

## **A study of student's English speaking skill through schoology**

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**Abstract** - This study is aimed to find out the strength and weaknesses of Schoology in teaching and learning speaking and the student's perception of implementing Schoology in teaching and learning to speak. For this research, the researcher took six students in 10th grade. Qualitative was chosen as a research approach to answer the research questions, while the research methodology used in this paper was a narrative inquiry. The research instruments that were used in this research are interview guidelines, students' and teachers' reflective journal questions. The data were collected by doing the three techniques; interview, reflective journal, and documentation. The data analysis used thematic analysis. The finding of this research divided into two themes; understanding Schoology as instructional media in learning speaking and student's experience of Schoology in learning speaking. In this research, the researchers find out some of the strengths and the weaknesses of the Schoology and the student's perception of the implementing Schoology in teaching and learning speaking. (1) The advantages of using Schoology in teaching-learning speaking are: easy to access, easy to send the assignment, students can get direct feedback from the teacher personally, the features are appealing. There are no significant weaknesses of the Schoology in speaking, the only weaknesses that teachers and students face are those related to internet signals. (2) The student's perception towards the implementation of Schoology has a positive perception and impression because they can express their ideas in the process of learning speaking. In the conclusion, Schoology is very helpful in the teaching-learning speaking process, however, the teachers need to pay more attention to the weaknesses. From this research, we can anticipate the troubles that will happen and hope that this research becomes an alternative for teachers in teaching speaking.

**Keywords:** schoology, speaking, students' perception

## 1. Introduction

Many students are not interested or motivated in learning speaking because they just learn speaking by listening to explanations from the teacher using whiteboards and markers. The students in this 21st century are comfortable with technology. So as English teachers in this era must be creative and must have a good technique to teach and face students. The techniques have to be interesting and can engage students to learn. Learning to speak in the 21st century can involve or use technology. Because as we know learners in this century cannot escape technology especially smartphones. In this digital era, young people spend their time in front of their gadgets. So as the teacher in the 21st century, we can use it as any advantages. The teacher can teach speaking by involving technology such as a smartphone or computer.

Various tools can be utilized in learning to speak. One of them is Schoology. Astuti (2019), states that Schoology is a learning management system (LMS) or course management system (CMS), the cloud-based platform provides tools needed to manage an online classroom. This tool also allows the teacher to give interactive and reflective feedback to students. Schoology is a learning platform intended to persuade students in an easy-to-use collaborative environment that reinforces the connection between them and their teachers (Abdellah, 2016).

Previously, not a few researchers studied media Schoology. Muhtia et al (2018) had conducted a study about blended learning using Schoology as online learning. They state that blended learning includes it's possible to make learning more accessible and personalized and provide students with a richer educational experience. Meanwhile, the potentials of Schoology alone include the easiness of use, the security for student safety, and the efficient tools and resources for teachers. Umbit (2018) conducted a study of Schoology as e-learning media in the digital innovation course: Students' perception. The results of that study are moderately highly significant, and the study concludes that Schoology is an effective application as an e-learning medium in the implementation of digital innovation courses. Furthermore, Karyawati (2016) conducted a study entitled "learning, beliefs, and challenges: students' perspectives on Schoology in English learning." He mentioned that Schoology increases 76.3% for speaking skills. But he does not explain clearly what makes schoology can improve students' speaking skills, what advantages do schoology have so that it can improve students' speaking skills. In addition to examining the strength of schoology, here the researcher will also examine the weaknesses of schoology that can affect students' desire to use schoology on learning speaking. Therefore the researcher tries to fill the gap from the previous research with the current research about "A study of student's English speaking skill through schoology."

## 2. Method

This qualitative research is focusing on narrative research. Narrative research is a strategy of inquiry research that the researchers scrutinize and ask one or more individuals about their lives in order to provide stories about their lives (Creswell, 2008). The result of the narrative then combines both views from the participants' life and the researchers' life in a collaborative narrative. The research process will certainly involve questions and procedures, data collected in the participants' setting, analysis of the data inductively building from particulars to general themes, and the researchers' interpretations made of the meaning of the data of the research.

The data search was carried out with an interview, documentation, and reflective journal techniques which were distributed to students after they had attended four meetings of lectures. The data obtained from the interview, documentation, and reflective journal were analyzed, categorized, and interpreted based on the research questions. Data interview was analyzed and interpreted to find out all of the research questions.

### 2.1 Research design

This research is a qualitative one. Creswell (2008) explained and defined that qualitative research is a means of exploring and understanding the meaning individuals or groups attribute to a social or human problem. This qualitative research by focussing on narrative research. Narrative research is a strategy of inquiry research that the researcher scrutinizes and asks one or more individuals about their lives in order to provide stories about their lives (Creswell, 2008). The purpose of this research is to find out the student's perception of using schoology as an online platform in learning to speak and analyzed the strength and weaknesses of implementing schoology in learning speaking. The result of this study will be the description and interpretation of the overall analysis. This study aims at exploring the Schoology tool in learning speaking. The sort of data in this study is carried out through interviews. The researcher interviewed six students about their perceptions of the implementation Schoology tool for learning speaking.

## 2.2 Participants

The participants in this study are students in ten grade at one of the vocational schools in Karawang. The researcher conducted six students of 10th grade who were selected by the teacher. Each student has different levels, including two high-level students, two middle-level students, and two low-level students. These six students were asked a question and they were interviewed about the use of schoology in learning English speaking.

## 2.3 Data Collection

In this research, empirical data are collected through interviews, documentation, and reflective journal.

### 1. Interview

The interview is in a structured interview, in which the researcher prepared the questions and sends them to the students through the schoology web. The questions are about their perceptions toward their speaking activity in schoology, and the strength and weaknesses of using schoology in learning speaking. The interview was conducted in an online interview. The interview focused on the one-on-one interview. Creswell (2012) states that a one-on-one interview is a process of collecting information in which the researcher asks questions to and records answers from the participant in the study at a time one by one. The researcher sends the interview questions through the schoology web, and then the participants answer the question by recording their answers. After that, participants send it through the schoology web. Finally, the researcher transcribes the information into words for analysis.

### 2. Documentation

The document of the research in this study is filmed records of the students when they are learning speaking. Moreover, to complete the research, the researcher also gets the document from the personal journal of the students. Creswell (2012) states that the document is a collection of records and personal or public data obtained by researchers from participants, whether in the form of newspapers, personal journals, or other letters.

### 3. Reflective Journal

Reflective journals are activities that focus on students which provides an opportunity for them to understand themselves better (Lindroth, 2014). A reflective journal can inspire and motivate students to reflect on their past experiences of what they have achieved and what they have not yet achieved. It is aimed at improving their desire to continue learning and improving themselves. In this study, the researcher asks the students to write reflective journals from their experience after learning and applying the schoology media in the learning process of speaking to research data. Researchers will give commands and examples of reflective journals that will be sent via schoology web in group discussion. The researcher will ask the students to send back the results of their reflective journal writing through the schoology group discussion.

## 2.4 Data Analysis

The data analysis is conducted to answer all questions of the present research data obtained from the interview. Documentation and reflective journal were analyzed, categorized, and interpreted into three themes based on the research questions. Data interview was analyzed

and interpreted to find out all of the research questions. Six students were interviewed. To analyze the data the researcher applies the thematic analysis model by Braun and Clarke (2006). There were several steps to analyze the data from the interview: First, researchers conducted interviews with six students as participants and recorded interviews by using a smartphone recorder. Second, the researcher transferred audio recordings to a computer to make listening and transcript data easier. Third, the researcher listens to the audio carefully, then transcribes the audio file. Fourth, researchers analyzed and interpreted the data taken from the interview. Fifth, researchers concluded the date of the interview to find out the findings of this research. Moreover, to complete the data, researchers take the data from the documents and student's reflective journals.

### **3. Results and Discussion**

3.1 The strength and weaknesses of the implementation schoology in learning to speak. These descriptions are related to the implementation of schoology in teaching speaking of the narrative text of Bhinneka Vocational school in Karawang. The datum was obtained from an interview with six students, documentation, and reflective journal students.

Students' understanding of speaking through schoology.

This theme explains the participants' understanding of using schoology and the extent to which schoology benefits them. Furthermore, this theme leads to how participants understand schoology in learning speaking.

R1: Respondent (Student)

According to R1's experience, she explained that her friend has a problem when using the schoology application in speaking learning. She explained that her friend had trouble on sending the video because it needed a good and stable signal. This problem occurs when the internet speed in her area is not sufficient. If the internet speed in her area is good, then she will not experience this problem.

R2, R3, R4, R5, R6: Respondent (Student)

They explained although this is the first time they used the schoology application for learning to speak, they can easily understand the features in Schoology that are used for learning speaking. According to them, the features in the Schoology application are very interesting and quite easy to figure out, even for people who are first time using the application.

Based on the results of interviews in the vignette above showed that students already know schoology applications beforehand, especially for accounting subjects. But they have never used schoology for learning speaking. Student sketches show that students feel that the schoology's application is an application that is easy to understand. More importantly, schoology applications have interesting features, so they become enthusiastic in the learning process. This evidence shows that the selection of learning media is important in order to support the learning process. Therefore, collaboration between schoology applications and student participation can also influence the learning process. This happens because the learning process is not done face-to-face so the mentor needs a sense of responsibility to create communicative and active learning between teachers and students. Therefore, they argue that schoology is not only easy to understand but also motivates them in the learning process, features in the application that makes them feel enthusiastic in the learning process.

Students' experience about the implementation schoology on learning to speak.

The second theme explains participants' understanding after using schoology on learning to speak. Through this theme, it can understand the participants' information related to the obstacles and also the strength and weaknesses of the schoology in learning to speak. This

information is obtained from students' responses after they have done the assignments given by the teacher as learning activities, especially related to their learning speaking activities carried out independently. Then, they also conveyed their experiences and opinions in performing tasks or when they were having difficulties and uploading their assignments into the schoology application.

#### R1 and R2: Respondent (Student)

According to R1 and R2, the schoology application is quite helpful for her in learning to speak, because the application is easy to use and has interesting features. They said some of the advantages that schoology has are that it was quite easy to send files, then students can get direct input from the teacher through schoology, and students can also see the score given by the teacher, and also schoology has various types of material used. They added, schoology also has weaknesses, such as problems when uploading large videos and sometimes the assignments file was not sent due to signal problems.

#### R3, R4, R5, R6: Respondent (Student)

They explained that the schoology application is quite helpful in learning speaking. Some of the advantages that schoology has are that it can be accessed easily on Google, and students and teachers can download material that has been uploaded into schoology, and through schoology students can get feedback from the teacher related to their assignments. While the weaknesses that they found were the problem related to the internet signal that sometimes interferes with them in sending assignments, and the schoology application also consumes a lot of internet data.

Based on the results of interviews in the vignette above shows that the application of schoology is quite helpful in learning speaking. But most students say that there are some strengths and weaknesses in schoology in learning speaking. For its advantages, most of them said that the schoology application was easily accessible and they could get feedback from the teacher through the schoology application directly, so they could correct their mistakes. Besides, the schoology application also has various types of material used, can use audio and audiovisual (video), and we can download and print material that has been uploaded to schoology, so we have offline data. Furthermore, students can also find out the assignments they have collected on time or not, and each assignment and material are collected separately, making it easier for students and teachers. Additionally, students can see the grades given by their teacher. Although between teacher and student there is no face-to-face, students can still know their score and correct their mistakes. While for the weaknesses, most of them mentioned the problem most often found was the problem of internet signal and failure or error in sending assignments. Especially when the task file size is large.

### 3.2 The students' perceptions on the implementation schoology in learning to speak.

Researchers had an interview with six students. Researchers conducted an interview to find out the students' perception of the implementation of schoology in teaching speaking of narrative text. Based on the interview, the information obtained as follows.

Students' experience of speaking through schoology.

This theme is based on the analysis of the students' interviews and reflective journal data. This theme explains the participants' feelings and what changes they feel after learning to speak using the schoology application. Presented in the following vignettes.

#### R1, R2, R3: Respondent (Student)

They said it was a pleasant experience to learn speaking through schoology. They motioned that the schoology application is very easy to use. They also said that they were become quite confident after using schoology in learning to speak because the feedback given the teacher through schoology, helped them a little. But they thought they still have to practice more.

R4, R5, R6: Respondent (Student)

They said that they were happy to be able to use schoology media in learning speaking. And also they were very happy when the teacher told her to make a video using English and send it to schoology as an exercise. Although at first they felt overwhelmed using the schoology application to learn speaking, it was related to the internet quota and the signal that she had. But they felt happy to learn speaking using schoology, because they can find out their mistakes and weaknesses from the feedback given by the teacher through schoology, then they can correct his mistakes. They also said that they became quite confident after using schoology to learn speaking.

The sketch above shows that all participants were happy to learn to speak using the schoology application. And most of them said that their confidence in speaking increased after learning to speak using schoology. That was because through the schoology apps students get direct feedback from their teacher to correct their mistakes, and no one laughs at them when they make a mistake in speaking. Because they practice speaking in front of the camera.

Students' perception about the implementation of Schoology in speaking.

This theme explains student's opinions or perceptions of whether the schoology application is suitable and needs to be used or not in learning to speak.

R1: Respondent (Student)

According to the respondents, the schoology application needs to be applied in speaking learning. Because the schoology application is very practical and also its features are very interesting. They said that the schoology application has a feature to send audio and video files. This feature can be used to practice speaking skills. Through schoology they are required to speak in front of the camera, then the video results are sent into the schoology application, then teacher gives some feedback and comment on the students' speaking ability in the schoology application. So they can find out and correct their mistakes even though they learn virtually.

It can be concluded from the students' vignette above which has shown that every student has a good experience or impression. This is shown by their opinion. Most students say that schoology has helped them in the learning process of speaking activities and in the learning process. They claim to be able to easily access the assignments given by the teacher because they can still do the learning even though they are in long-distance conditions and have more free time to complete the task. They also claimed to have had a different experience than before because the new learning atmosphere had attracted them to do speaking activities.

4.1 The strengths and the weaknesses of the implementation schoology in learning speaking.

Based on the interview and documentation that has been described above. Related to the schoology media used by the writer in teaching and researching can be explained as follows. In general media schoology has a plus in the teaching and learning process, especially speaking subjects, and does not rule out other subjects. There are five strengths of implementation in schoology in learning speaking.

The major advantage is easily accessible, students can access it easily through services that are already available such as Google. Just type schoology and the program will come. Then the second, interesting features. Students become interested in the learning process because the features possessed by schoology are quite interesting, such as features that can be used by teachers in providing feedback to students in the form of video or audio, and also the teacher can communicate and make a class announcement online. Krisyandi (2016) states that when the teacher wants to tell students about everything related to the lesson, they can post any announcements in schoology, such as announcements about schedule changes in or assignments, etc. This makes students interested. While for teachers one of the advantages of features possessed by schoology is the due date feature of the assignment for students in

collecting the assignment. Therefore teacher can find out which students submit on time and which ones submit an assignment late.

The third advantage is that students can get scores and feedback directly from the teacher. Schoology allows students to see their results immediately after the teacher has completed the assessment instead of waiting until the next class meeting to receive a physically corrected task (Johnson, 2018). In addition to feedback in the form of writing, in the schoology application students can also get feedback from the teacher in the form of audio or video. So students can clearly find out their mistakes from the feedback that the teacher gives. As mentioned by Krisyandi (2016), One of the strategies that teachers can do to improve students' abilities is by helping them learn from their mistakes and giving them feedback that builds their abilities. It is usually difficult to give feedback for each student in a class, that's why schoology provides a comment column below the assignment's scope, so the teacher can leave their comment about the work there. Then the fourth advantage is the fact that it's easy to send files. Students simply enter the assignment folder given by the teacher, then click submit an assignment, then click the file icon, then find the assignment file that will be sent, then click submit. Astuti (2019) mentions that by using schoology, students can easily submit their assignments, they do not need to go to school to meet the teacher. All they have to do is upload their files online in the assignment folder created by the teacher at home. The next advantage of the media schoology is that students or teachers can download and print assignments directly so that students have offline files. This can be utilized to anticipate problems that might arise in the future.

Besides having advantages, of course, school media also has shortcomings. The weaknesses found in the study can be explained as follows. At the beginning of learning, the weaknesses were not seen yet. The teaching and learning process can run smoothly. Teachers can carry out their learning plans itemized. Constraints begin to emerge when the instructor instructs students to send the assignment through schoology. Some students fail to send an assignment or are late. These problems are caused by different types of cards or types of internet services. The problem of the slow internet is causing students to be disrupted and students are not maximized in learning, it cannot be separated from the quality of the internet in their area (Nugroho, 2019). Moreover, Apriliani at al (2019) states that to access and use schoology students and teachers must have a computer or mobile device and internet access. If they do not have it, then they cannot use schoology for the teaching and learning process. The next drawback is wasteful of internet data. This happens when the teacher gives the material in the form of audiovisual (video) which requires big bytes. When they rotate the material sent by the teacher to schoology, they complain about the loss of internet data or packages that they buy. And also there are students who late in sending assignments because the internet data is up.

#### 4.2 The students' perceptions of the implementation schoology in learning speaking.

Based on the interview and documentation that have been described above. In this research, the researcher took the interview with six students to get deeper information about this research. The result of the research showed that the students' perception towards the implementation of schoology has a good perception because where students felt free to share and express their thought in the process of learning speaking. Through the schoology, every student has their own time to speak and they're treated equally. And also the learning process was more interesting and helpful for them because the schoology has interesting features that make them happy while learning process. The feature that interested them and makes them happy to learn speaking through schology was the feature that implementation in schoology in learning speaking.

The major advantage is easily accessible, students can access it easily through services that are already available such as Google. Just type schoology and the program will come. Then the second, interesting features. Students become interested in the learning process because the features possessed by schoology are quite interesting, such as features that can be used by teachers in providing feedback to students in the form of video or audio, and also the teacher

can communicate and make a class announcement online. Krisyandi (2016) states that when the teacher wants to tell students about everything related to the lesson, they can post any announcements in schoology, such as announcements about schedule changes in or assignments, etc. This makes students interested. While for teachers one of the advantages of features possessed by schoology is the due date feature of the assignment for students in collecting the assignment. Therefore teachers can know what students submit on time and which ones submit an assignment late.

The third advantage is that students can get scores and feedback directly from the teacher. Schoology allows students to see their results immediately after teachers have completed the assessment instead of waiting until the next class meeting to receive a physically corrected task (Johnson, 2018). In addition to feedback in the form of writing, in the schoology application students can also get feedback from the teacher in the form of audio or video. So students can clearly find out their mistakes from the feedback that the teacher gives. As mentioned by Krisyandi (2016), One of the strategies that teachers can do to improve students' abilities is by helping them learn from their mistakes and giving them feedback that builds their abilities. It is usually difficult to give feedback for each student in a class, that's why schoology provides comment column below the assignment's scope, so the teacher can leave their comment about the work there can allow teachers to provide feedback and comment through schoology, so students and teachers can interact each other. Learning media must be qualified to help out the student's need with interesting features because these features will encourage students to accept and have the eagerness to continue using the application (Umbit, 2018). Moreover, Manning, et al (2011) as cited from Atmoko (2018) mentions that features of schoology are not much different from Facebook, some of the same features are the comments or conversation column, features for sending messages, and features for updating status and information. The two main functions that schoology has are interactive communication and academic information exchange. Interactive learning means that students not only rely on listening to the teacher's explanation but are also actively engaged in the learning process. Moreover, academic information exchange means students and teachers or students with students can exchange information and discuss issues related to education and learning. With these two functions, the teacher can create questions that are at the same time as a discussion forum for students, the teacher can update information and events, and the teacher can give assignments to students. With this function, teachers and students or even students and other students have the opportunity to interact with each other in the schoology media. Students will get learning and guidance simultaneously from the teacher and their friends (Audrey, 2016). In schoology teachers can provide feedback and guide students about their performance. Students can control their learning and also get a guide from the instructor or their friends when they have problems understanding the materials.

The results of interviews and student's reflective journals show that students are interested and enthusiastic when they learn to talk about using schoology, it because schoology is a learning media that is easy to understand, besides that schoology also has very interesting features. The students strongly agreed and said that their interactions with the teacher used schoology tools and features are understandable and clear, they feel comfortable creating assignments, tests, and exams in schoology, and the fact that the schoology platform is easy to understand and the tools and features are easy to use (Ziraba, 2020).

#### **4. Conclusion**

In general, schoology media have some strengthens in the process of learning speaking. The strengthens such as the application is easily accessible, the features are interesting, students can get input directly from the teacher, easy to send task files, students or teachers can download and print assignments directly so students have offline files. In addition to strength, media schoology also has weaknesses, namely: depending on the internet connection, if there is no



internet, learning cannot work. Second, when using a mobile phone as an operational tool, sometimes signal constraints hamper learning activities. Third, internet data is too wasteful.

The researcher concluded that students have a positive perception. The students felt more confident and interest to learn speaking independently. It can be concluded that students' perception of schoology in learning to speak have positive perception because most of the students felt more interest and confidence to learn speaking independently, they get motivated to do their tasks and the process of learning was more interesting and helpful for them while learning process.

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