Online English Learning at Junior High School: How the Students Perceive Schoology as Learning Media

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Article Information	ABSTRACT
	This study focused on the Students' Perception of Schoology Application in Learning English at SMPN 1 Palopo. This study occupied a descriptive qualitative design that spent one-month collecting data using interviews. The data were then reduced, presented, and verified before describing the data in analyzing the interview results. This study revealed that the students reported their positive perception toward Schoology Application in Learning English at SMPN 1 Palopo. The students' positive judgments are based on their experience in learning English by using the Schoology application. They enjoyed the learning process when the teacher practiced Online Learning Method using Schoology. This study also reported that the Schoology application is very beneficial for them. The Schoology application made them more interested in learning. In addition, the application made them more active and responsible in learning.

INTRODUCTION

In this modern era, technology is developing very rapidly. One of the most popular technology products used by people in the universe is the internet. Nowadays, the internet has a critical role for society, especially for students, because via the internet, students can easily gain more information and learn a lot of things from various sources of knowledge. Brändström (2011) suggested that the internet can be used as a learning resource in language teaching and learning and as a basis for communication in distance education. T. Can (2009) suggested that learning a language online can be seen as a learning method by using online applications besides the classroom and textbooks. Stern (2018) supported that learning a language online is a learning process over the internet. It was often referred to as "e-learning," among other terms.

Nowadays, the learning process can run face-to-face in the classroom and can run online via the internet. Blended learning is a formal or informal education program that combines online digital media with traditional classroom methods. Santosh (2013) mentioned Blended Learning as a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and pace. Melbourne defines Blended Learning as combining teaching and learning methods from face-to-face, mobile, and online learning. It includes elements of both synchronous and asynchronous online learning options. In addition, Hassan (2015) defines blended learning as courses that have some face-to-face class meetings and some class sessions that are replaced with online instruction. Debra and John (2010) added that Blended Learning is about integrating ICT into course design effectively. It enhances students' teaching and learning experiences and lectures by enabling them to engage in ways that would not normally be available or effective in their familiar environment, whether it is primarily face-to-face or distance mode.

In this modern era, technology has developed rapidly. The impact of technology can facilitate humans in various aspects of life. One of the conveniences of technological development is also obtained in the field of Education through Communication and Information Technology (ICT). Students and teachers have the convenience of the teaching and learning process apart from the future challenges for how students prepare for the world in the digital era. Mobile phones, computers, and laptops are most popular and usually used by teachers and learners in the teaching-learning process. It is suggested by Usep Kustiawan (2016) that even though not all teachers use that device, some of them step by step try to explore it and make it used full for teaching media.

E-learning is a learning medium that utilizes electronic media in teaching and learning activities to improve student learning outcomes. E-learning can help teachers in teaching and learning activities because E-learning can be used at any time even though it is used up. In addition, E-learning can be used without having to meet face to face between teachers and students. So, when the learning process is taking place, there are problems. For example, the teacher cannot attend because of other activities, meetings, or outside services. However, students can still carry out the learning process. Other criteria include school hours students can continue learning at home. Schoology is one of several Learning Management Systems (LMS) that provides teachers and students to exchange information online.

One example E-learning program is the Schoology application. According to Farmington Schoology, Schoology is a web-based K-12 learning system that provides students, parents, and teachers access the class materials and information online. This application can support the world of education, which is made to make it easier for teachers to continue to implement knowledge to students through online media, so not only teachers teach directly or face to face teachers can also take advantage of this application. Murni (2016) urged that with the existence of Schoology, students are expected to download subject matter, slide presentations, video tutorials, games, work on assignments, exams, discussions, and assignments given by the teacher. Schoology can also be used via a smartphone. Schoology provides teachers, teachers, students, and even students online collaboration in a friendly and secure environment to the user (Schoology, n.d.). Aminoto (2014) added that the concept of Schoology is the same as Moodle. However, in terms of e-Learning with Schoology, which has many advantages. Using e-learning with Schoology is also more beneficial when compared to using Moodle because it does not require user-friendly hosting and management of Schoology. Of course, the features are not as complete as Moodle. However, e-learning in schools is adequate. In Schoology, teachers can still give material even though they are not in the classroom. With Schoology, the teachers can also give tasks and evaluations for students' work. Schoology can be used as communication equipment and can be used as teaching-learning media.

SMPN 1 Palopo is currently developing the learning process in the 2020/2021 school year. In the first semester, students and teachers can still meet face to face in the learning process but learning in semester 2 when the Covid-19 pandemic attacks all countries in the world, which requires all work done at home. SMPN 1 Palopo uses online learning media to support the learning process in the middle of covid -19 and the many online media used by SMPN 1 Palopo choosing Schoology as a medium. The alternative is used in this online learning period because Schoology is considered a core application effectively used in online learning. Still, this media cannot make video calls, so it needs supporting applications such as Google Meet and WhatsApp to help learn online. Several studies found positive perceptions among the students' toward the use of Schoology, whether in the learning process or in learning assessments (Amalia, 2018; Murni & Harimurti, 2016; Permata, 2016; Rahmita, 2017).

Some aspects need to be considered to measure the effectiveness of methods or approaches used in teaching and learning. First, it includes the students' perceptions. Hazari (2014) mentioned that the students' perceptions have their thought, belief, and feeling about a person, situation, and event in the classroom. Regarding the fact that perception toward the learning process is an important concern that influences students' attitudes, it is important to investigate students' perceptions. In the world of education, the perception of teachers and students is very important in the success of the education component itself. The teacher is the most important educational staff in developing educational ideas and designs, while the student is the object that is subject to actions implemented by the teacher. To support the teaching process more effectively, schools are implementing a virtual learning process, one of which is using Schoology. Although several studies have found positive results about the use of Schoology from students' view, another survey in current time is still needed to be conducted. Due to

the pandemic of Covid-19, schools are pushed to run the teaching and learning process virtually, including the schools in Palopo. Palopo, virtual class is not a new issue for the education community in Palopo. However, the infrastructure to support the running of the virtual classroom is still not well provided yet by the stakeholders. Therefore, the unpredicted change of the situation pushes the schools to run the teaching and learning process virtually, some problems are raised among the teachers and students. Schoology is one of the virtual applications used by some schools in Palopo, including SMPN 1 Palopo needs to be evaluated. The students' views or perceptions need to be considered to determine whether this application is suitable or not to be used by schools in Palopo. Based on the description above, the researcher formulated a research question, i.e., What is The Students' Perception towards the Use of Schoology Application in Learning English at SMPN 1 Palopo? This research objective is to determine the Students' Perception of The Use of Schoology Application in Learning English at SMPN 1 Palopo. The findings of this study become critical for the education stakeholders to evaluate the implementation of online learning during the pandemic, which pushes the schools to run virtual teaching and learning processes. Furthermore, it can also be an input to assess the readiness of the education stakeholders to run virtual education in normal conditions.

METHODS

In this research, the researcher used a descriptive qualitative method to analyze the students' perceptions to identify students' perceptions of Schoology. This study included ten ninth-grade students of Senior High School 1 Palopo as the respondents of this study. The data was collected through interviews. First, the researcher interviewed to gain more information from the students about their perceptions of Schoology and the Covid-19 pandemic. This interview was also done online via video calls under the platform of the WhatsApp application since the writers could not meet face to face with students. In the interview, the writers asked students to answer 15 interview questions that included the students' perceptions about using the Schoology application, i.e., the use of Schoology, problems of Schoology, instruction in Schoology, assessment criteria, benefits of online assessment in Schoology. After collecting the data, the researcher analyzed the data following the three steps: data reduction, presentation/data display, and conclusion drawing/verification.

Reduction of the Data

Reduction steps in this research are as follows the researcher categorizes data taken from the interview. Those data will be gathered and translated into the target language. After that, the researcher interviews with a video call, the researcher records the interview results via video call, the researcher then transcribes the data using change it in spoken form. Resume the result of the interview and classify the interview result that is suitable for the research needs. It means that the data which un-useful can be reduced. The interview result was changed to be a good language, and then it was transformed into a note.

Presentation of Data

Data presentation is an assembly of information that enables research conclusions. The data presentation can be in the form of images, matrices, tables, or charts, and Data display refers to showing data that have been reduced in the form of narrative patterns. It benefits to help the researcher in understanding the data.

Verification of the Data

After being described and interpreted, the research made a general view of the result of the interpretation. The conclusion was then made based on the prevailing view. The decision of this study is a description of students' perceptions of learning using the Schoology application in SMPN 1 Palopo.

RESULTS
Students' Profiles

The subjects of this study were students of class XI C who were learning English with Schoology. Respondents 1 to 10 respondents are students who are randomly selected. Following are the respondent's data:

Table 1. The Profile of Respondents

No	Respondents	Gender
1	R01	Female
2	R02	Female
3	R03	Male
4	R04	Male
5	R05	Female
6	R06	Male
7	R07	Male
8	R08	Male
9	R09	Male
10	R10	Female

The Students' Perception Responses toward the Use Of Schoology Obtained from Interviews

The data presented in this section is data from interviews with students. Direct discussions with students carried out data collection to determine the Schoology learning model used during a pandemic to determine students' perceptions of the Schoology learning model used in SMP Negeri 1 Palopo. After collecting the interview data, the researcher analyzed the interview results. After researching the respondents, the researcher found students' perceptions about learning English through Schoology. For more details, the researcher explained the results of the respondents obtained by the researcher as follows:

Data is something that is obtained through a data collection method. Therefore, it will be managed and analyzed by a precise method. In this study, data were obtained through interviews. The following is the core of the interview. After conducting interviews with all respondents with the questions above, the following data were obtained. Based on the interview results, it was found that some evidence of students' perceptions in using English learning through Schoology. For example, Respondent 1 said. The results of this aspect aim to research the question "students 'perception toward Schoology application in learning English at SMPN 1 Palopo". Consists of 10 student interviews and 15 items. Writers obtained interview data to learn more about students' perceptions of English Schoology learning.

Question 1

Question number 1 aimed to determine students' perceptions of the application of Schoology in learning English during class: "What do you think about the process of learning English using the Schoology application?"

Table 2. Students' Respond to Question number 1

No	Students' Perception
1	In my view, it is sometimes easy to understand and sometimes difficult for me to understand.
2	Not bad. There are some materials that I understand and some I do not understand
3	Yes, I Understand
4	I think it is less effective because different places accompany the network
5	It is difficult, in my opinion, because I only use this application, but I will research harder.
6	Learning English with the Schoology app is a good idea in my view because it can be done remotely and cuts down on learning time.
7	Very useful
8	I believe the learning process is successful because it is implemented in an easy-to-understand manner.
9	It is not so good because it is hard to grasp.
10	I may flexibly handle my learning time through the Schoology application, such as doing my job of learning new vocabulary and learning new topics, even though I do not communicate with

No	Students' Perception
	the instructor directly. I still understand the material because my teacher explained it in-depth, even through videos and phrases.

Five students gave negative perceptions from question number one, and the answers were almost the same. The table above shows that student five said "very difficult," so it can be concluded that most students in grade IX C had difficulties in learning English using Schoology. Some students who used the Schoology application also found it difficult. Another student said that their internet network is less supportive of learning in any place. On the contrary, one student said it was "very effective." While another student claimed that the Schoology application was more efficient and effective. It also made the students easier to learn. They provide several examples; when students cannot come to class, the teacher informs students, gives assignments or assignments, and asks them to send them through online learning. So it is more economical because it does not harm both students and teachers. Say "enough." Some students sometimes understand, and sometimes they do not; in terms of material and use, it is quite good that they say they are easy to understand.

Question 2
Question number 2 aims to find out the tools or media used by students are used in learning using Schoology: "Do you think the Schoology application is easy to access?"

Table 3. Students' Respond to Question number 2

No	Students Perception
1	In my view, the answer is yes or no. It is tough to get online while the network is down.
2	No, I do not believe so since there may be children who do not understand or choose to engage in other activities, particularly now that the learning process is being conducted at home.
3	Yes, I believe it is easy.
4	Quite easy
5	It is easy if the network makes it because an application is used, which means we are connected.
6	Schoology is, in my view, a simple application to use because there is an internet connection available almost anywhere.
7	Yes, very easy
8	The app is quite easy to access
9	Easy and depending on a good network or not
10	Yes, because staying logged in and selecting the subjects we study is simple in the Schoology application. Even though the internet is no longer reliable, the Schoology application is not sluggish.

From question number 2, ten students answered responses about the perception of whether Schoology application is easy to access, and from interview data obtained by four of students who say it is very difficult to access and depending on a good network or not and sometimes some children do not understand in doing online learning. And six of the students said Schoology learning is very easy because the Schoology application can help students manage their learning time even if they giving of math through videos or words, and also Schoology applications can be accessed anywhere in any place

Question 3
Problem number 3 aimed to discover students' perception of the problems they face during the learning process by using Schoology learning: Do you find it difficult to learn English using the Schoology application?

Table 4. Students' Respond to Question number 3

No	Students Perception
1	Yes, I sometimes find it difficult to understand English on the Schoology application
2	Yes. Apart from not understanding it, sometimes my network is not good enough.
3	Sometimes difficulties do not depend on the soul
4	Not
5	It may be a bit difficult because when we do not have the application data package loading
6	Not
7	Not
8	I find it difficult because I do not understand English lessons
9	Yes, I find it difficult when learning to use Schoology
10	No, because getting into Schoology is easy, the material is easy to understand even if the time is little but can still be done on time.

From question number 3, students answered that they did not have problems/difficulties with learning Schoology. Four students answered that learning Schoology is very easy because some students already understand online Schoology learning. The Schoology application is also not slow even though the network is not good. Six students say the difficulty in learning Schoology online is because most of these students do not understand the online learning application. Students feel they do not understand accessing the application. There are also some obstacles in accessing the application. For example, a poor network can hinder the login process to the application. They need to know more information about books and the internet material.

Moreover, four students have different responses. They stated that the problem they were facing was a bad network. If the network is poor, they cannot send assignments or assignments to teachers in online learning. Because when the teacher gives assignments in online learning, the teacher has limited time for students to send them. So that students have problems on the online side.

Question 4
Problem number 4 aims to determine students' perceptions of the problems they face during the learning process using Schoology learning: *what do you think are the shortcomings of using Schoology applications in learning English?*

Table 5. Students' Respond to Question number 4

No	Students' Perception
1	The Schoology application's drawbacks, in my opinion, are that there is often a no more straightforward explanation of the material, so I am unsure how to use it.
2	In my view, there are no flaws in Schoology applications. Only the Schoology application's learning process is a little less successful.
3	in my opinion, there is no shortage
4	The drawback is that we do not meet face to face
5	If the network does not support learning through Schoology difficult
6	The lack of learning English from the Schoology application is there at the time of material explanation because there are some materials that students do not understand when explained using the Schoology application.
7	Nothing
8	Say do not know the shortcomings of the application cause not pay much attention

No	Students' Perception
9	Disadvantages of using Schoology application, the difference is that offline is easier to find than learning to use Schoology
10	It is difficult because everything is online; one of them is sending photos, videos, and files to full my phone memory.

In table 5, the respondents' perceptions were almost the same. That three students stated that they did not experience difficulties learning Schoology online based on student interviews regarding online Schoology learning. Seven students said there were many deficiencies in the online Schoology learning. For example, when explaining the material, there were some materials that students I did not understand when it is described using the Schoology application because everything is completely online, one of which is sending photos videos, so that the student's cellphone memory is full, the limit for collecting student assignments is too fast, and finally, they cannot meet face to face directly

Question 5
Question number 5 aims to better understand the benefits of the learning process by using Schoology learning: *what do you think are the advantages of using Schoology applications in learning English*?

Table 6. Students' Respond to Question number 5

No	Students' Perception
1	In my view, the advantage of this Schoology application is that it is easily accessible through Google search; type Schoology, and the program will appear.
2	I do not think so
3	The advantages are easy to access
4	We can access the material anywhere
5	We are biased to learn because it is present in the application
6	The benefit of learning English through the Schoology app is that it can be done from anywhere, cutting down on learning time.
7	We can see the learning video in the application
8	In my opinion, there is no overstatement on the application
9	Advantages are easily accessible anywhere
10	The task collection limit is too fast. Because when given a task is very much but the time is little, I have to work on it as quickly as possible.

Based on the results of student interviews obtained about students' perceptions of learning English through online Schoology, two students said that online Schoology learning had no advantages. Eight students said the benefits of the online learning application had been easy access. The material is wherever it is and is done at a far distance. It shortens the learning time and is also easy to understand because the teacher provides material to students through video to understand better the material distributed to the teacher.

Question 6
Question number 6 aims to better understand the benefits of the learning process by using the Schoology learning process by using Schoology learning: *Does the Schoology application have a forum facility to discuss and share experiences about learning English*?

Table 7. Students' Respond to Question number 6

No	Students' Perception
1	Yes, these facilities make it easier for us to share experiences or ask questions to the teacher without meeting in person because now we all have to keep our distance
2	Yes. The Schoology application has forum facilities for discussion and various English learning experiences.
3	Yes, Schoology has a feature that allows you to talk about your learning.
4	Yes
5	Yes, we can talk more easily through Wa or the Schoology application.
6	I believe that the Schoology application can be completed remotely, reducing study time.
7	Yes, very there is.
8	Schoology is an app that allows you to talk about lessons.
9	Yes
10	My teacher sent simple material to understand, even though it was not long, and my teacher also sent video material to help with comprehension.

From the students' perceptions that ten students who said that the Schoology application did not have forum facilities to discuss their various experiences, and nine students who stated Yes, because Schoology had access to facilities for online discussions, there were even students who were usually in the Wa group with each other. Reply to comments on Schoology. This facility makes it easy for students to share experiences or ask questions to the teacher without meeting in person.

Question 7

Question number 7 aims to better understand the benefits of the learning process by using Schoology learning: *What benefits do you get from using Schoology applications in learning English?*

Table 8. Students' Respond to Question number 7

No	Students' Perception
1	The advantages are that when I do not know something, I can look up questions online, learn on my own, and chat with friends about learning English.
2	Any of the information given makes sense to me.
3	I can discuss and develop my knowledge, which is one of the many advantages.
4	The advantages of being able to gain learning quickly. since it can be opened from any location
5	The advantages include new perspectives on Schoology's English applications.
6	The advantages of learning English will help you learn faster.
7	very simple to comprehend
8	One of the Schoology application advantages is that we can meet or understand things quicker because we can form relationships with other students.
9	The advantage is being able to receive lessons quickly.
10	Since the entry is simple and there are only materials and tasks, it is easily available.

Based on the interviews' results, almost all students responded positively, and ten students found less benefit during the study of the online Schoology. From the perceptions of online Schoology learning, students say the benefits of learning Schoology have many benefits, one of which is discussing learning independently.

Studying using Schoology can train students' brains to learn on their own. Students get more knowledge they do not know, and the benefits that students find are that they can collaborate with other follow students' deans.

Question 8
Question number 8 aims to determine the perception of the results of student interviews in learning using Schoology: *Can using Schoology applications increase your creativity in learning English?*

Table 9. Students' Respond to Question number 8

No	Students' Perception
1	Yes, I believe I will make greater efforts to comprehend the material.
2	I am afraid not.
3	Not really
4	Unfortunately, no.
5	Yes, in terms of learning Schoology application, it increases intuition and character.
6	Using the Schoology app allows me to increase my creativity in learning English gradually.
7	Yes
8	Learn on your own.
9	Unfortunately, no.
10	There are typically in daily discussions in the WhatsApp group or responding to each other's comments on Schoology.

From students' perceptions of creativity using Schoology, six students said yes because they are more independent in carrying out tasks and can also increase their creativity in learning Schoology online. On the other hand, about four students say No because students think this learning does not make them much more creative.

Question 9
Question number 9 aims to determine the perception of the results of student interviews in learning using Schoology: *do you think using the Schoology application can attract interest in doing English assignments?*

Table 10. Students' Respond to Question number 9

No	Students' Perception
1	Yeah, I believe, because we just need to take a quiz quickly.
2	No, since my network can be a little sluggish at times, I do not believe so.
3	Yes, since it is extremely beneficial.
4	It is intriguing because it is more straightforward and realistic.
5	Since the first experiencer learns English through the Schoology application, yes will pique interest.
6	Yes
7	Yes
8	Yes
9	It is intriguing because it is less time-consuming than studying face-to-face.

| 10 | Studying independently because when I was learning English in Schoology, I did so independently, which taught my brain to learn English more quickly. |

Based on student interviews, some students answered Yes as much as nine. They said using Schoology only needed to type when doing a quiz easily. Therefore, it could attract new experiences and access and material that was easy to understand. The teacher was also fun so that students were more fun to learn.

Therefore, Online Schoology learning can attract students in a simpler learning process. Furthermore, ten students said No because sometimes the student network was not good and slow.

Question 10

Question number 10 aims to determine the perception of the results of student interviews in learning using Schoology: *Does learning English using Schoology make you better understand?*

Table 11. Students' Respond to Question number 10

No	Students' Perception
1	Yes, the Schoology application is extremely beneficial in learning English.
2	Not at all. I am not sure I understand everything; there are some materials I am not sure about.
3	Often I get it, and other times I do not.
4	It is the same as it has always been.
5	Often I do not get it, and other times I do.
6	Schoology will help me understand English better.
7	Yes
8	Yes
9	It is the same as always.
10	Yes, because using Schoology interactively allows students to consciously share their thoughts and ideas flexibly and think objectively and creatively about addressing English questions. They can then discuss their findings with their peers and openly express their opinions.

Six students chose yes who said that learning English using Schoology could make students more understanding and sufficiently helpful to understand English learning. The teacher provided material and videos properly and completely but briefly, and we could discuss assignments and English materials with the teacher.

Furthermore, students who answered No. Four students said that some students did not understand Schoology learning, and some students understood Schoology.

Question 11

Question number 11 aims to determine the perception of the results of student interviews in learning using Schoology: *Does Schoology allow you to complete English tasks more quickly?*

Table 12. Students' Respond to Question number 10

No	Students' Perception
1	Yes, since it allows you to apply assignments without consulting with your teachers or colleagues.
2	Not at all. I am tired and slow.
3	Not

No	Students' Perception
4	Not really
5	Yes, because it is faster in searching
6	Yes, since Schoology publishes task-related material to make the task easier to complete.
7	I do not think so
8	Yes
9	Not
10	Yes, since it is readily available, the content is simple to comprehend, and teaching the instructor is enjoyable.

Students who say Yes are five states that Schoology makes it possible to complete assignments faster because they collect online-based assignments without meeting with the teacher.

Usually, students do English assignments casually now students do them quickly because they are catching up with time, and Schoology to publish material related to the task can make it easier to carry out the task. On the other hand, five students said no to slow and lazy networks.

Question 12

Question number 12 aims to determine the perception of the results of student interviews in learning using Schoology: *Is learning English using Schoology more effective than other applications?*

Table 13. Students' Respond to Question number 12

No	Students' Perception
1	Yes, the Schoology app appeals to me because of its ease of use.
2	I am not sure because I have never used an English learning tool.
3	Yes
4	Effective, but not long-lasting
5	Yes
6	It is counterproductive because the instructor does not directly articulate the content, and the students do not understand, making it difficult to ask questions.
7	Very effective
8	Yes
9	More effectively using Schoology than other applications
10	Yes, since my teacher included all of the information and video material concisely, and Koita discussed the assignment and English language material with the teacher.

As many as eight students answered yes who said that learning English using Schoology was more effective in use. Students reported this because access to Schoology learning was easy to access.

Students could see whether sending their assignments was slow or not, and the Schoology application was more effective than other applications. It is just less face-to-face. And two students said it was a little less effective because the material was not explained directly by the teacher, and if students did not understand it, it was difficult to ask questions

Question 13

Question number 13 aims to determine the perception of the results of student interviews in learning using Schoology: *by using Schoology applications, can you find new knowledge that has not been obtained from classroom learning*?

Table 14. Students' Respond to Question number 13

No	Students Perception
1	Yes, I do not understand the formula for making sentences as well as I used to, but with this application, I still know enough formulas to use in two sentences in English.
2	There is not any. I tend to research in a classroom setting because I better understand.
3	Yes
4	Could
5	Yes
6	Yes
7	Yes
8	Yes
9	Can
10	Yes, because I used to do English assignments casually, but now I do them quickly due to a desire to save time.

Nine of the students answered the results of the interviews that the students put forward, which was like the formula for making sentences the students did not understand. Still, this application already knows enough what procedures will be used in making English sentences, and also usually, the teacher explains directly so that usually forgetfulness of matter. Furthermore, ten students said not prefer to study in class because some students understand better.

Question 14
Question number 14 aims to determine the perception of the results of student interviews in learning using Schoology: *do you think the Schoology application can improve English language skills?*

Table 15. Students' Respond to Question number 14

No	Students Perception
1	It is very useful in studying English, in my view, because the explanations of the content that I do not understand are a little less I am not fluent in English.
2	I do not think so
3	Not
4	Not really
5	Yes
6	I believe it is possible if the assigned content is well known.
7	Passable
8	Yes
9	Not even
10	Yes, because it is easily available, and we can see whether we are sending English assignments on time or not.

It can be seen from the students' interview results regarding their perceptions about Schoology learning. For example, four students claimed that Schoology could improve their English mastery, in which their teacher sometimes gave them a task to look for unfamiliar words, find the meaning, and send it to the teacher. The other six students said that learning English using Schoology is quite helpful because most of the students could understand the explanation of the learning materials.

Question 15

Question number 15 aims to determine the perception of the results of student interviews in learning using Schoology: *do you think Schoology helps the process of learning English from home independently?*

Table 16. Students' Respond to Question number 15

No	Students' Perception
1	It is very useful since collecting assignments online is quite useful when having to keep a distance sharing experiences with teachers or friends in learning English online is very enjoyable.
2	To be honest, I am not confident in my ability to learn how to use the Schoology program. Yes
3	Help
4	Yes
5	Yes, since Schoology can be accessed from anywhere with an internet connection.
6	Yes
7	Yes
8	Yes
9	Help
10	Yes, since the teacher who describes explicitly typically forgets the content, we can remember the material and the teacher if we can open it again in Schoology.

Based on the interviews from students, as many as eight students said yes because usually, they are lagging in other applications while Schoology is not, and students can also think and answer questions easily. In addition, the Schoology application is very helpful for students because Schoology can be accessed anywhere if the location has a network. Furthermore, twenty students answered No because students felt uncomfortable learning to use the Schoology application and did not understand the material explained by the teacher.

DISCUSSIONS

Taking these findings into account, the writers discussed the data. It illustrates the perception of students of SMPN 1 Palopo in learning English using Schoology. As presented on findings, results in both questionnaires show that respondents had a positive perception of the implementation of Schoology learning. It can be seen from the result of the questionnaires. Below are the detailed answers to the research questions. The questionnaire and interview results show that learning English with Schoology provides an elusive view of the student and its features.

Moreover, from statement number 1 can be concluded that 50% of the students at SMP Negeri 1 Palopo agree that Schoology makes my mastery of English skills improve. From statement number 2 can be inferred that 50% agree that Schoology found new knowledge that I had not gotten from classroom learning. From statement number 3, most of the 30% chose strongly agree that learning English in Schoology Learning is more comfortable. Furthermore, we can see that no one said they disagreed or strongly disagreed. Finally, from statement number 4 can be concluded that mostly 40% of students disagree that learning English in Schoology Learning is more difficult.

Furthermore, from statement number 5, most 70% of students strongly agreed that in Schoology learning, the teachers provide textbooks about technical support for face-to-face learning. From statement number 6, most 60% of students strongly agreed that the teacher provides the material and its discussion in English subjects. Then from statement number 7, the data obtained show that out of 10 students there is 50% of students strongly agree that Schoology makes it possible to complete English tasks faster. In statement number 8, the data obtained show that out of 10 students there is 40% of students agree that Sholoogy learning helps me better understand English material in depth. Then,

statement number 9, it can be concluded that mostly 40% of students agree that using Schoology is more structured than other applications. Finally, in statement number 10, the data obtained show that out of 10 students there is 50% of students agree that in Sholoogy learning, students can learn English anywhere and anytime.

The students' perceptions mostly show the advantages of using Schoology as Learning. Students feel that Schoology is suitable for all subjects. Students also perceive that presenting topics in a mixed format makes it easier to follow and enhances their learning. Online content is well illustrated and easy to understand, and the material is easy to find. Students give positive responses perceptions of the application of the Schoology Learning in English Language Teaching. Positive ratings from respondents came from their learning experience using Schoology Learning. They enjoy The learning process when the teacher applies Schoology Learning.

From the data, it can be seen that many student respondents agree that Schoology Learning is very beneficial for those in a pandemic period. Schoology Learning makes them more interested in learning. Also, be more active and responsible. The findings of this study are systemically related to previous research on the perception of online Schoology English learning related to previous research findings. Among the five previous related studies, all the results showed that students' perceptions of online Schoology were used. On the other hand, there are also differences between the findings of this study and some previous research.

The first previous research was conducted by Rahmita and Priyani (2017). The results showed that students obtained Schoology well in the teaching and learning process because Schoology is an online learning platform that makes learning interesting. Moreover, it can save students time and money. Furthermore, the science of Schoology has many benefits for students at a higher level of education. For example, it can motivate students to learn inside and outside the classroom. Likewise, the findings of S. Talis et al. (2018). This research showed that the students positively interpreted implementing the Schoology Learning Method in English Language Teaching. The positive judgment from the respondents came from their experience in learning by using Schoology Learning Method. They enjoyed the learning process when the lecturer implemented Schoology Learning Method.

Other previous studies found a relationship with this study regarding positive responses to perceptions. For example, Maria Intan Permata (2016) found that the results of this study could be the key to other methods of helping students improve their English skills because the use of Schoology itself is still relatively rare in his new probation period. Therefore, by knowing students' perceptions of the methods used, these results can be viewed and evaluated to better understand Schoology and student performance skills. Further findings from Rina Harimurti (2016) also show that the results of this study indicate that after carrying out the teaching and learning process using Schoology-based E-learning, student scores increase. However, there is no significant positive influence between Schoology-based E-learning on student learning outcomes.

On the other hand, there is a substantial and positive influence between Schoology-based E-learning on student learning outcomes. The fifth previous research conducted by Rosa Amalia (2018) also shows that the findings show that students have positive perceptions about the use of online assessments. However, some students have negative perceptions. Students face several challenges, including taking the test quickly and precisely because they are limited by time and sometimes slow signals. In short, students' perceptions are positive and negative with various challenges.

Previous research shows that some students have students about the perception of online Schoology learning why they think positively about Schoology learning that is most widely used at home. There are also negative responses about Schoology learning. It is found that Schoology can be a medium for learning and teaching less. Effective positive perceptions about Schoology as an online learning medium tend to be popular and most widely used during pandemic times.

CONCLUSION

Based on the research findings, it can be concluded that the students at SMPN 1 Palopo have a positive perception towards the application of Schoology in learning English. Respondents' positive ratings came from their experience in online learning received. This positive perception can be seen from the results of student questionnaires and interviews, who stated that they were positive and negative and that they enjoyed learning during a pandemic. Almost all respondents' answers are

satisfactory. All students already know what Schoology is and its features. Furthermore, a common obstacle also occurs in web-based learning, namely the slow internet network, so activity is also disrupted.

Although the results of this study indicate that students' perceptions of Schoology are good, students benefit from it. However, several drawbacks limited the research. First, the sample size of a student may be considered not large enough to show strong enough results. However, the same effect would be obtained if the enlarged sample size. Therefore, a larger sample size is required in future studies. The second weakness is that students are still not evenly distributed, so respondents are randomly selected from the lack of presence of writers. Finally, the third weakness is the slow internet network, so students do not optimally learn this web-based learning material.

Writers hope further research can be done with more varied settings to richer results. To broaden the scope of this topic, the researcher proposes a study on teachers' perceptions of the use of Schoology in classroom argumentative writing. The findings can influence the teaching and learning process in the context of this research. Therefore, writers should consider implementing Schoology as a medium for teaching and learning activities in the future.

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