THE EFFECT OF SCHOOLOGY ON THE STUDENTS' WRITING INTEREST

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ABSTRACT

This research aimed to determine the effect of using *Schoology* as learning media on students' writing interest. The research was done in a 2x2 experimental design with experimental and control classes selected as participants using purposive random sampling. The two groups had the same writing ability but received different learning media treatments, Picture Series for the control class, and *Schoology* for the experimental class. The Tukey's test results showed that q_{obtain} between columns A_1 and A_2 (3.46) was higher than q_{table} (2.92) proving that using *Schoology* in teaching writing was significantly different from Picture Series. On the other hand, q_{obtain} between cells A_1B_1 and A_2B_1 (4.47) was higher than q_{table} (3.08) proving that using *Schoology* differed significantly from Picture Series in teaching writing for students who had high interest. Then q_{obtain} between cells A_1B_2 and A_2B_2 (0.41) was lower than q_{table} (3.08) proving that using *Schoology* did not differ significantly from Picture Series in teaching writing for students who had low interest. This study concludes that learning writing skills using *Schoology* affects students' levels of learning interests. *Schoology*, therefore, could be an alternative learning media platform for teaching and learning writing skills.

Key Words: Schoology; Effect; Students' Writing Interest

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan media pembelajaran Schoology terhadap minat menulis siswa. Penelitian dilakukan dalam rancangan eksperimen 2x2 dengan kelas eksperimen dan kelas kontrol dipilih sebagai partisipan dengan menggunakan purposive random sampling. Kedua kelompok memiliki kemampuan menulis yang sama tetapi mendapat perlakuan media pembelajaran yang berbeda yaitu Picture Series untuk kelas kontrol dan Schoology untuk kelas eksperimen. Hasil uji Tukey menunjukkan bahwa qobtain antara kolom A1 dan A2 (3,46) lebih tinggi dari qtabel (2,92) yang membuktikan bahwa penggunaan Schoology dalam pengajaran menulis berbeda secara signifikan dengan Picture Series. Di sisi lain, qobtain antara sel A1B1 dan A2B1 (4,47) lebih tinggi dari qtabel (3,08) membuktikan bahwa penggunaan Schoology berbeda secara signifikan dengan Picture Series dalam pengajaran menulis untuk siswa yang memiliki minat tinggi. Kemudian qobtain antara sel A1B2 dan A2B2 (0,41) lebih rendah dari qtabel (3,08) membuktikan bahwa penggunaan Schoology tidak berbeda secara signifikan dengan Picture Series dalam pembelajaran menulis untuk siswa yang memiliki minat rendah. Penelitian ini menyimpulkan bahwa pembelajaran keterampilan menulis menggunakan Schoology berpengaruh terhadap tingkat minat belajar siswa. Oleh karena itu, Schoology dapat menjadi platform media pembelajaran alternatif untuk pembelajaran keterampilan menulis.

Kata Kunci: Schoology; Pengaruh; Minat Menulis Siswa

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INTRODUCTION

Electronic media and the internet cannot be separated from human life that is increasingly advanced (Kapoor, Tamilmani, Rana, Patil, Dwivedi, & Nerur (2018). Education utilizes learning facilities that are connected to the internet or also known as social media learning nowadays. The teacher can use social media as a medium to teach the students using the internet, such as Google Classroom, Schoology, Moodle, and others. Social learning media with various features make the learning process more enjoyable and make it easier for teachers to overcome the students' difficulties in understanding concepts and developing ideas, especially writing skills. Computer and internet technology, both in terms of hardware and software, provide many offers and choices for the education sector to support the learning process (Aljawarneh, 2020). Students have started to use computer and internet technology to access subject matter and increase their knowledge. Even a teacher will find teaching materials easily, which is following with their field. Students can deepen the knowledge obtained supported by finding additional information outside of what is taught by the teacher. In using social media learning, the teacher can share some supporting materials and videos so that students can understand the material quickly. Students are expected not to be bored in attending the lesson when the teacher uses video, music, picture, or another interesting media in teaching and learning process.

Fareed, Ashraf, and Bilal (2016) stated that writing is an activity to produce written language that will be read. It is described as a process that is not as simple as it is assumed. The students often feel confused about how to begin their writing and organize their sentences to be interesting writing. To make the student have more ideas, the teacher must have innovative ways. The innovative way uses interesting media or technological facilities (Barak & Yuan, 2021; Sivarajah, Curci, Johnson, Lam, Lee, & Richardson, 2019). This interesting media can support the students in getting more ideas by looking at the video or picture represented in the media. One of the technological facilities that can be used for teaching writing is Schoology. According to Ferdianto and Dwiniasih (2019), Schoology offers free and easy-to-use learning, including social learning management (LMS). Schoology has complete specifications with various learning tools, for example, checking attendance, tests,

quizzes, and assignment submissions (Aydın & Demirer, 2016).

Schoology allows teachers and students to collaborate in order to achieve the learning goals. The collaboration in question is a variety of individual, group, and discussion data carried out in the Schoology group. Therefore, Schoology is very suitable to be used as a supporting learning media using the internet. According to Sriyanto and Kaniadewi (2019), there are three reasons why the teacher must use Schoology to teach the students. The first, Schoology offers the teacher to support their online learning activities with the students. The second, Schoology, presents some resources and collaborative groups for students and teachers to develop with others. In their learning network, it can include in mobile applications such as android and IOS. Other applications that can be connected with Schoology are Google Drive, Twitter, and Facebook. The third is a free instructional component for teachers and students. Schoology has several advantages to use in learning, such as Schoology can be a forum for collaborative groups of students, with teachers can be involved in it. Schoology can run on any web browser and can connect with other applications.

Several studies have shown that learning with Schoology results in higher learning outcomes. The students' learning outcomes can be used to measure the learning process that has been carried out. This statement is supported by Araujo, Carneiro, Cruz-Aguayo, and Schady (2016), which state that every teaching and learning process always produces the learning outcomes. It can be said that learning outcomes are the end or peak of the learning process. The end of this activity is the measure of students' success rate in the teaching and learning process. The other study was conducted by Low (2015) from Thammasat University. This study revealed that Schoology could motivate students and had a positive effect on students' writing skills. 80% of students agreed that Schoology was attractive, flexible, and increase students' marks. Then, Apriliani, Asib, and Ngadiso (2019) researched the implementation of Schoology in education. This research found that Schoology could be an effective way of teaching writing for supporting the 4.0 era. It had proven that there was a significant difference in students' writing skills after and before being taught by using Schoology. The results of some studies show that Schoology has positive impacts when implemented in the teaching and learning process.

Based on Su and Cheng (2015), other factors influence in teaching and learning process. One of them is the students' interest. According to Pantziara and Philippou (2015), interest motivates the students to strive to achieve a particular goal. Interest is the feeling of wanting to give attention to something or wanting to be involved with and discover more about something. Interest also refers to a sense of concern with and curiosity about someone or something and the power of attracting or holding one's attention. In writing process, the psychological factors will influence the students' writing projects result. The psychological factors are the student's motivation and interest. Hariyanto, Soetarno, Joko, and Gunarhadi (2019) stated that interest has a significant role in influencing the students' learning activity, which includes students' emotions, feeling, attention, satisfaction, motivation, and pleasure. The positive interest and attitudes of each student will increase their chance for success in learning.

Students' learning is facilitated by achievement motivation and emotional motivation. These motivations will foster the language learners' interest. The relationship between interests and motivation becomes more complicated with the increasing of motivational types. There are three types of motivation to foster the students' learning interests. Instrumental motivation, emotional motivation, and achievement motivation have a significant role in increasing the students' learning interest (Ferrell, Phillips, & Barbera, 2016). The researchers are convinced that the students' interest in language learning can cause an integrative motivation. Integrative motivation may become a source of everlasting interest of students in learning, especially in English lessons.

Based on the statement above, Schoology as a medium to teach writing make the students more interested in joining the teaching and learning process in the class and online. Interest influences the students to improve their writing skills. The students' interest is divided into two types, and they are students who had high interest and students who had low interest. The students who had high interest will have a high interest in writing many texts. Sicat (2015) investigated that students who had high interest like to write anything topics that the teacher gives to them, which is used as an exciting topic in Schoology. They will be more active in joining the teaching-learning process than the students' who had low interest, especially writing.

On the contrary, picture series media cannot satisfy the students in joining the writing class when the teacher used Picture Series, and the students feel bored. They thought that Picture Series just showed some pictures, and that cannot attract them. Singh, Tan, Abdullah, and Mustafa (2017) explain that Picture Series are drawn about objects or people that the learners can describe with their own words. The students depend on the picture that the teacher explains to the students in writing class. They watch the picture and write a text-based on the picture. This model does not increase the students' achievement in creativity, thinking, and problem-solving. The students also have a low level of interest when they use this media in nearly all the activities, texts, tasks, and tests given to them. Based on the statements above, the picture series is supposed to be more effective for students with a low interest in writing skills.

Based on the observations at SMK Kesehatan Bina Karya Medika, which uses the 2013 Curriculum, learning English, especially in writing, the teacher only uses traditional teaching methods. The teacher's traditional learning is only based on student worksheets and handbooks (Al-Mashaqbeh & Al Shurman, 2015). The teacher does not have innovation in

learning, so students sometimes get bored with taking part in the class. Whereas in writing skills, teachers are required to develop students' ideas so that students can write an essay in English and be assessed according to the aspects of writing skills, namely content, organization, vocabulary, grammar, and mechanics.

Based on the literature review, students' interest will affect their writing skills (Apsari, 2017; Huy, 2015; Sipayung, 2016). The students who had high interest will have better writing skills than those who had a low interest. However, it is a challenge for the teacher to increase the students' interest to make better writing skill. The uses of media have a significant role in the teaching and learning process. Teaching media can improve the students' interest. Many teachers do not use appropriate media to teach writing to make higher students' interest in learning. These conditions make the researchers propose Schoology as a social media to teach writing, aiming to increase the students' interest.

Using Schoology in education is an important thing that can be implemented by the teacher when the teacher teaches writing. Schoology can be an alternative social media used by the teacher to make the students interact with each other (Sarrab, Al-

Shihi, Al-Khanjari, & Bourdoucen, 2018). Besides, the students' interests also influence the teaching and learning process in writing. Based on the study's background above, the researchers research the effect of Schoology on the students' writing interest. The study's research questions are: (a) Do the students who have high interest have better writing skills than those with low interest? (b) Is there any interaction between teaching media and students' interests? Besides, this research aims to reveal whether teaching writing using Schoology is more effective than using picture series for students and to reveal whether the students who had high interest will have better writing skills than students who had low interest.

METHOD

The method of this research was an experimental study. An experimental study was defined as the technique, which attempts to ferret out cause and effect relationships. Through experimentations, a cause and effect relationship could be isolated. Because of its ability to identify caution, the experimental approach has come to represent the teaching media prototype for solving problems (Taber, 2019). This research related to teaching media's effectiveness as the independent variable and students' interest as the attributive variable in teaching writing

skills. This research involved three variables: independent variable, dependent variable, and attributive variable. The independent variable of this research was the teaching media. The factors were manipulated and selected in this study were teaching media. The purpose of this study is to know the effect and the relationship to the phenomenon investigated. The teaching media that was used in this study were Schoology and Picture Series. These two different media was related to two groups of students. In this study, a group of students taught by using Schoology media as the experimental group, and a group of students who taught by using Picture Series media as the control group. The research design was presented in table 1.

Table 1 Factorial Design 2 X 2

Media Interest .Teaching	Schoology (Experimental group) (A_1)	Picture Series (Control group) (A_2)
High (B_1)	$A_1 B_1$	$A_2 B_1$
Low (B_2)	$A_1 B_2$	$A_2 B_2$

Note:

Independent Variable: Media (Schoology and Picture Series)

Experimental Group: The class taught by using Schoology

Control Group: The class taught by using Picture Series

Dependent Variable: Writing skill

Attributive Variable: Students' interest

In this research, the researchers used cluster random sampling. According to Nasution (2016), cluster random sampling was a heterogeneous grouping against the elements. On the other hand, as a consideration in selecting samples, the researcher conducted preliminary observation by looking at the tenth-grade students' characteristics. This research was carried out in Vocational High School (SMK) at Ponorogo, East Java, Indonesia. In this case, all members of selected groups had similar characteristics. Therefore, the researcher decided to randomly take only two classes (X Health Analyst Class and X Pharmacy Class) as the study sample, which consisted of 48 students. These classes had the same ability in writing skills. In this case, 24 students were taken from X Health Analyst class, and 24 students were taken from X Pharmacy class. Each class was divided into two groups, students who have high interest and low interest. One of the two classes was taught using Schoology media, and the other class was taught using picture series.

Tukey test was used to know the significant difference between the means from two media (Schoology compared to Picture Series), the means from two groups of students' interest (students who had high interest compared to those who had a low interest), two means between media based on students' interest (Schoology compared to Picture Series for students with high interest), and two means between media based on students' interest (Schoology compared to Picture Series for students having low interest). It was done to look for q_{obtain}, which was obtained by comparing the difference between means by the square root of the within-group variation and sample size.

FINDINGS AND DISCUSSION

The researchers conducted a preliminary study before doing experimental research in one of the Vocational High School (SMK) at Ponorogo. The preliminary study's focus was to know the use of English learning media, especially in teaching writing skills used by the English teacher and the students' interest in learning English. To collect the preliminary study data, the researchers used the steps of observation, interview, documentation, and document analysis. The result of the preliminary study was the teaching materials and media in learning English. Teaching materials and media for learning English used a textbook that was produced by the government. The teacher also still used English Module. The material of the English Module was not much different from

the textbook from the government. The textbook given to students was the textbook that had been used in previous years. In other words, there was no new material in the book. The school used the 2013 curriculum. In the 2013 curriculum, English teachers were required to be more creative in using models, methods, media, and teaching materials to learn English, especially writing skills. The method used by the teacher was a traditional method. The teacher taught English lessons according to the textbook without any media. Based on the observation and interview, the researchers found that students' interest in this school was still low in learning English. It needed to be improved.

After the researchers know about the problem, the researcher prepared the research instruments. The research instruments that were used in this research were lesson plans, questionnaires, and writing tests. A lesson plan was used to know what the activities were done in this research. The lesson plan might be adjusted with the students' material.

This research aimed to investigate the effectiveness of using two different media to teach writing based on the students' interests. The researcher used data gained from the students' writing test scores taken from the control class

and experimental class. The control class was taught by using Picture Series, and the experimental class was taught by using Schoology. After the writing test scores were gained, the scores were then sorted following the students' interest levels. The students' scores were then grouped into the scores of high-interest level and low-interest levels. The data obtained consists of the highest score, lowest score, range, mean, median, mode, and standard deviation. The result of students' interest and writing score of the control class was presented in Table 2.

Table 2 The Students' Interest and Writing Score of Control Class

No	Students' Name	Students' Interest Score (B_1)	Writing Score (A_1)
1	HR	90.00	82
2	FD	87.50	87
3	YS	85.00	89
4	AM	83.75	87
5	DN	83.75	92
6	ND	83.75	81
7	PA	83.75	86
8	AR	78.13	81
9	ER	78.13	78
10	YP	78.13	84
11	SO	76.88	80
12	WA	76.88	83
No	Students' Name	Students' Interest	Writing Score

No	Students' Name	Students' Interest Score (B$_1$)	Writing Score (A$_1$)	
		Score (B$_2$)	(A$_1$)	
13	SS	75.00	85	
14	TA	75.00	83	
15	TAN	73.75	86	
16	NE	72.50	84	
17	RD	71.25	86	
18	AF	70.00	77	
19	FA	69.38	81	
20	AD	65.63	80	
21	WF	65.63	85	
22	DG	65.00	81	
23	AW	63.13	84	
24	MS	60.00	78	

The result of students' interest and writing score of the experimental class is presented in Table 3.

Table 3 The Students' Interest and Writing Score of Experimental Class

No	Students' Name	Students' Interest Score (B$_1$)	Writing Score (A$_1$)	
1	EB	85.00	94	
2	AA	83.75	87	
3	EA	83.75	88	
4	DN	82.50	92	
5	KE	82.50	92	
6	LS	81.25	89	
7	NA	81.25	87	
8	AT	80.00	90	
9	NM	80.00	86	

No	Students' Name	Students' Interest Score (B$_1$)	Writing Score (A$_1$)	
10	EAL	78.13	82	
11	AN	75.00	88	
12	ND	75.00	89	
No	Students' Name	Students' Interest Score (B$_2$)	Writing Score (A$_1$)	
13	IN	73.75	86	
14	AM	72.50	86	
15	FN	72.50	83	
16	DP	71.25	83	
17	RAR	70.00	83	
18	RA	70.00	80	
19	RF	69.38	89	
20	VF	69.38	86	
21	AD	65.00	77	
22	BF	63.75	82	
23	AC	63.13	78	
24	DW	60.00	82	

Based on the data, the researcher tested the hypothesis by using the Tukey test. It was needed to prove the interaction between the groups. The result of Tukey test computation could be seen as follows:

Table 4 The Result of Tukey Test

Between Group	q$_o$	q$_t$	Status
A$_1$ – A$_2$	3.46	2.92	Significant
B$_1$ – B$_2$	5.21	2.92	Significant
A$_1$B$_1$- A$_2$B$_1$	4.47	3.08	Significant
A$_1$B$_2$ – A$_2$B$_2$	0.41	3.08	Not Significant

Based on the Tukey test summary above, it could be concluded that q$_{obtain}$

119-129

between columns A1 and A2 (3.46) was higher than q_{table} (2.92). It proved that the use of Schoology in teaching writing was significantly different from Picture Series. The mean score of A_1 (85.79) was higher than the mean score of A_2 (83.33). It meant that using Schoology was more effective than using Picture Series in teaching writing. Then, q_{obtain} between rows B_1 and B_2 (5.21) was higher than q_{table} (2.92), it proved that the students having high interest and those having low interest were significantly different in their writing skill. The mean score of B_1 (86.42) was higher than the mean score of B_2 (82.71). It meant that the students who had high interest had better writing skills than those with low interest. The table also showed that q_{obtain} between cells A_1B_1 and A_2B_1 (4.47) was higher than q_{table} (3.08). It proved that using Schoology differs significantly from using Picture Series in teaching writing for students who had high interest. The mean score of A_1B_1 (88.67) was higher than the mean score of A_2 (84.17). It meant that using Schoology was more effective than using Picture Series to teach writing for students who had high interest. Furthermore, because q_{obtain} between cells A_1B_2 and A_2B_2 (0.41) was lower than q_{table} (3.08), it proved that using Schoology did not differ significantly from using Picture Series

in teaching writing for students who had low interest.

Based on the result, Schoology is a media that support students to learn well. In teaching writing, Schoology can make students more actives. Students have more choices and control over their studies but still under guidance from their teacher. With this activity, it can create long-life learning. The time and place for learning can take place anywhere at any time when they used Schoology media. These medium delivery mechanisms, instructional approaches, technologies, and learning situations, involve supporting learning, individualized yet collaborative and interactive learning. These phenomena are in line with Suryati and Suryana (2019), who stated that Schoology is a web-based social network for K-12 that assists the users (the student or the teacher) to create, manage, interact, and share academic content. Schoology also provides teachers and students access to the presence, collection tasks, exercises, and media learning sources that can be accessed anytime, anywhere. It provides access to parents to monitor students' progress in the school. There are many benefits when they are using Schoology in the teaching and learning process.

In Schoology, the process of teaching-learning using Schoology

combines with face-to-face and online learning. Students have more choices and control over their study but still under the guidance and instruction of their teacher at the same time. In Schoology, students use the abundant materials on the internet and have a better understanding of the substantive materials with the teacher's help in a face-to-face classroom. This media provides students a more significant opportunity to interact with each other and with their teachers. Students who use Schoology perform better than those who take face-to-face classes. Through this activity, the students learn how to write well and produce a good text. Many students are uploading their text in the Schoology group. With this activity, the students share their difficulty when they face in writing a text. They can ask about the difficulties with other friends and their teacher. These phenomena align with Phungsuk, Viriyavejakul, and Ratanaolarn (2017), saying that Schoology supports students' active learners. They take a chance, question, make decisions, analyze, think critically, and create a draft to do good writing and make a discussion online.

The students choose the topic that they want to write about based on their interests. They are very motivated when the teacher lets them choose any specific topic for their text. Writing

something interesting and around them makes the students enthusiastic in the learning process. The teacher is a facilitator that will help the students when they need help. Altemueller and Lindquist (2017) state that in teaching using Schoology, teachers or mentors facilitate, rather than direct. The students explore a system, ask questions, look at problems within that system, determine solutions, and plan the writing.

The students' interest determines the students' writing topic. Therefore, they write what they want to write. The teacher does not determine what the students have to write. It is based on the principles of using Schoology in the teaching and learning process stated by Joshua, Swastika, and Estiyanti (2016) that an effective way to use Schoology as a media in the teaching and learning process is differentiated according to students' interests.

Meanwhile, Picture Series support the teachers in the teaching and learning process, but these media have several weaknesses, such as cannot depict motion as the film does. If it is not unique, it can seem uninteresting to students, and depicting a specific purpose might be challenging to locate. The students cannot describe the picture because the picture series sometimes looks unclear and lacks

121-129

representation. Therefore, the students will get difficulties in writing a text. The student cannot develop their ideas when they are writing an English text. Rofi'ah and Ma'rifah (2018) states that pictures only focus on eye perception, and pictures that are too complex will not be effective in learning activities. In the writing activity using picture series, the students often find difficulties interpreting the meaning of the story exposed in the pictures. The complexity of the pictures affects the students' perception.

Based on the above elaboration, the difference between Schoology and picture series can be seen on the media used. Schoology media focuses on the internet in providing the materials. The teacher and the students can access the facility of Schoology and explore the materials freely in dealing with the topic being taught. The students quickly improve their ideas in writing an English text. Picture series focuses on the visual picture in providing the materials. Sometimes, picture series cannot represent the object well, so the students can develop their ideas in writing an English text.

Based on the statements above, the researcher concludes that teaching writing using Schoology is more effective than teaching writing using Picture Series. Schoology gives new

experiences to the students. For example, the students can access Schoology wherever they want. The students can interact with each other in the group so they can share their ideas. The teacher can comment on the students' tasks, and the teacher can easily upload the material in the group.

On the other hand, picture series make the students get bored quickly. The picture series cannot give students the flexibility to compose based on their interests. Picture series cannot depict motion as film, and if the pictures used are not unique, and students seem uninterested in writing.

Students' interest influences their achievement, especially in writing skill. Students' writing skill having high learning interest is better than the one of those having low learning interest. Those who have high learning interests tend to be more active in the teaching and learning process. They have enough bravery to consult their learning problem with their teacher. They are also brave to answer a teacher's question whenever they are asked to or not. They have firm intention in learning that makes them understand the lesson more easily. They are also eager to look for other relevant learning sources to improve their understanding of the class's lesson. Furthermore, students who have

high interest tend to have some characteristics, such as cooperation, self-confidence, responsibility, leadership, and positive thinking.

Spitzer and Aronson (2015) state that students, who feel interested in whatever they learn, show higher academic achievement and can remember the materials in the long term. Furthermore, Al-Mahrooqi, Abrar-Ul-Hassan, & Cofie (2016) mention that interested participants are also likely to be motivated learners; they are more likely to seek out challenges and difficulties, use effective learning strategies, and use feedback. It stands to reason that the level of interest influences how the students will achieve their learning results. The high level of interest automatically leads to a high degree of attention and will raise the probability of successful learning. The higher level of interest made the higher probability the of students' success in learning.

Meanwhile, Pratama and Setyaningrum (2018) mention four aspects of interest: consciousness, willingness, attention, and pleasure. The high level of those aspects in the writing activities will bring a good result of writing skill. In the language classroom activities, students who have high interest show a better result in learning. They are also seen to be more active during learning activities. Moreover, they show a better awareness of writing activities. They push themselves mentally and physically to follow and get their writing assignments done. They, somehow, take careful action in creating and writing a story. They show a good habit of memorizing the information they have had before on the written form. The high-interested students give more attention to concentrate on the activities in writing. They do the task seriously and give their best efforts to finish it. In conclusion, the students who have high interest increase their writing skills significantly.

Students with low learning interest are usually reluctant to participate in the teaching and learning process actively. They might lazily involve in the class discussion. They do not have enough intention to learn. That is why they cannot reach their achievement optimally. Finally, students with low learning interest have some characteristics: individualistic, unconfident, irresponsible, lack of leadership, and subjective thinking. Hwang and Chang (2016) states that participants with little interest have less capacity to attend, find meaning, and identify their questions. They have less willingness and awareness about the upcoming knowledge and task. Their

motivation to follow the writing activities is not stable. In the writing activities, the students who have low interest do their writing tasks as harshly as possible without giving any possibilities to make the story in good order. It is because they do not have the feeling to do so. That is why the writing skill of students who have low interest is below the average.

Therefore, it can be concluded that the students' writing skill of those with high learning interest is better than that the one of those having low learning interest.

Although English subject has been taught from elementary school until university level, teaching writing skills is not easy for the teacher, especially for senior high school students. The teachers have to pay more attention to how the students have to be taught and what kind of media should be applied to write and produce good writing and understand the material quickly. Choosing and applying the proper media can trigger the students to have a high interest in producing good writing. In other words, choosing improper media will bring them to have low interest in teaching writing. Therefore, applying media in teaching-learning could influence the students' skills, especially in writing English text. Therefore, the teacher should be selective and creative in selecting the media applied in teaching-learning.

Another factor that influences in teaching writing is interest. Interest also plays an essential role in the learning process, especially for its role in achieving teaching and learning. Dole et al. (2017) stated that participants begin to ask and seek answers to curious questions as they engage content with interest. Thus, interest affects the students' learning and plays an influencing factor in achieving the students' writing results. The level of interest can be defined into two levels, namely high and low interest.

Schoology is suitable for teaching writing skills. Here, Schoology provides advantages not only for the teacher but also for the students. By using Schoology, the teacher can lead the students easy to learn writing with the topic being taught by using the internet facility. The students can develop their ideas, create a more effective learning experience, and allow students to exchange collective and individual feedback and responses by using the facility of Schoology. As a result, they can produce good writing, mostly English text. For the students who have high interest, it is assumed that using Schoology is better than using Picture Series in teaching writing because the students who have high interest find no

problem to come up with their fresh, original, and new ideas they produce their writing. Furthermore, students who have high interest tend to have some characteristics, such as cooperation, self-confidence, responsibility, leadership, and positive thinking. These characteristics support them in reaching the goals of the teaching and learning process, especially in writing.

In Picture Series, students will pay more attention to the picture more on learning material. Furthermore, it will take and cost much time to provide an appropriate Picture Series for the teacher. Small and unclear pictures may arouse problems in the teaching-learning process since they may misunderstand the pictures. The interaction between the teacher and students is usually in the form of one-way communication from the teacher to the students. Besides that, interested students cannot be appropriately facilitated. For the students who have low interest, it is assumed that using Picture Series is better than Schoology in teaching writing because the students who have low interest are helped by the teacher for developing their idea in writing text step by step.

Hulleman and Harackiewick (2017) states that participants with little interest have less capacity to attend, find meaning, and identify their questions. In other words, students with low interest tend to have low awareness and attention to attend the learning process, willingness and pleasure to find meaning, and confidence to make questions. During the writing activity, students with low interest are seen to get distracted easily. They cannot focus on the lesson maximally because they have a short span of concentration. They prefer using teaching media that takes short and fast duration. Besides, these students tend to wait for the teacher's orders and instructions to answer the questions and tasks.

Students with low learning interest have some characteristics: individualistic, unconfident, irresponsible, lack of leadership, and subjective thinking. These characteristics will make them difficult to reach the teaching and learning process goals, especially in writing.

In summary, it can be assumed that there is an interaction between the teaching media used and the students' interest in teaching writing skills.

CONCLUSION AND SUGGESTION

The researchers draw some research findings based on the result of the hypothesis testing as the conclusion. First, using Schoology as teaching

media is more effective than using Picture series in teaching writing at tenth-grade students of vocational high school. Besides that, the students with high interest have better writing skills than those with low interest at tenth-grade vocational high school students.

Based on the result, there is an interaction between teaching media and students' interest in teaching writing. Teaching media on the students' writing skill depends on the students' interest at tenth-grade students of Vocational High School. Using Schoology as teaching media is effective for students who have high interest, and using Picture series as teaching media is effective for students who have low interest.

Based on the research findings, it can be inferred that Schoology is an effective medium to teach writing, and there is an interaction effect between the media of teaching and the level of students' interest.

Some suggestions are addressed to the teachers, students, and other researchers. To improve the students' writing skills at school, English teachers are suggested to use Schoology media in writing class. Teachers are suggested to be more creative and innovative in using various kinds of interesting teaching media that accompany the materials to be more active and

encouraged to learn. They do not get difficulty in writing. It is suggested for the teachers to follow specific seminars, workshops, teacher training, benchmarking programs, English teachers forums, or even browsing on the internet related to the usage of Schoology to get a better result in the teaching and learning process.

The students are suggested to understand the use of Schoology media in the writing process and practice more in writing by applying Schoology to be more skillful in writing.

Other researchers should conduct future investigations in detail about Schoology media use for teaching writing. Furthermore, the writer hopes that the research findings can be used as a starting point for future researchers who have the same problems, and this research can be utilized as a reference.

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