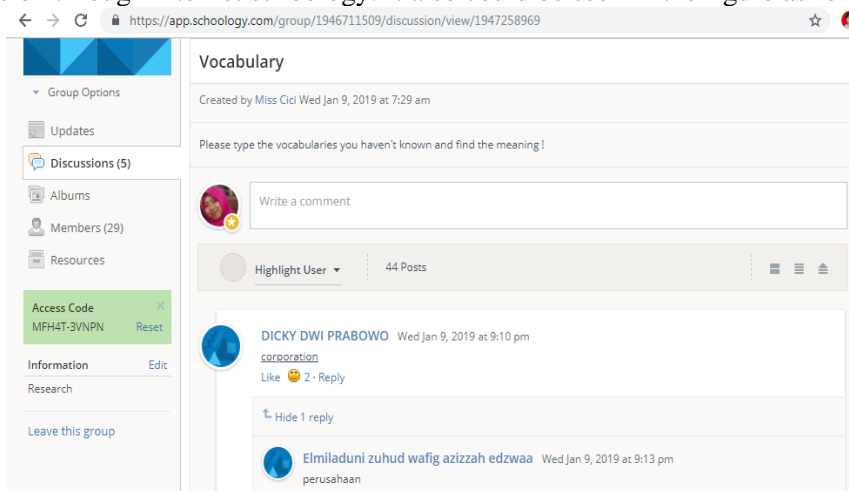
Data shows that they had a discussion of difficult words they found from the text. A student typed the difficult words and the others replied it for the meaning. So, there was a group discussion through their account on internet schoology. It was different with the cycle one. In the cycle one, they did not use the application of internet schoology in teaching vocabulary session. They still used manual way to mention difficulty words. The students were more expressive to find and get the meaning of difficult words by chatting in group discussion.

Next was identify the type of text and the generic structure. The type of text was recount. The generic structure was opening, event, and closing. They identified the main idea and the specific info. The researcher guided the students to identify the main idea and the specific information from the text they have read. The next activiy in exploration is to identify the language feature used in the text. The researcher asked the students to find regular and irregular verb in the text to learn the language feature. Some of students typed the verb they found in the text. It could be seen from the figure as follows :
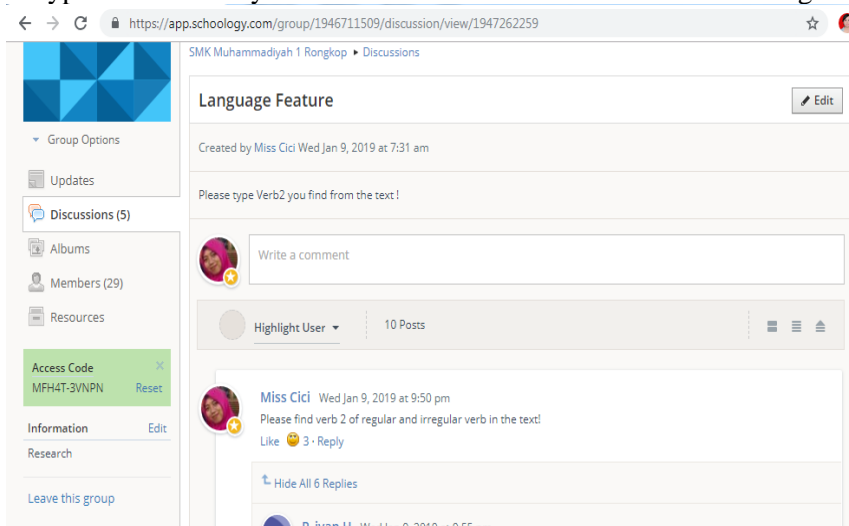
Data shows that the students learn grammar through internet schoology. They were asked to find the regular and irregular verb in the text used in past tense. The students were enthusiastic operating the internet schoology to type the verb they foud in the text. It was indicated from the comment. The students typed the words in a creative font style. They were more expressive using internet schoology to communicate in the learning and teaching process.

In the elaboration, the students were asked to do a test. It could be seen from the transcript as follows :

T: Ya. Textnya dengan model sama Bill Gates tadi. Siapa Mark? Dia adalah penemu facebook. **Silakan dibaca lalu please do test one and test two.**

> ***Siswa mengerjakan test one and test two di lembar schoology.***
> *T: Please sumbit your work when you have done. Dan kalian hanya punya kesempatan mengerjakan satu kali ya. Jadi kalau udah sumbit gak bisa buka lagi untuk mengerjakan*

In confirmation, the researcher and the students got to know the answer of the questions they had answered. The last activity was closing. the class made conclusion what they have learnt and researcher greeted the student to close the meeting.

Observation

According to the observer, the researcher was better at using the internet schoology in teaching and learning process. The students more enjoy the teaching and learning process, because they could discuss through online learning media.

From the students' interview could be concluded that they were enthusiastic to learn by using schoology. They were motivated to learn because they can type in a comment on group discussion through online media when they learn vocabulary and grammar. The material could be understood easily.

Based on the teacher's interview, the observer stated that the students were enthusiastic in the teaching and learning process using internet schoology. The students could understand the material easier because the researcher could teach the grammar and vocabulary clearly by using internet schoology. It made students motivated to learn and more active.

Reflection

In cycle 2 showed improvement of the students interest in the process of teaching and learning. The students felt more enjoyable in learning reading because the researcher could guide the teaching and learning by using internet schoology. The teacher also interpreted that the researcher could teach the material better. He underlined that the teaching of grammar and vocabulary was so clear, so the student could undertand easily. The teacher hoped that the teaching and learning using internet schoology would be developed in the school in the future.

The result of the implementation internet schoology in teaching reading

The results of the implementation internet schoology in teaching reading were as follows :

Cycle 1

The students were active in th teaching and learning process. The students were enthusistic and passionate in teaching and learning using internet schoology. It could be seen from the interview as follows :
SISWA 2
R : Hallo, good afternoon. Namanya siapa?
S : Afternoon. Arma.
R : Saya mau tanya kalau menurut arma bagaimana pelajaran tadi?
S : Pelajaran tadi asik
R : Kan tadi kita belajar pakai schoology, rasanya bagaimana?
S : Mudah, menyenangkan
R : Kalau untuk materinya. Materi yang kita pelajari tadi bagaimana?
S : Cukup sulit. Masih ada yang belum dipahami.
R : Masih ada yang bingung?
S : Iya.
R : Kebingunannya atau kesulitannya itu di mana?
S : Belum bisa memahami kosakatanya.
R : Kalau tentang pelajaran tadi menarik tidak?
S : Menarik
R : Menariknya di mana?
S : Bisa belajar memaakai media online
R : Jadi senang kalau menggunakan media online saat belajar?
S : Iya.

From the transcript could be seen that the student said it was fun to learn reading using internet schoology. She could understand the lesson easily but she still had an obstacle in mastering vocabulary. The student said that teaching and learning used online meadia was very interesting. It was also inline with the statement of the observer. It could be seen in the transcrip as follows :

> R: *Selamat siang pak. Menurut bapak pelajaran tadi bagaimana pak? Yang telah saya sampaikan kepada siswa tadi?*
> T: *Menurut saya so far so good. Dalam menyampaikan materi mbaknya cukup baik dan **anak-anak juga begitu antusias dalam mengikuti pembelajarn** yang mungkin menurut saya bisa menjadi pembelajaran baru karna sebelum-sebelumnya saya sebagai guru bahasa inggris juga jarang mengajak anak untuk belajar menggunakan internet.*

From the transcript of the interview could be seen that the students were enthusiastic to learn reading used internet schoology. He also stated that the process of teaching and learning reading was done succesfully.

The implementation using internet schoology in teaching and learning made the students enthusiastic to learn because it was a new method of teaching using technology that they had not been used before. The used internet schoology also made the researcher easier to deliver the material in teaching and learning process. But the students still had a difficulty in mastering vocabulary because the used of the internet schoology had not beed maximised.

Cycle 2

The result of cycle 2 were : the students were active and enthusiastic in teaching and learning using internet schoology. They were enthusiastic in the teaching and learning process could be seen in the transcript interview as follows :

> *SISWA 8*
> R : *Selamat siang Nova*
> S : *Siang*
> R : *Nova, menurutmu pelajaran tadi itu bagaimana?*
> S : *Mudah dan ga ribet*
> **R : Kita tadi kan belajar lagi pakai schoology ya. Rasanya gimana?**
> **S : Menyenangkan dan asik**
> R : *Oh gitu. Terus materinya bagaimana? Sudah paham? Atau masih ada yang bingung?*
> S : *Sudah paham*
> **R : Ga ada kesulitan begitu?**
> **S : Ga ada**
> R : *Terus kalau dari pelajaran tadi yang menarik apa?*
> **S : Yang menarik waktu kita tidak mengerti kosakata bahas inggrisnya kita bisa komen. Terus teman lain yang bisa, bisa menjawabnya di situ**
> R : *Oh ya dengan media schoology ya Media online*
> S : *Iya*
> R : *Thank you Nova*

From the transcript interview could be seen that the student stated she was enjoy the teaching and learning process. So, the student was motivated to learn reading. She could understand the material easily and did not find any difficulties in teaching and learning. She said that learning using internet schoology was very interesting because when they find difficult words they can discuss it with friends by chatting on the online media. The student could express their thought through online media and solve the problem they thought. It could be seen from the figure as follows :
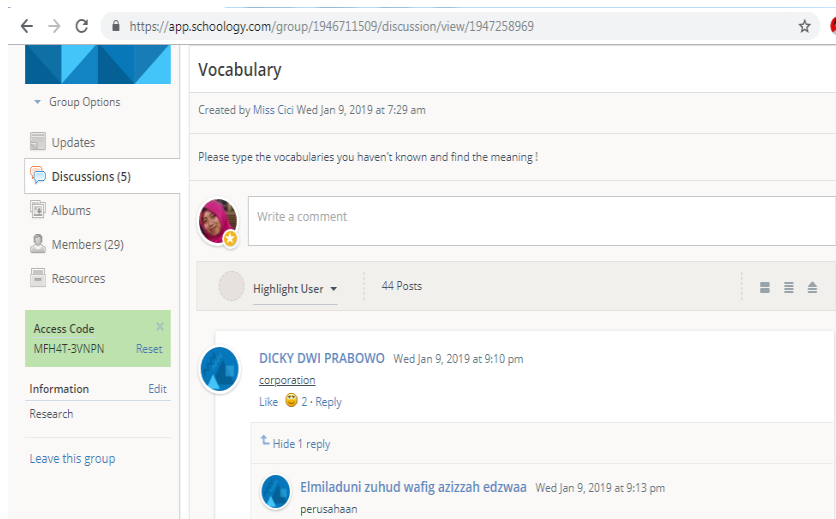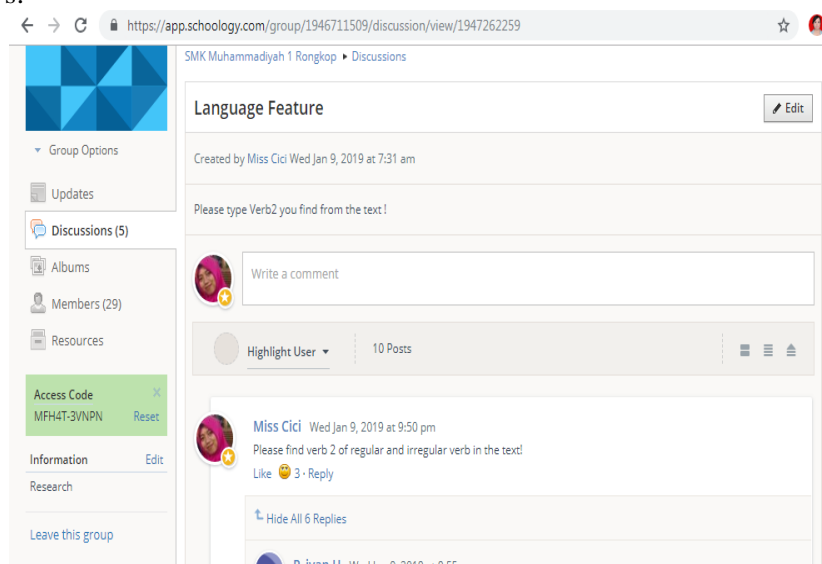
Data shows that the teaching and learning vocabulary used the application of internet schoology in the group discussion. The students typed in a comment of the difficult words and got the answer by chatting with friends or teacher. The observer also had a statement that the student were enthusiastic and active in teaching and learning. It could be seen as follows :

R: *Selamat siang pak. Ini saya mau wawancara lagi. Menurut bapak bagaimana cara belajar mengajar menggunakan schoology tadi?*

T: **Ya menurut saya sangat bermanfaat untuk anak dan tentunya belajar dengan e-learning menggunakan schoology seperti tadi anak-anak lebih antusias karna kalau di dalam kelas lebih dari dua jam anak-anak mengantuk.** *Mungkin karna dalam membaca ataupun orangnya pasif-pasif.*

From the transcript could be seen that the teacher stated the teaching and learning using internet schoology was usefull. It made the students were enthusiastic and they were not bored in teaching and learning reading. It made the students motivated so they did not find any difficulties in learning reading using internet schoology especially in learning language feature used in the text. It could be seen in figure as follows:

Data shows that the teaching and learning used the application internet schoology. It made the students enthusiastic to learn. So that they did not find any difficulties in learning reading especially for learning the language feature used in the text.

There was improvement from cycle 1 to cycle 2. The students always enthusiastic in teaching and learning using internet schoology. The used of internet schoology had been maximised so that it could improve the reading ability. It was indicated that in the cycle 1 the students found difficuty in mastering vocabulary, while in the cycle 2 they did not find any difficulties in teaching and learning. The used of

internet schoology could motivate the students to learn reading and improve the reading skill especially in mastering vocabulary, the problem they faced recently.

The students were easy to master vocabulary by using internet schoology because the teaching and learning process was fun and it did not make them feel boring. They felt enjoyable the teaching and learning process. Moreover, the used of internet schoology had not been developed in the school. They needed more informations and experience in applying the internet schoology as one of source media in teaching and learning because it could motivate students to learn reading.

Conclusion

The process of teaching and learning used inquiry based instrusction. It consists of exploration, elaboration, and confirmation. In elaboration, students did an assignment, to answer questions based on a text. In exploration, the teaching and learning was about identify the topic of the text, identify the vocabulary or difficult words, identify the main idea and specific info of the text, and idetify the grammar used in the text. In confirmation, the students got the answer of their assignment. The method of inquiry based instruction was applied with internet schoology.

The used internet schoology was such an online sources as teaching media. It was a new media in learning English aspecially in learning reading. The online learning media could motivate the students in teaching and learning process. The students became active and felt enjoyable in the process of teaching and learning reading. It such an new interactive media to motivate students to master vocabulary. It made them easier to master the vocabulary. The used of internet schoology made students enthusiastic and motivated to learn reading. It improved the reading competence and helped the students to achieve the learning objectives of reading skill. The used internet schoology helped the students to master vocabulary that was the problem they faced recently.

References

Brown, HD. (2004). *Language assessment: principles and classroom practices*. Pearson Education.

Bybee, R.W. (1997). *Achieving scientific literacy: From purposes to practices.* Portsmouth, NH : Heinemann.

Harbor, J. (2014). Schoology. http://etec.ctlt.ubc.ca/510wiki/Schoology#mw-navigation

Kemmis, S., & McTaggart, R. (2005). *Communicative action and the public sphere*. The Sage handbook of qualitative research, 3, 559-603

Maxom, M. (2009). *Teaching English as a foreign language for dummies*. John Willey and Sons.

Nuttal, C. (2000). *Teaching reading skills in the foreign language*. Macmillan Publishers Limited.

Paulsen, M. F. (2003). *Online Education and Learning Management Systems. Global e-learning in a Scandinavian perspective*. Oslo: NKI Forlaget.

Richards, J. C., & Renandya, W. A. (Eds.). 2002. *Methodology in language teaching: an anthology of current practice*. Cambridge University Press.

Robinson, C. (2017). *Technology Tools for Paperless Classroom*. New York : Science Scope.

Tomlinson, B. (1998). *Materials development in language teaching.* Cambridge University Press.