

## IMPROVING STUDENTS' READING ABILITY USING SCHOOLGY (AN ACTION RESEARCH OF THE 3<sup>rd</sup> SEMESTER IN ACADEMIC YEAR 2020/2021 OF STBA JIA, BEKASI)

**Esterria Romauli Panjaitan**<sup>\*1</sup>, **Winda Lutfiyanti**<sup>\*2</sup>, **Inta Masni Sinaga**<sup>\*3</sup>  
E-mail: [esterria.r@stba-jia.ac.id](mailto:esterria.r@stba-jia.ac.id)<sup>\*1</sup>, [winda.l@stba-jia.ac.id](mailto:winda.l@stba-jia.ac.id)<sup>\*2</sup>, [inta.ms@stba-jia.ac.id](mailto:inta.ms@stba-jia.ac.id)<sup>\*3</sup>  
Sastra Inggris, STBA JIA<sup>\*1,2</sup>  
Bahasa Inggris, STBA JIA<sup>\*3</sup>  
STBA JIA, Bekasi<sup>\*1,2,3</sup>

Received: Jan 9, 2023

Accepted: Jan 25, 2023

Published: March 11, 2023

### ABSTRACT

The research aimed to improve students' reading by using Schoology e-learning. With 27 students as participants, this research used classroom action research method (planning, action, observing and reflecting) and descriptive analysis techniques to present the results of students' test. In cycle I, the writers claimed that some students were paying attention when lecturer taught them, responding to questions, and finishing classwork and homework. Meanwhile, several problems appeared because the other students were late to submit, passive in discussion, and difficult to follow Schoology instruction along with the unstable internet connection or unavailable quota. Besides, the writers neither give them motivation in each meeting nor review the previous lesson and give feedback to their results of learning. The students' score improved from 65 (pre-test) to 69 (post-test) even under the target specified. In cycle II, students were more enthusiastic to follow the learning process. They were able to finish the classwork/homework in Schoology on time. The writers were always giving motivation and trying to do their best so that the students could achieve their targets or the improvement in reading. The mean score of post-tests in cycle II (74,8) showed that reading using schoology seemed to run effectively.

**Keywords:** *E-learning, Schoology, Reading Ability, Action research*

DOI: <https://doi.org/10.31943/wej.v7i1.187>

### INTRODUCTION

The successful implementation of the educational process is influenced by change and renewal in all elements, such as students, teachers, learning motivation, learning methods, the educational environment, and learning materials. All these elements are interrelated, so that with directed and guided learning, students gain knowledge, understanding, and skills, attitudes and values that lead to maturity. There are several standards set, namely content standards, teacher and education staff standards, facilities and infrastructure standards, management standards, financing standards, and assessment standards. The determination of these standards is motivated to improve and fix the quality of education which has been far behind by other countries. The Covid-19 pandemic has hit the world, one of which is that our country, Indonesian, made a new

policy from government to carry out social distancing according to WHO recommendations. Coronavirus disease has many impacts on various fields, e.g., economic, social, tourism and education.

The implementation of education in Indonesia during the Covid-19 pandemic experienced several visible changes. When viewed from the current situation, it turns out that one of the problems facing Indonesia education, is the weak learning process in classroom. One thing is certain that education must run in any circumstances. During this pandemic, e-learning is being popularly developed by educational institutions. Sometimes students are less interested or enthusiastic about a lesson because the subject is difficult and hard to digested by them. In this case, by learning media, the atmosphere of classroom will be fresh, and the students can concentrate more, especially when learning media used are unique and interesting. It can be supported by Suryani 2012 as cited in (Pamungkas et al., 2020), learning media is teacher aids in teaching and learning, and means of transmitting messages from learning sources to message recipients (students). Existence of media is not the only component that ensures the success of an activity process learning, but without any supporting media, activities learning cannot be implemented optimally. Where, when, how, and even what we are learning is changing. However, Digital media can play a positive role in this process of transformation (Scholz, 2010).

Recently, an electronic based learning media that utilize a computer or laptop connected to internet network is a modern media that has been widely applied in pandemic. As known, e-learning includes learning-based website, mobile (m-learning), and blended learning. In order to students having more enthusiasm, learning is carried out in the classroom must be assisted by various interesting learning media, e.g., telephone, computer, internet, e-mail, zoom, google meet, google classroom, edmodo, kwintal, schoology, etc (Belawati, 2019). Schoology is a virtual learning environment and social networking service for K-12 schools and higher education institutions that allows users to create, manage, and share academic content.

Teaching and learning process during pandemic covid-19 is carried out online or offline by utilizing applications can be installed on laptops and mobile phones like schoology. It is hoped that through the media, teaching and learning can run optimally. In this pandemic, lecturers were expected to optimize learning English in a way effective and creative. In studying English, we should learn in comprehensive way, such as grammar, vocabulary, writing, speaking, listening, reading, etc. A process of reacting and understanding a written text as a piece of communication called reading. To develop reading, one of the most useful resources is the internet, with a large amount of varied and easily accessible authentic materials.

During Covid 19, some problems were faced by JIA's students of 3<sup>rd</sup> semester. The problems might be different in one student to another students, such as poor of reading interest and they have difficulties in comprehending the reading materials; they were confused to find a topic, determine main idea in the text, locate reference, make inferences, understanding paragraphs or contents of the text, guess the meaning from the context, identifying the pattern, and even they did not have adequate budget to provide the internet network, and so on. Due to this situation, STBA JIA and lecturers try to support teaching and learning activities by providing adequate learning facilities, such as library,

IMPROVING STUDENTS' READING ABILITY USING SCHOOLGY (AN ACTION RESEARCH OF THE 3<sup>rd</sup> SEMESTER IN ACADEMIC YEAR 2020/2021 OF STBA JIA, BEKASI) language laboratory, Wi-Fi, and some internet computer. The internet has a variety of reading sources for students so that they can find interesting readings, complete, and authentic, even in an easy and fun way. One specific kind of web-based learning activity that provides efficient tools and resources for educators to optimize teaching is schoology. Through schoology, the 3rd semester students of STBA JIA can read text displayed in a more attractive, authentic, and factual way. By studying only, the classroom textbook is not sufficient, schoology will expand student's ability in use of technology, knowledge, understanding, and to use English in daily life. Related to such problems, it serves to guide students to resources and focus their work on the schoology. In other words, it is an interactive teaching or learning strategy to solve a problem using higher order thinking. The concept to improve students' reading ability was by doing a task and it's presented in schoology.

The writers were interested in using schoology as an innovative media. At last, the proposes research entitled "Improving Students' Reading Ability Using Schoology (An Action Research in the 3rd Semester of STBA JIA, Bekasi)".

## **LITERATURE REVIEW**

### **The Concept of Reading**

#### **The Definition of Reading Comprehension**

Reading is a process carried out and used by a reader to acquire a message which is conveyed by a writer through words that could be seen and known by the reader. An idea was stated by (Brassell & Rasinski, 2008), reading is a complex "cognitive process" of decoding symbols to construct or derive meaning, as well as a method of language acquisition, communication, and information and idea sharing. Consequently, reading involves mental activity that can guarantee acquisition understanding is maximized. Reading is not just moving the eyes from left to right but far from it, namely the activity of thinking to understand the text. Aligned with (Rohana & Syamsuddin, 2021), reading has many benefits, by reading humans acquiring a lot of knowledge, developing speaking skills fluently in speaking, developing creative reasoning, enhancing comprehension of problems, improving the ability to comprehend conceptual concepts of learning or reading, window of the world means obtaining various information from various sources and various directions.

Moreover, one of pillars of the act of reading is reading comprehension. According to (Grellet, 1981), reading comprehension is the process of constructing meaning by coordinating several complex processes such as word recognition, comprehension of meaning, and understanding the relationships between ideas conveyed in a text. It is strengthened by (Richards & Schmidt, 2002), comprehension is defined as the ability to understand, or it is an active process drawing both on information contained in the message (bottom-up processing) as well as background knowledge, information from the context and from the listener's and speaker's purposes or intentions (top-down processing).

Reading comprehension is important, not only to understand text, but for broader learning, success in education, and employment. More detailed, (Kruidenier, 2002) stated that reading comprehension is an active process and the reader must interact and be engaged with the text for it to work well. It is also strategic process which can be taught. As comprehension takes place, words are

decoded and associated with their meaning in the readers' memory and phrases and sentences are processed rapidly or fluently enough so that the meanings derived from one word, phrase or sentences are not lost before the next is processed. Yet, reading comprehension can be described as understanding a text that is read, or the process of constructing meaning from a text.

From the explanation above, it can be said that reading comprehension relates to understanding and interpretation meaning from a piece of text. It is a thinking process to get the message from the reading materials that involves readers' background knowledge, vocabulary, grammatical knowledge, experience with text and the author intended to communicate. It meant reading comprehension is a goal of reading as well as a goal of teaching reading which students need to improve reading ability and they need to practice a lot of use reading strategies

#### **a. The Purpose of Reading**

People have many reasons why reading texts is very crucial for us. Many people want to be proficient in reading texts, maybe for careers, study purposes or for pleasure. An idea was proclaimed by (Renandya et al., 2020) that the purpose of reading mostly for enjoyment and certain information. For example, scanning names, date, or term. Sometimes, by reading texts, readers try to find the main idea, but nothing more, like skimming a newspaper or magazine. Commonly, we read texts to learn information (reading to learn). According to (Nurdiana & Amelia, 2017) students learn to read for multiple purposes, including:

- 1) Reading for enjoyment or pleasure,
- 2) Reading for information or fact,
- 3) Reading to find understanding or overview,
- 4) Reading for main ideas or inferences,
- 5) Reading for sequences or organization,
- 6) Reading for synthesis and evaluate the information.

#### **b. The Types of Reading**

All people know that reading is an activity characterized by the translation of symbols or letters into words and sentences that have meaning to the individual. The goal of reading is to be able to understand written material, to evaluate it, and to use it for one's needs. According to (Harmer, 2007), to get maximum benefit from their reading, students need to be involved in both extensive and intensive reading. In second language learning contexts, intensive reading is another term for detailed reading and makes use of relatively short texts that are at limit of comfortable intelligibility for learners. On the other hand, extensive reading is usually associated with reading of longer texts outside the classroom and principally for pleasure, as a result, the text used for the purpose generally within the range of comfortable understanding.

#### **c. The Strategies of Reading**

According to Chamot 2005 cited in (Brown, 2007) defines strategy as procedures that facilitate a learning task, which are most often conscious and goal driven. There are few strategies are being used for reading skills based on (Nurdiana & Amelia, 2017a), including: previewing a text, predicting what will come later in a text, summarizing, learning new words through the analysis of

IMPROVING STUDENTS' READING ABILITY USING SCHOOLGY (AN ACTION RESEARCH OF THE 3<sup>rd</sup> SEMESTER IN ACADEMIC YEAR 2020/2021 OF STBA JIA, BEKASI) word stems and affixes, using context to maintain comprehension, recognizing text organization, generating appropriate questions about the text, clarifying text meaning, repairing miscomprehension. Also, related to (Grellet, 1981), different texts may be read in different ways, such as: predicting, previewing, scanning, skimming (gist reading), and detailed reading. It strengthened by (Mikulecky & Jeffries, 2007), they described about the key comprehension strategies, are previewing and making prediction, scanning, making inferences, building vocabulary, understanding paragraph, finding pattern of organization, skimming.

### **The Concept of Media**

The application and development of information and communication technology will be foundation of the future education system that is able to raise human dignity by creating a more quality and efficient education, so that it can complement human needs. According to (Belawati, 2019), there is difference between technology and media. Technology is a tool that is usually used to support the learning or education process that can be computers, software, communication networks, and printed book. Meanwhile, media is a term which contains the meaning of deliver and interpret. So, media is a product that contains content (material communication) created by a person and understood by the person receiving the communication. As well as Arsyad 2011 as cited in (Aksa, 2017) represented the types of learning media are classified into four groups, namely: print technology media, media results of audio-visual technology, media technology based on computer technology, and media the result of a combination of print and computer technology.

#### **a. The Overview of E-learning**

E-learning is a tool computer technology used to improve the learning process and teach and also used to convey knowledge. There two types of online learning, are (1) real time (synchronous) can be done include direct interaction or online meeting, real audio or real video, facebook and chatrooms, (2) unreal time (asynchronous), can be done with mailing lists, discussion groups, newsgroups, and bulletin boards (Munir, 2009). It is strengthened by (Belawati, 2019), based on interaction or communication design, online learning can divide into two parts, are synchronous (a group of students meet teachers via the internet, online users at the same time when they communicate with each other, the teacher can interact with students, students can interact with other students) and asynchronous (a collaborative learning style, a group of students meet the teacher via the internet and can communicate, but not always online at the same time).

#### **b. The Overview of Schoology**

Schoology is one of the free and effective LMS, it even allows collaboration (online) between student vs student, lecturers vs students, even with parents to give access to get courses and information via the internet (Haniah et al., 2019). Comply with the results of (Sicat & Ed, 2015), she showed that schoology is effectively used to apply blended learning. Moreover, schoology is one of the innovative platforms built on inspiration from the social media facebook for educational purposes. For that matter, it is a web-based networking and communication tool with features to support student engagement, assignments, attendance, grades, homework features share lessons and resources among faculty, student and administrators. Schoology is a web-

based tool that allows students, teachers, and district staff to network efficiently.

## **RESEARCH METHOD**

### **Design of the Study**

Classroom action research (CAR) was used by the writers which is a process of systematic reflection enquiry and action carried out by individuals about their own professional practice as Frost, 2002 as cited in (Costello, 2003). Classroom action research is done through a cycle and is designed into four steps. (Pelton, 2010) started by planning for an action. Then the plan is implemented as an action in the classroom and the action is then observed. The reflection is done to analyze the data obtained during the action. Action researchers believe that the real solutions for meeting the challenges of educating today's students lie in the expertise of the teacher and how they effectively use the information or "data" that is generated by their students in their classrooms every day. In short, by conducting classroom action research, the writer performs self-reflection, recognizes weaknesses, and decides what action must be taken to improve the situation and practice.

### **Research Settings**

This research was conducted at the College of STBA JIA 2020/2021, which is located at Jl. Cut Mutia no.16A, Bekasi Timur. This research lasted for 12 months, carried out in August 2020 to September 2021. The subject for this research is the 3<sup>rd</sup> semester students in STBA JIA, in number of 27 students.

### **Minimal Standard and Participants**

The writers conducted this research procedurally. The writers divided the research into two cycles, cycle I and cycle II. An idea was claimed by (Costello, 2003), there are several steps in one cycle for doing action research, those are planning, acting, observing and evaluating, and reflecting. The students' success and failure in doing activities in cycle I and II will be assessed by considering the scoring criteria of STBA JIA.

**Scoring Criteria of STBA JIA**

<b>No.</b>	<b>Criteria</b>	<b>Frequency</b>
1	A	79,99 - 100
2	B	68 - 79,99
3	C	56 - 67,99
4	D	45 - 55,99
5	E	0 - 44,99

Furthermore, the lecturer determines the passing grade of reading lesson, is 70. The lecturers as the writers in this research expect that there are at least 85% of the students who reach the passing grade, that is 70.

### **Data Collection**

According to (Nugrahani, 2014), data is the result of recording researchers, both in the form of facts and figures. Data collection can be done in various settings, various sources and various ways. In terms of the method or data collection, the data collection can be done by interview, observation, and a combination of the three (Kothari, 2004). In gaining the data, the writers did the following technique, are questionnaire, test, and documentation.

#### **a. Observation**

The writers considered that questionnaire is a research instrument that

IMPROVING STUDENTS' READING ABILITY USING SCHOOLGY (AN ACTION RESEARCH OF THE 3<sup>rd</sup> SEMESTER IN ACADEMIC YEAR 2020/2021 OF STBA JIA, BEKASI) CONSISTS OF QUESTIONS FOR THE PURPOSE OF COLLECTING INFORMATION FROM STUDENTS. It can be effective ways to know students' problems about materials, to measure opinions or attitude, and even intentions of students related to reading learning by schoology.

**b. Test**

The use of tests is also one of the data collection techniques. The use of this test is used to measure basic abilities and achievements or achievements. For example, to measure intelligence, interest tests, special aptitude tests, and so on. A test is a series of questions or exercises as well as other tools used to measure abilities, intelligence knowledge, abilities or talents possessed by individuals or groups. The writers carried out the reading test in this research. Reading test were conducted three times, are pre-test (before implementing), post-test I (after implementing in cycle I), and post-test II (after implementing in cycle II).

**c. Documentation**

In this research, documentation was used to collect the data of students' and lecturer's activities. In addition, the photos or recording also were taken by the writers during teaching and learning process to support this research.

**Data Analysis**

The point of arranging scientific research must be done through systematical process and logical steps. It is supported by the study by providing reliable data to make the report scientifically and arrange the description in the correct sequence. The writer uses a descriptive qualitative method that should develop the concepts and collect the facts without testing hypothesis. The sample text can be taken of words, sentences, paragraphs, chapters, or whole publications. Then, the score of students' achievements would be calculated with formula of mean score is claimed by Arikunto, 2006 as cited in (Rita, 2016) as follows:

$$M = \frac{fx}{N}, \text{ where:}$$

M = mean score

N = the total number of students

fx= the sum of students' score

From the calculation result using formula above, it can be significant to show the achievement of the result of pre-test, post-test I, and post-test II.

**FINDING AND DISCUSSION**

After understanding the theory review, and determining the method and technique, the details of the research findings were given by the writers as the answer for the problems. The cycle I and cycle II results make up the finding. These two cycles were the implementation treatments using schoology to improve reading skills.

**Condition Prior to the Research**

Based on the data gained from interview via zoom, some problems were selected to overcome, such as: guessing meaning from context, making inferences, and identifying common signals words and phrases for the comparison pattern (for the main idea and for the supporting facts and ideas), to comprehend the passage or text. Additionally, Covid-19 pandemic has forced students and lecturers to work at home. Having realized that the students are

facing difficulties in reading, more over, students are bored with this situation, and surely, in this case, lecturers must be required to act quickly and precisely. The writers must ready to help the students who rally get difficulties in reading eager to do some action plans to overcome the problems during teaching and learning process of reading.

The writers offered the zoom and schoology as one of interesting teaching media to achieve our targets in learning. It was also helped the students to comprehend the material in reading comprehension. The using of schoology for learning activities was useful in reducing the students' boredom during the teaching-learning process. The writers did pre-test for students to know her students' comprehension skill. The instrument of the test had been arranged and prepared before. In the test, the students were asked to answer 30 multiple choice questions. The results of the pre-test scored, as below:

No	Description	Scores
1	The Highest Score	87
2	The Lowest Score	30
3	The Average Score	65

## **Findings**

The research consists of two cycles, each cycle consists of planning, acting, observing, or evaluating, and reflecting.

### **1. Cycle I**

#### **a) Planning.**

The writers introduced schoology as a new tool in reading and using to give explanation the materials, and providing the students with classworks, assignment, homework, so on. In addition, The writers prepared some instruments, such as: lesson plan (RPS), material, teaching aids, a post-test I.

#### **b) Acting.**

The writers conducted the first cycle into four meetings. The first meeting was finished on Tuesday, September 29, 2020. The second meeting was finished on Tuesday, October 27, 2020. The third meeting was finished on tuesday, November 10, 2020. The fourth meeting was finished on tuesday, November 17, 2020.

#### **c) Observing and evaluating.**

The writers observed students and lecturer activity through four meetings in the Cycle I. It showed that students were not really enjoy following the learning process by using schoology as media in reading. The lecturer got the data from test of cycle 1. All the questions of post-test are multiple choice. The improvement of students reading ability could be seen from the score of pre-test and post-test cycle 1. The Average score in post-test cycle 1 is higher than pre-test.

#### **d) Reflecting.**

Based on the implementation of actions in cycle I, The writers judged students' score in post-test improved while still under the target specified. It could be seen from the mean score of pre-test was 65 and the post-test was 69. Some students still got difficulty to guess the meaning words based on the context. Some could not focus on the lesson or they felt ashamed or scared to be wrong when answer question. Again, the lecturer



IMPROVING STUDENTS' READING ABILITY USING SCHOOLGY (AN ACTION RESEARCH OF THE 3<sup>rd</sup> SEMESTER IN ACADEMIC YEAR 2020/2021 OF STBA JIA, BEKASI) did not always brush up the previous lesson because she was frightened of not having enough time and rarely to motivate during this time, Covid-19 pandemic. The other reflections were about internet, schoology, and time. Some of students had trouble with their internet access. The using of internet often was unstable, and some even they did not get pocket money from parents to be able to buy quota. From the weaknesses above, the lecturer made a deal with students' reading skill including the classroom situation and give them motivation more and more. Therefore, the writers conducted the cycle II.

## 2. Cycle II

### a) Planning.

In the second cycle, the writers prepared several instruments, such as: lesson plan (RPS), material, teaching aid, and a post-test II.

### b) Acting.

The writers conducted the second cycle into four meetings. The first meeting was conducted on Tuesday, December 15, 2020. The second meeting was conducted on tuesday, December 22, 2020. The third meeting was conducted on tuesday, January 05, 2021. The last meeting was conducted on Tuesday, January 26, 2021. Here, final exam was used by the writers as a second post-test. In other hands, it is as sign of the end of the whole series of cycle II. the students were only given 90 minutes to complete 50 multiple choice questions that already exist in schoology.

### c) Observing and evaluating.

By four meetings in the Cycle II, it showed that students were more enthusiastic to follow the learning process by using schoology as media in reading. They were not confused anymore to use of schoology or to finish the classwork or homework in it. The teaching and learning of reading using schoology seemed run effectively. The writers who taught pre-advanced reading is always giving motivation and trying to do her best, so that the students could achieve their targets or the improvement in reading. The improvement of students reading ability could be seen from the score of post-test cycle I and post-test cycle II. The Average score in post-test cycle II is higher than post-test I.

#### Post-test Score

No	Descriptions	Post-test cycle I	Post-test cycle II	Target specified
1	The highest score	93	96	
2	The highest score	43	54	
3	The average score	69	74,8	70

### d) Reflecting.

Based on the implementation of actions in cycle II, the lecturer judged students' score in post-test II improved. It could be seen from the mean score of pre-test was 65, the post-test of cycle I was 69, post-test of cycle II was 74,8, and the score achieved is above the target specified, is 70. Almost all of students got better result than pre-test and post-test of cycle I. Schoology as an e-learning media revealed that it really helped the students to read. Additionally, in the end of 3rd semester (meeting-15), the lecturer interviewed the students. Most of students' wanted to use

schoolology again in the next semester. It becomes a big reason to keep using schoolology in the next semester.

### **Discussion**

Educational technology enhances teaching competence, modifies teaching behavior and style, and inspires a scientific perspective, attitude, and approach. Educational technology also aids in the transfer of knowledge to students. It also assists the teacher in determining the extent to which the educational goals have been fulfilled (Huang et al., 2019). The objectives of this study were to explain the implementation of utilizing Schoolology for teaching reading and to determine whether and to what extent Schoolology enhances students' abilities in the third semester of the STBA JIA. According to some researchers and figures, the use of schoolology is one of the efforts to simplify and optimize time, and its use is expected to have implications for student learning outcomes.

Several studies conducted by (Zainnuri & Cahyaningrum, 2017) that many students find that writing is challenging and many teachers struggle to find effective methods to teach the skill. The primary aim of this study is to review the use of Schoolology, a Learning Management System (LMS) with its peer review and discussion feature to enhance the proficiency of students in argumentative writing. The method used in this study is a case study. This study showed the research result is online peer review via Schoolology assisted in enhancing college students' proficiency in Argumentative Writing by providing some activities in the form of discussion to ask students to provide peer review, feedback, comment, suggestion, and opinion to their friends' work. Then, a few tips for making discussions more effective and engaging in general include encouraging students to use different media, having them comment on each other's posts and lead the conversation, clarifying questions and issues, asking students to respect, and encouraging conceptual risk taking, (Rama & Wahyudi, 2019) claimed that pre-test and post-test results on students' reading comprehension demonstrated a substantial improvement ( $0.000 < 0.05$ ) before and after the implementation of Schoolology, and automatically, it indicated that using Schoolology can help students' reading comprehension effectively. The last, (Fauzan & Arifin, 2019) adopted qualitative method which examines students' learning outcomes using online media that the research result was the use of google classroom media was effective in improving the students' learning outcomes of Madrasah Ibtidaiyah Teacher Education Department of UIN Syarif Hidayatullah Jakarta. Therefore, the use of google classroom media can be used as an alternative media in the learning process.

In this research, the writers acted as well as the instructor and even as the lecturer of reading subject, so that this research can be done more effectively. All of the test was carried out individually to determine the students' reading ability before the implementation and even after undergoing treatment. Based on the table pre-test above and passing grade specified by the writer, it can be indicated that 13 students got score under passing grade, is 70 and 14 students got score above passing grade, is 70. Furthermore, based on result of post-test in cycle I, it can be reported that 9 students got score under passing grade, is 70 and 18 students got score above passing grade, is 70. Moreover, based on result of post-test in cycle II, it can be reported that 10 students got score under passing

Based on the criteria score by STBA JIA, it can be reported that for pre-test, 4 students got point "E", 3 students got point "D", 6 students got point "C", 9 students got point B, and 5 students got point "A". Furthermore, for post-test in cycle I, only 1 student got point "E", 4 students got point "D", 4 students got point "C", 10 students got point B, and 9 students got point "A". At last, for post-test in cycle II, there was no student got point "E", but still there are 2 students got point "D", 5 students got point "C", 12 students got point B, and 9 students got point "A".

It can be indicated the mean score of pre-test was 65. Considering the scoring criteria of STBA JIA, to get point C, it must be 56 up to 67,99. In this case, it could be judged that the students' score was still sufficient or enough whereas by considering of passing grade is 70, then it could be judged that the students' score was still insufficient. The improvement was shown in cycle I, for which the mean score was 69. Again, referring to the scoring criteria of STBA JIA, to get point B, it must be 68 up to 79,99. So, it could be judged that the students' score was B, it meant increased whereas by considering of target score, is 70, it could be judged that the students' score was almost sufficient. As a whole, in post-test of cycle II, even if the mean score was 74,8 and it assigned the point 'B' and even that score passed the target score. It proved that the criteria of success which related to the students' reading improvement were reached.

In addition, Schoology is suitable for usage in modern classrooms. Schools or campus create and share educational tools and information using a learning management system called Schoology. It is a great tool for campuses or schools, especially during this time of COVID pandemic. It supports teachers in keeping their pupils informed, up to date, and learning during class. As a result, there is also positive impact from using schoology. After the lecturer as instructor posted exercises, homework, pre-test, and post-tests in schoology, the students must submit their work, and the lecturer gave response. Moreover, the result or score can be known automatically by students after they submit their work. Most of the students paid attention to lectures' instruction. The students become more orderly, more active, and can manage the time in learning. Most of students confessed that they feel helped by using schoology as media in reading learning, they gave feedback or comments on teaching and learning activities in this semester. It can be concluded that the improvement is shown by using schoology through classroom action research method.

## **CONCLUSION, IMPLICATION, AND SUGGESTION**

At first, most students had low motivation to read a lot, they were indifferent, coming late to the class or late collecting assignments, and so on. The writers who handled reading subject believes that schoology provides efficient tools and resources for lecturers to optimize teaching and learning. The lecturers instructed the students to create schoology and gave them access code with the result that student can join to all course or do their assignments made by lecturer. The changing of students' performance can be seen when the activities in class are held and from finishing lesson by students. The students were passionate about doing classwork or homework given by the lecturers. In other words, they become more active and serious which brave to ask questions,

convey their own ideas during the process, and able to understand the quality of their own work. The teaching and learning process had enhanced greater than before the action research. They want to improve reading comprehension continually, but this research must be ended by lecturer because this semester is over, as a result, the cycle must stop.

It could be indicated by the mean score of pre-test was 65, the mean score of post-test in cycle I was 69. Meanwhile, the mean score of post-test in cycle II was 74,8. Overall, it's reported that the students got point 'B' and passed the passing grade more than 60%. It means that there was students' improvement after conducting an action using schoology. It can be said that using schoology improved students' reading ability in 3rd semester of STBA JIA, Bekasi.

The research is creating several implications to improve for both academician and practitioners. For the academician, this research contributes to knowledge expansion regarding teaching and learning process through media learning, is schoology. Additionally, it also can be used as a reference for learners conducting study in foreign language, especially in reading. Furthermore, for practitioners, the writers hope that this research can be received as a contribution to improve the performance of lecturers through schoology and schoology itself can be a unique tool or alternative media learning to teach reading subject. The creativity of lecturers in making interesting learning through schoology, for sure can help to obtain better teaching performance.

Besides, this research is too broad, it is necessary to limit the problems to facilitate the research. The writer just focuses on teaching reading comprehension. In this pandemic, so many kinds of e-learning, such as: google classroom, kwintal, sevima edlink, zenius, rumah kita, Edmodo, schoology, and so on. Here, the writer as a lecturer who teaches reading subject selected schoology and uses it in her teaching and learning. So, by this limitation, expected to be increased in the next by further researchers who are interested in doing this research, such as: it is suggested to create more interesting questionnaires, to add more unique materials or make the new material or lesson, to try other media learning (synchronous and asynchronous), and certainly, for next researchers proposed to analyze deeper than this research.

## REFERENCES

- Aksa. (2017). *Classification and Characteristics of Historical Learning Media*.
- Belawati, T. (2019). *Pembelajaran Online*.
- Brassell, Danny., & Rasinski, T. v. (2008). *Comprehension that works : taking students beyond ordinary understanding to deep comprehension*. Shell Education.
- Brown, H. D. (2007). *Principles of Language Learning and Teaching*. Pearson Longman.
- Costello, P. J. M. (2003). *Action research*. Continuum.
- Fauzan, F., & Arifin, F. (2019). The Effectiveness of Google Classroom Media on the Students' Learning Outcomes of Madrasah Ibtidaiyah Teacher Education Department. *Al Ibtida: Jurnal Pendidikan Guru MI*, 6(2), 271. <https://doi.org/10.24235/al.ibtida.snj.v6i2.5149>
- Grellet, F. (1981). *Developing Reading Skills A practical guide to reading comprehension exercises*.

- Esterria Romauli Panjaitan<sup>\*1</sup>, Winda Lutfiyanti<sup>\*2</sup>, Inta Masni Sinaga<sup>\*3</sup>  
 IMPROVING STUDENTS' READING ABILITY USING SCHOOLGY (AN ACTION  
 RESEARCH OF THE 3<sup>rd</sup> SEMESTER, IN ACADEMIC YEAR 2020/2021 OF STBA JIA, BEKASI)
- Haniah, Asminiwaty, N., & Sihombing, O. (2019). *Panduan Schoology*.
- Harmer, J. (2007). *The Practice Of Eng Language Teaching\_4th Ed*.
- Huang, R., Spector, J. M., & Yang, J. (2019). *Lecture Notes in Educational Technology Educational Technology A Primer for the 21st Century*.  
<http://www.springer.com/series/11777>
- Kothari, C. R. (2004). *Research Methodology Methods and Techniques*.
- Kruidenier, J. (2002). *Research-Based Principles for Adult Basic Education Reading Instruction*. [www.nifl.gov/partnershipforreading](http://www.nifl.gov/partnershipforreading).
- Mikulecky, B. S., & Jeffries, Linda. (2007). *Advanced Reading Power: Extensive Reading, Vocabulary Building, Comprehension Skills, Reading Faster*. Longman.
- Munir. (2009). *Pembelajaran Jarak Jauh berbasis Teknologi Informasi dan Komunikasi (TIK)*. [www.cvalfabeta.com](http://www.cvalfabeta.com)
- Nugrahani, F. (2014). *Metode Penelitian Kualitatif Dalam Penelitian Pendidikan Bahasa*.
- Nurdiana, & Amelia, R. (2017a). *Interpretive Reading*.
- Nurdiana, & Amelia, R. (2017b). *Interpretive Reading*.
- Pamungkas, S. K., Taman, A., Si, M., Staf, A., Jurursan, P., Universitas, P. A., & Yogyakarta, N. (2020). *The Effect Of Learning Media And Online Learning Method On Student's Learning MotivatiON*.
- Pelton, R. P. (2010). *Action research for teacher candidates : using classroom data to enhance instruction*. Rowman & Littlefield Education.
- Rama, A. N., & Wahyudi, I. (2019). The Use Of Schoology To Enhance Students' Reading Comprehension At Lakidende University. In *Jurnal Ilmu Pendidikan* (Vol. 2, Issue 3).
- Renandya, W. A., Hidayati, M., & Ivone, F. M. (2020). *Extensive Reading Top Ten Implementation Issues Top Ten Concerns About Extensive Reading*.  
<https://www.erfoundation.org/bib/biblio2.php>
- Richards, J. C., & Schmidt, R. (2002). *Longman Dictionary of Language Teaching and Applied Linguistics*.
- Rita, F. (2016). Improving English Vocabulary Mastery Of Grade Viii Students Through Student Team Achievement Division ( Stad) Method. *Journal of English Language Teaching Society (ELTS)*, 4(2).
- Rohana, & Syamsuddin. (2021). *Buku Keterampilan Berbahasa Indonesia*.  
<https://www.researchgate.net/publication/351496295>
- Scholz. (2010). *Learning Through Digital Media Experiments in Technology and Pedagogy*.
- Sicat, A. S., & Ed, M. (2015). Enhancing College Students' Proficiency in Business Writing Via Schoology. In *International Journal of Education and Research* (Vol. 3, Issue 1). [www.learnnc.org](http://www.learnnc.org),
- Zainnuri, H., & Cahyaningrum, D. (2017). *Using Online Peer Review through Discussion via Schoology to Enhance College Students' Proficiency in Argumentative Writing: A Case Study*.