

**THE IMPLEMENTATION OF “*SchoolingMe*”
AS E-LEARNING: A CASE STUDY
AT SEKOLAH TOEFL ONLINE**

THESIS

Submitted in partial fulfillment of the requirement for the degree
of Sarjana Pendidikan (S.Pd) in Teaching English



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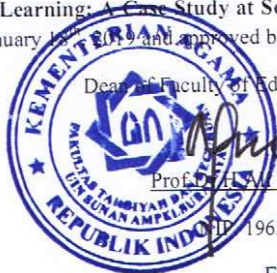


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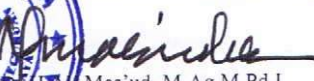
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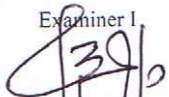


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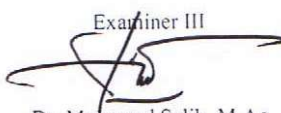
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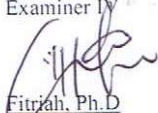
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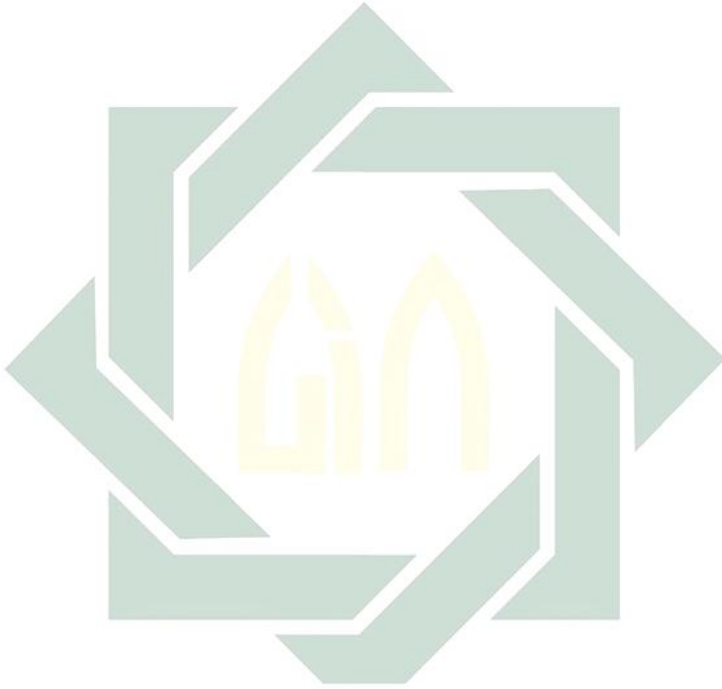
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MOTTO

وما اند الله خير

What is in Allah's side is better



DEDICATION SHEET

This thesis is gratefully dedicated to:

My beloved deceased mother, someone who inspired me on my ways,

My beloved father, someone who never stops praying on me,

My beloved family, people who give me support and pray,

My thesis advisors, who guide me

Mr. Budi, who helps to fulfill my thesis

My friends, who always stay encouraging me,

All people in my life who support and help in any way.

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Finishing this research is not easy. This research actually would never finish without supports, motivations, and contributions from many people. Thus the research wants to express her gratitude to the people who give her some ideas, advices, motivations and critiques in doing this research. Therefore, the researcher wants to express her gratitude to:

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Surabaya, January 02, 2019

The Researcher

ABSTRACT

Rochmah, Ulfiatu. 2019. *The Implementation of SchoolingMe as E-learning: A Case Study at Sekolah TOEFL online*. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisors; **Mokhamad Syaifuddin, M.Ed, Ph.D., & Fitriah, Ph.D.**

Keyword: *SchoolingMe*, E-Learning, TOEFL Learning, Sekolah TOEFL

Nowadays, science and technology have developed rapidly. Considering the development of technology in education, e-learning is applied as one way to hold teaching activities in distance. One of examples, e-learning can replace teachers attendance when they have bussiness. It means e-learning can be a bridge between teacher and students. *SchoolingMe* is one of e-learning medium which applied by teacher in learning TOEFL. It was applied by the use of computer or communication devices which using application of Learning Management System(LMS). This study aimed to examine the use of *SchoolingMe* as e-learning platform by the teacher in implementing *SchoolingMe* which applied in Sekolah TOEFL online and students' perception toward the implementation of this learning application. This study has taken in Sekolah TOEFL online which involved the main tutor and 41 students randomly. The researcher uses descriptive qualitative method to describe the implementation of *SchoolingMe* and investigate the students' perception toward the implementation of this application. To analyze the data, the researcher used in field note and questionnaire to find out the students' perception toward the use of *SchoolingMe* using Technology Acceptance Model(TAM) by Davis. Finding revealed *SchoolingMe* is effective to be implemented in teaching and learning activities. Furthermore, this study showed that the teacher has implemented all of five stages in the implementation of *e-moderating* and students have perception: *SchoolingMe* is ease to use and useful to use in Sekolah TOEFL which affected students to use this application in TOEFL learning in their learning process.

ABSTRAK

Rochmah, Ulfiatu. 2019. *The Implementation of SchoolingMe as E-learning: A Case Study at Sekolah TOEFL online*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing; **Mokhamad Syaifuddin, M.Ed, Ph.D., & Fitriyah, Ph.D.**

Kata Kunci: *SchoolingMe*, E-Learning, TOEFL Learning, Sekolah TOEFL

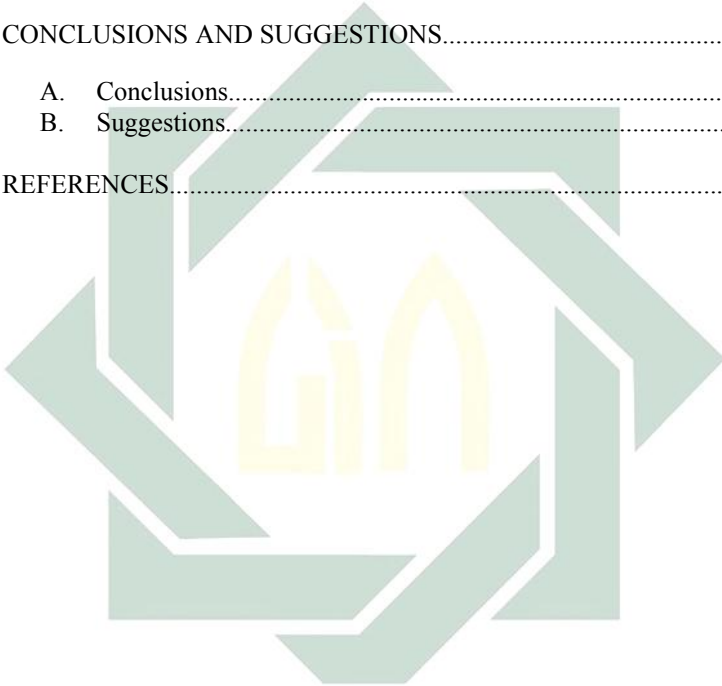
Saat ini, ilmu pengetahuan dan teknologi telah berkembang secara cepat. Penimbangan dari perkembangan teknologi dalam pendidikan, e-learning diaplikasikan sebagai satu cara untuk melaksanakan kegiatan mengajar jarak jauh. E-learning dapat menggantikan kehadiran guru ketika mereka memiliki halangan untuk hadir. Ini berarti e-learning dapat menjadi jembatan bagi guru dan siswa. *SchoolingMe* adalah salah satu dari media e-learning yang diaplikasikan oleh guru dalam pembelajaran TOEFL. *SchoolingMe* diaplikasikan dengan penggunaan komputer dan alat komunikasi yang menggunakan aplikasi Learning Management System(LMS). Penelitian ini bertujuan untuk menguji penggunaan *SchoolingMe* sebagai pembelajaran elektronik oleh guru dalam mengimplementasi *SchoolingMe* yang diaplikasikan dalam Sekolah TOEFL online dan persepsi murid-murid terhadap implementasi dari aplikasi pembelajaran ini. Penelitian ini dilakukan di Sekolah TOEFL online yang melibatkan guru utama dan 41 murid secara acak. Penelitian ini menggunakan metode deskriptif kualitatif untuk mendeskripsikan implementasi dari *SchoolingMe* dan menyelidiki persepsi siswa terhadap implementasi aplikasi ini. Dalam menganalisis data, peneliti menggunakan catatan lapangan dan kuisioner to mencari persepsi siswa terhadap penggunaan *SchoolingMe* menggunakan Technology Acceptance Model(TAM) oleh Davis. Hasil penelitian menunjukkan *SchoolingMe* efektif untuk diimplementasikan dalam kegiatan belajar-mengajar. Penelitian ini menunjukkan bahwa guru telah mengimplementasikan semua lima tahap dalam e-moderating dan siswa memiliki persepsi: *SchoolingMe* mudah digunakan dan berguna untuk digunakan di Sekolah TOEFL yang mempengaruhi siswa untuk menggunakan *SchoolingMe* dalam pembelajaran TOEFL.

TABLE OF CONTENTS

ADVISOR APPROVAL SHEET.....	ii
EXAMINER APPROVAL SHEET.....	iii
LEMBAR PERNYATAAN PUBLIKASI.....	v
MOTTO.....	vi
DEDICATION SHEET.....	vii
ACKNOWLEDGEMENT.....	viii
ABSTRACT.....	xi
PERNYATAAN KEASLIAN TULISAN.....	x
TABLE OF CONTENTS.....	xii
LIST OF TABLES.....	xv
LIST OF PICTURES.....	xvi
LIST OF ABBREVIATION.....	xvii
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background of the Study.....	1
B. Research Questions.....	4
C. Objectives of The Study.....	4
D. Significance of The Study.....	4
E. Scope and Limitation of The Study.....	5
F. Definition of Key Terms.....	5
CHAPTER II.....	7
REVIEW OF RELATED LITERATURE.....	7

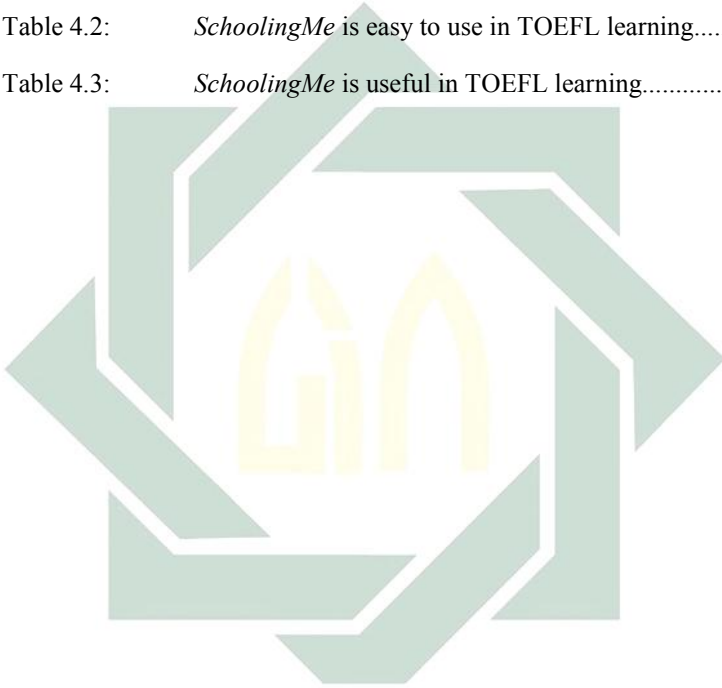
A.	Review of Related Literature.....	7
1.	E-Learning.....	7
a.	Definition of E-Learning.....	7
b.	Types of e-learning.....	8
c.	The implementation of e-learning.....	8
2.	Learning TOEFL online.....	12
3.	SchoolingMe.....	13
a.	A brief about SchoolingMe.....	13
b.	Basic operation and features.....	14
c.	Advantages and disadvantages of using SchoolingMe.....	18
4.	Sekolah TOEFL.....	19
5.	Perception.....	20
a.	Definition of perception.....	20
b.	Students' perception toward e-learning.....	20
B.	Review of Previous Study.....	22
CHAPTER III.....		26
RESEARCH METHOD.....		26
A.	Research Design and Approach.....	26
B.	Subject of the Research.....	26
C.	Data and Source Data.....	27
D.	Research Instruments.....	27
E.	Data Collection Technique.....	29
F.	Data Analysis Technique.....	29
G.	Checking Validity and Findings.....	30
H.	Research Stages.....	31
CHAPTER IV.....		32
FINDING AND DISCUSSIONS.....		32
A.	Research Findings.....	32
1.	The Implementation of <i>SchoolingMe</i>	32
2.	Students' perception towards the implementation.....	42

B. Research	
Discussions.....	49
1. The Implementation of <i>SchoolingMe</i>	49
2. Students' perception towards the implementation....	56
CHAPTER V.....	59
CONCLUSIONS AND SUGGESTIONS.....	59
A. Conclusions.....	59
B. Suggestions.....	60
REFERENCES.....	61



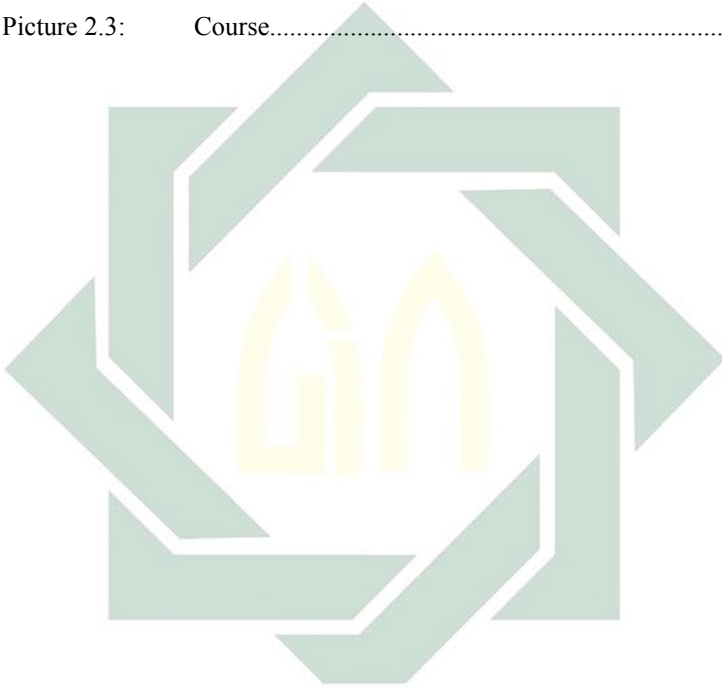
LIST OF TABLES

Table 3.1:	Summary of data collection technique.....	29
Table 4.1:	Interview Checklist of Implementation.....	67
Table 4.2:	<i>SchoolingMe</i> is easy to use in TOEFL learning.....	73
Table 4.3:	<i>SchoolingMe</i> is useful in TOEFL learning.....	74

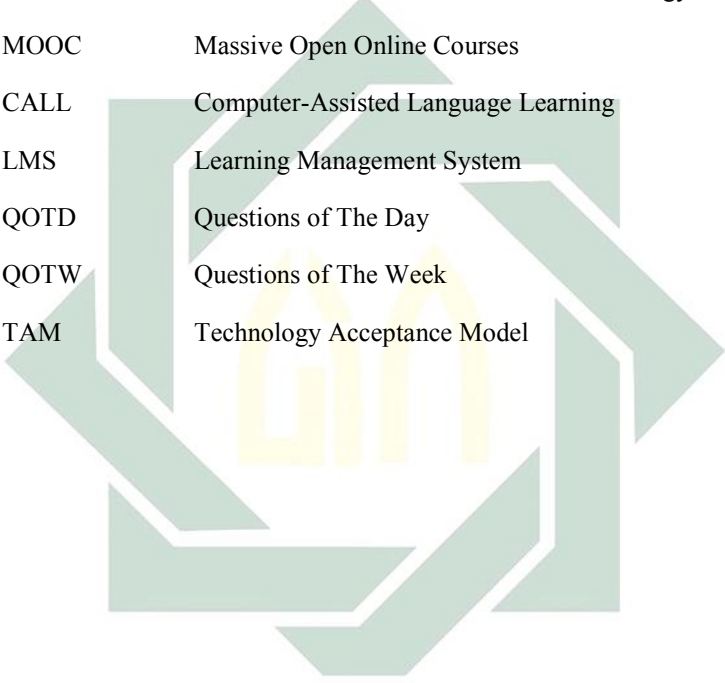


LIST OF PICTURES

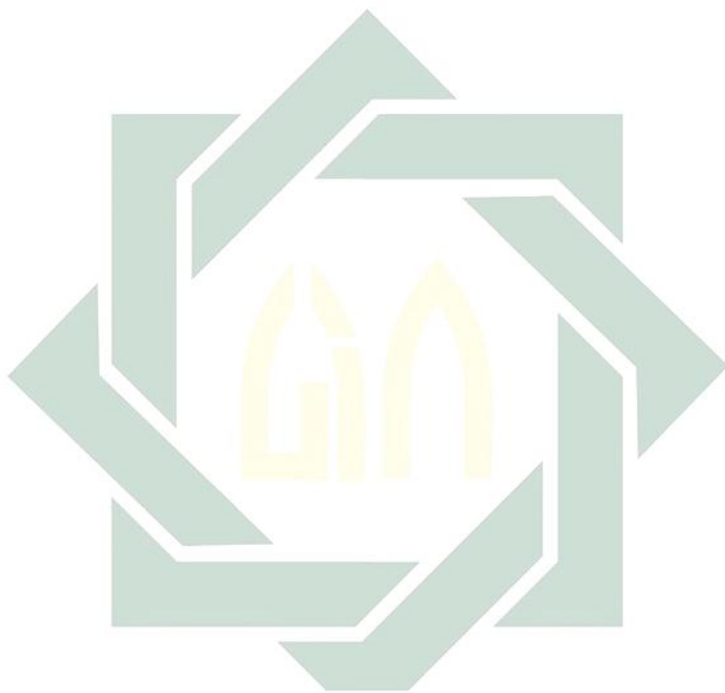
Picture 2.1:	Portal for public.....	15
Picture 2.2:	Sign In.....	15
Picture 2.3:	Course.....	15



LIST OF ABBREVIATIONS



TOEFL	Test of English as A Foreign Language
ICT	Information and Communications Technology
MOOC	Massive Open Online Courses
CALL	Computer-Assisted Language Learning
LMS	Learning Management System
QOTD	Questions of The Day
QOTW	Questions of The Week
TAM	Technology Acceptance Model



CHAPTER I

INTRODUCTION

This chapter initially discusses the background of the research. It describes the reason why the researcher conducted *the implementation of SchoolingMe as e-learning platform in learning TOEFL*. The problems in this research are designed in the research question and the objectives of this research. Then, it continues to the significance of the study, scope, and limitation of the study and definition of key terms are also presented to give more information to the readers about the researcher's mean within this research.

A. Background of the Study

Nowadays, science and technology have developed rapidly. This development happens because of the emergence of the information age that leads to knowledge information. Technology has changed successfully the way we live, work, think and learn. For example, in education area, people do not need to go to the school when they want to register the unit that they want to take. They can do it online by selecting the unit information in the website. Another example is technology can replace teacher's attendance by transferring or delivering the materials online so they do not need to come to the class. In this case, technology can bridge between instructor and students that are separated by time and distance. In addition, communication technology and information can deliver learning which opens to everyone, free and flexible in time.

Considering the development of technology in education, one of the learning system that applied is e-learning. E-learning can be applied as one way to hold teaching activities in distance. E-learning can be applied in any schools as long as the schools have ICT facilities and internet connection. According to M. Nichols, E-learning in education can be understood as 'technology-enhanced teaching and learning within an education institution'.¹ Ruth Colvin C. Stated, e-learning is as instruction delivered on a digital device (such as a desktop computer, laptop

¹ M. Nichols, 2008, 'Institutional perspectives: The challenges of e-learning diffusion', (British Journal of Educational Technology 39(4), 2008), 598

computer, tablet or smartphone that is intended to support learning. There are some features of e-learning, they are: contents which relevant to the learning objective; media elements that used such as words and pictures to deliver the contents; an instructional method that is used such as practice, and feedback; an assistant to build new knowledge and skills, etc.² The features described indicates that e-learning can be applied by any teachers to deliver content or lesson easily, especially for this era which everything use electronic as the medium daily. Besides, the friendly features of e-learning, Ruth proposes general benefits of e-learning. Ruth explains that e-learning is useful to help learners personal learning objectives or perform individual learning goal of their knowledge and skills. Baldwin-Evans recommends the use of e-learning for its flexibility, interactivity, and efficiency. This e-learning application has many benefits in education. For example, e-learning opens up opportunities to support demographic, lifestyle changes and technological also e-learning offers quality education to those who have accessed it.³

Although e-learning is useful to implement the materials, there are some challenges of e-learning identified by educators. Capauno states the challenge of e-learning is to accomodate individual students' learning preferences as students have different needs. The dominant uses of e-learning platforms are for the transferral of information with the expectation that learners would passively absorb the expected learning outcomes and teachers would continue to pass on information regardless of students learning preferences.⁴ Omidinia, Masrom, and Selamat state the challenge of e-learning is on ICT infrastructure in developing countries. The success of e-learning depends on implementation expertise, technology focus, open source technology and one-time funding.

² Ruth Colvin Clark - Richard E. Mayer, *E-Learning and the Science of Instruction*, Fourth Edition (Canada: Wiley, 2016), 8.

³ L. Caporarello – G. Sarchioni. E-learning: the recipe for success. *Journal of E-Learning and knowledge Society*, 10(1), 2014. 117-128.

⁴ Capauno, N., et.al., Creation and delivery of complex learning experiences: the ELGeI approach. In *Proceedings of the Internation Conference on Complex, Intelligent and Software Intensive Systems* (Fukuoka, Japan, 2009)

Considering the usefulness of e-learning in teaching practices, a number of studies have investigated the use of e-learning, for example, a study by Hana Silvana and Nadia Hanoum entitled “The Implementation of Massive Open Online Courses (MOOCs)-Based E-Learning System for College Level Learners”, they identified the implementation of MOOCs-based e-learning. The finding indicated that interactivity aspect should be improved in the online course related to the MOOCs. Another studies also identified the implementation of e-learning, the study was done by Rosyidah Nuril entitled “Participation in online discussion during CALL course at English Teacher Education Department UIN Sunan Ampel Surabaya”. This study used Schoology as e-learning system to explore students’ participation online. The finding indicated that students had problems in participating online discussion as the internet connection are not really good.

Based on previous studies above, there is similarity between previous studies and this current research that is investigating the implementation of e-learning. Although this study has a similar focus, this study differs in the use of e-learning medium. That is *SchoolingMe*. This current study also aims to identify the students’ perception of the use of *SchoolingMe*. To get the information about the implementation of e-learning, this study asks to the teacher about the implementation and students’ perception of *SchoolingMe* as the medium online learning.

The researcher conducted this research at Sekolah TOEFL online. The researcher chooses Sekolah TOEFL class that applied in *SchoolingMe* medium in teaching-learning especially in TOEFL. *SchoolingMe* is efficient for any learning, not only learning TOEFL. *SchoolingMe* can be used by teachers to implement their learning as online. *SchoolingMe* also can be one example for another teachers who maybe create application similar like that. Furthermore, Sekolah TOEFL is a free Indonesia site that offered to learn TOEFL. Sekolah TOEFL was built by Mr. Budi engage with his friends. According to students reviewed, the program is successful in Facebook group which before held on Whatsapp. In Facebook, students amount are increased. Until the program is added which named Sekolah Inggris. Recently, the program location is changed to

SchoolingMe. It is a website also an application. The development of location program changed, for sure it has positive and negative side of itself. Some students get difficulties to join, take materials, and divide time because the program which complicated that managed it.⁵ Due to this case, the researcher conducted the research entitled *The Implementation of SchoolingMe As E-Learning: A Case Study at “Sekolah Toefl Online”*.

B. Research Questions

1. How is the implementation of *SchoolingMe* as an e-learning medium for learning TOEFL at Sekolah TOEFL?
2. What are the students' perception of the implementation of *SchoolingMe* as the e-learning medium for learning TOEFL at Sekolah TOEFL?

C. Objectives of the Study

1. To describe the implementation of *Schoolingme* as an e-learning medium in TOEFL learning at Sekolah TOEFL.
2. To find out the students' perceptions of the implementation of *SchoolingMe* as e-learning medium in TOEFL learning at Sekolah TOEFL.

D. Significance of the Study

The finding of this study explains how the implementation of *SchoolingMe* as e-learning medium and students' perception of the implementation for learning TOEFL in Sekolah TOEFL. It can be used as beneficial input for the teacher who has the Learning Management System(LMS), the researcher, and for other researchers.

For the teacher, the result of this research can be used as a measurement to know how effective this e-learning as a medium for learning TOEFL. It also can help teachers in selecting teaching style with collaborating e-learning.

For the researcher, this research would be useful as an input to improve the quality of *SchoolingMe* which can be developed by the tutor. Hopefully, it is also useful for another researcher to conduct further research dealing with the implementation of *SchoolingMe* as an e-learning medium.

⁵ Based on, students' reviewed on joining program “Sekolah TOEFL” in *SchoolingMe*

For other researchers, this research is also expected to give many benefits of information which connected to the e-learning medium. One example of the benefits is e-learning can enhance students' knowledge and skill through technology. Students can learn anything through e-learning by using technology.

Moreover, this study can be the alternative way to enrich another teachers to develop or create a new e-learning medium for their teaching-learning processes. It can be designed from the display of e-learning, the material or etc. It is expected by the use of e-learning can make learning process easier and more interesting.

E. Scope and Limitation of the Study

The scope of this study is the implementation of *SchoolingMe* as a medium for learning TOEFL and students perception of the ease and use in using *SchoolingMe* for learning TOEFL. *SchoolingMe* is a new medium which is used in Sekolah TOEFL. It is used for better teaching in the future to increase the quality of learning itself within TOEFL learning process by gaining perception.

The limitation of this study is the staging of lesson delivery (based Gilly Salmon, 2002) and perception of the use of technology (based Davis in Su Ming Song, *Technology Acceptance Model*). There are five stages that teacher implemented to the e-learning and there are two perception of students' technology acceptance usage.

F. Definition of Key Terms

Here are the definitions of the key terms this research to make the reader easy to understand, they are:

1. Implementation

Implementation is how the way the teacher implemented the e-learning in teaching and learning processes to education's purpose.⁶ In this research, the implementation refers to how the teacher implements *SchoolingMe* as e-learning medium in Sekolah TOEFL.

⁶ Theresia Niung p, *Pengajaran EDL (English as A Global Language) and Metode CTL (Contextual Teaching and Learning) 2008*, Journal.

Teacher implements the e-learning through five stages model of e-moderating in online learning. It is the staging applied in delivering lesson by Gilly Salmon in her book “*e-tivities: the key to active in online learning*”.

2. SchoolingMe

SchoolingMe is a kind of Learning Management System(LMS) created by Budi Waluyo as online education medium which can be accessed in www.schoolingme.com. It also can be accessed for free. SchoolingMe as e-learning for the use of information and computer technologies to create learning experiences. It leaves out many of truly effective uses of related technologies for learning.⁷ In this research, *SchoolingMe* is an e-learning tool for learning TOEFL which enable to download material, doing quizz or answering worksheet related with the lesson and tutors’ feedback. The main tutor(Budi Waluyo) prepares the learning materials, monitoring and managing students’ learning processes.

3. Sekolah TOEFL

Sekolah TOEFL is online TOEFL learning course which uses *SchoolingMe* for learning.⁸ In this research, Sekolah TOEFL is one of the classes offered in SchoolingMe. There are many materials to learn TOEFL.

4. Students’ Perception

Perception is about process where the judgement or beliefs were produced by student that influenced the way of what they think and feel.⁹ In this research, students’ perception is about how their perception of the *SchoolingMe* acceptance and individual learning style into what their reflect based on the ease and use in using *SchoolingMe* for learning TOEFL. It is the perception of the use of technology by Davis in Su Ming Song in his book which entitled “*Technology Acceptance Model*”.

⁷ William Horton, *E-Learning by Design*, (San Fransisco: Pfeiffer, 2006), 1.

⁸ https://www.kompasiana.com/dasulistya/sekolah-toefl-gratis-yang-memberi-manfaat-besar_557afbb58efdfdc525d9159f, accessed on July, 1st 2018.

⁹ Jerry Anak Ahen, *Student’s Perception toward English for Self Expression*, (Malaysia: University Malaysia Sarawak, 2009).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about all of related review of the study. There are five main points that will be discussed, those are: e-learning, the implementation of e-learning, *SchoolingMe*, sekolah TOEFL and perception. In addition, some previous studies related to this field also will be revealed.

A. Review of Related Literature

1. E-Learning

a. Definition of E-Learning

There are some definitions that stated by the experts of E-learning definition. It can be said e-learning, if the students must have access to a computer and the internet to do the course, and can take the course without having to attend any face to face classes. Students may also need to read printed book. Based on Tony Bates stated in his book, 'e-learning' is where courses may have anything from a relatively small Web-based component of a course or program to a fully online offering.¹⁰

Another definition comes from Ellis, she disagrees that e-learning not only covers content which delivered via internet but also includes audio-video type and interactive tv. She stated that e-learning is not only procedural but also shows some transformation of an individual construction process.¹¹ In addition, Fee said e-learning is a method of learning which is using digital technology which enable enhance the knowledge or skill in the learning.¹² Thus, it can be concluded that e-learning deals with the use of electronic media that related to internet or not to transfer and support materials for teaching and learning process. In another

¹⁰ Tony Bates, *Technology, E-learning and Distance Education*. Second Edition (Canada: Routledge, 2005), 9.

¹¹ Moore, Joi L., et al, *E-learning, online learning, and distance learning environments: Are they same?* (USA: Elsevier, 2010), 2.

¹² K. Fee, *Delivering E-Learning*. (Philadhelphia: Kogan Page Limited, 2009).

words, school deals with the students' attendance and it requires students and teacher come to the class and meet each other to do learning process.

b. Types of e-learning

There are two basic types division of e-learning types according to Algahtani. It consists of computer-based and the internet based e-learning. The computer-based learning comprises the use of a full range of hardware and software generally which are variable for the use of Information and Communication Technology and also each component can be used in either of two ways, they are: computer-assisted learning and computer managed instruction.¹³ Almosa added e-learning is a further improvement of the computer-based learning and it makes the content available on the internet, with the readiness of links to related knowledge sources, for examples e-mail services and references which could be used by learners at any time and place as well as the availability or absence of the instructors or teachers.¹⁴

c. The implementation of e-learning

To implement e-learning, there is program of e-tivities for online learning that stated by Gilly Salmon. She mentioned that there are five stages provided to understand how the participants or students can enjoy in using online learning and what e-moderator needs to make the online learning successful.¹⁵ This model will be used by researcher to analyze the implementation of *SchoolingMe* in TOEFL learning which researcher believes that this model applied by the teacher in their learning process that is integrated by online learning.

According to Gilly Salmon, there are five stages of e-tivities in the classroom in this following.¹⁶

¹³ Algahtani, A.F., *Evaluating the Effectiveness of the E-learning Experience in Some Universities in Saudi Arabia from Male Students' Perceptions*, (Durham theses, Durham University, 2011).

¹⁴ A. Almosa, *Use of Computer in Education*, (2nd ed), (Riyadh: Future Education Library, 2002).

¹⁵ G. Salmon, *E-tivities: The key to active online learning*. (London: Kogan Page), 2002.

¹⁶ Ibid, 12.

1) Access and Motivation

Access and Motivation is a stage to gain access quickly and easily to online system. In this stage, teacher has role to welcome and encourage students in accessing the e-learning. It is to help students or participants take a part and learn how to use the course software. Salmon mentioned three aspects stated in this book. It consist of access, motivation and arriving.

a. Access

Access is an aspect to reach online system. In another words, it helps students in using communication tools. In using a new tool, students need to know the detail or information which related to access the system such taking a part in online activities. For this stage, the teacher should give easy and interesting ways to students in using e-learning platform in introduction. It is possible for students who do not know how to use the platform. Therefore, access can help students involved in the learning process.

b. Motivation

Motivation is the way of teacher to keep students' spirit in learning process which integrated material and technology. According to Schunk and Mullen, motivation is a process where learning's goal become a directed activities and then eventually are sustained.¹⁷ There are some kinds of motivation such as motivation which related to achievement, motivation which related to students' need, motivation which related to self-intrinsic, etc. In online learning process, there are some problems that maybe faced by students when using technology, especially it is to use e-learning medium. So the teacher has a role to solve

¹⁷ Schunk, D. H., - Mullen, C. A., *Toward a conceptual model of mentoring research: Integration with self-regulated learning* (Educational Psychology Review, 25, 2013), 361–389.

students' problem with giving motivating in learning process. It can be supported by creating innovation to resolve the issues by making a video tutorial, etc.

c. Arriving

Arriving is the way of teacher to make students keep online. It is not easy thing to get all participant online and frequently visiting in online learning process.¹⁸ Thus the teacher should give unique ways to begin lesson that encourage and stimulate students persistently keep the time for seriously learning.

2) Online socialization

Online socialization is a stage that teacher should familiarize and bridge students' differences between cultural, social or learning environment. In another words, students may be faced problems on a wide variety of backgrounds from the cultures, cities, or countries. Socialization is the process of creating contact with other human beings, it consists of of developing a self-aware, knowledgeable human being, skilled.¹⁹ To understand online socialization, the good online school has to build communication between extensive teacher-students, teacher-parents, and student-student into the courses and program which students taking a part.²⁰ It focuses on how students can interact to another in online learning process. Online socialization can be like sharing ideas or stories or any information that they have which can make they felt comfortable within online learning. It means that online socialization as a communication with other students within the online class, interaction with teacher, social

¹⁸ G. Salmon, *E-tivities: The Key to Active Online Learning* (London: Kogan Page, 2002), 19.

¹⁹ Giddens A., Duneier M., & Appelbaum R., W. W., *Introduction to Sociology*, 5/e, (Norton & Company, Inc.).

²⁰ John Watson - Butch Gemin, *Socialization in Online Programs* (Nacol: 2008), 6.

networks and web which related to technologies. Therefore, online socialization can assists students to build foundation between one student to another students which have impact upon student learning outcomes.²¹ In this stage, it teaches students to familiarize with tools also students' friends.

3) Information exchange

Information exchange is a stage that the teacher facilitates and supports students on the use of learning materials.²² In this stage, there are two kinds of interaction who needed by students between the course content and the people(include of teacher and another students) within learning process. It means that the way of teacher to make students transfer or share information or what they know after learning, such as from assignments. The teacher should design the assignment as well as to make participants(students) active in online learning. Thus, it can encourage students to explore and share knowledge related to the material. In another words, teacher facilitates students to be able to exchange what kind information they get.

4) Knowledge construction

Knowledge construction is a stage of building students' critical thinking based on their own knowledge. There are three processes of knowledge construction, they are: activating knowledge, communication and envisioning.²³ There are also kinds of it, such as constructing, negotiating, transferring, interaction for sharing which applied in learning process.²⁴ In this stage,

²¹ Christopher Irwin, *Socialization in the Online Classroom* (University of Maryland Baltimore County, 2006), 3.

²² G. Salmon, *E-tivities: The Key to Active Online Learning*. (London: Kogan Page, 2002), 26.

²³ Jonathan Ostwald. *Knowledge Constructing Software Development: The Evolving Artifact Approach*.

²⁴ Lock, J., *Laying the Groundwork for the Development of Learning Communities within Online Course: Quarterly Review of Distance Education*. (2002, vol 3(4)), 395.

the teacher helps students to construct students' knowledge and link it to personal experience etc. The teacher has important role to stimulate students producing new understanding. Therefore, e-learning in this stage is to build students knowledge through learning process.

5) Development

Development is a stage that teacher supported and responded the students in their reflection after learning process. Salmon said, the teacher has a role to give problems to students to gain students' different ways to think for solving. Discussing by integrating online can help students easily to share their thinking or opinion. In this stage, teacher guides students to encourage students in developing their skill. Therefore, it can be useful for students to achieve students' learning goals of development thinking.

2. Learning TOEFL online

Nowadays, online learning becomes the newest and most popular form of distance education today. It takes place over the Internet for education. However, online learning is just one type of "distance learning" the umbrella term for any learning that takes place across distance and not in a traditional classroom.²⁵ Online learning is catalyzing a pedagogical shift in how we teach and learn material. There is a shift away of changing more interactive way from lecturing and passive students, collaborative approach within learning process.

TOEFL becomes a main role which used in higher education also becomes consideration to apply scholarship. The TOEFL is an increasingly important test in the Asian EFL context. The importance of high score in TOEFL is for learners who wish to study abroad.²⁶ According to Abraham,

²⁵ Joshua Stem, *Introduction to Online Teaching and Learning*.

²⁶ Neil Heffernan, *Successful Strategies: Test-Taking Strategies for the TOEFL* (Spring 2006).

The ultimate goal of the TOEFL is to help individuals gain the necessary English skills for successful academically.²⁷

In era now, learning TOEFL can be found easily. Students can learn it by online. There are some which need cost, there are some another which offer free. One of example is Sekolah TOEFL in SchoolingMe which offered free that related to this research. It focuses on Sekolah TOEFL class, which the class only learn about TOEFL. It has given the material, exercise, quiz also the exam.

3. SchoolingMe

a. A brief about SchoolingMe

SchoolingMe is a kinds of Learning Management System(LMS) created by Budi Waluyo as online education medium which can be accessed in www.schoolingme.com. *Schoolingme* is a place where you can learn and share. It also can be accessed for free. *SchoolingMe* can be classified as a Learning Management System(LMS) based on e-learning platform. E-learning application in education has many benefits. Baldwin recommends e-learning is flexibility, interactivity and efficiency.²⁸ According to Abu Shawar, Learning Management System is internet based, software allowing instructors to manage materials distribution, assignments, communications and other aspects of instructions for their courses.²⁹ Another statement comes from Hobbs, Learning Management Systems are management software package enabling the delivery of

²⁷ Abraham, P. F., *The reading proficiency of non-native English speaking applicants to American undergraduate education: How is it assessed? How should it be assessed?* (Unpublished manuscript, Harvard University School of Education. Cambridge, MA., 1990).

²⁸ L. Caporarello – G. Sarchioni, *E-learning: the recipe for success. Journal of e-learning and Knowledge Sciety*, 10(1). (2014), 117-128.

²⁹ B. Abu Shawar, *Learning Management Ssystem and its Relationship with Knowledge Management*. In: Faculty of Computer & Information science, Ain Sham University, 4th International Conference on Intelligent Computing and Information Systems (Cairo, Egypt March 3, 2009).

learning content, resources and activities and also handle the associated administration tasks.³⁰ In addition, Learning Management Systems(LMS) can be defined as a software that used to plan, implement and evaluate a specific learning process which integrated by internet connection as Almrashdeh stated.³¹ Nowadays, Learning Management Systems have become an integral component of the educational system in most universities also school that involved online class activities. Therefore, LMSs become trend to be used for teaching and learning process. Based on definition stated, we can conclude that Learning Management System is to facilitate learners to learn generally which can be done easily in anytime and everywhere by space, time and unlimited.

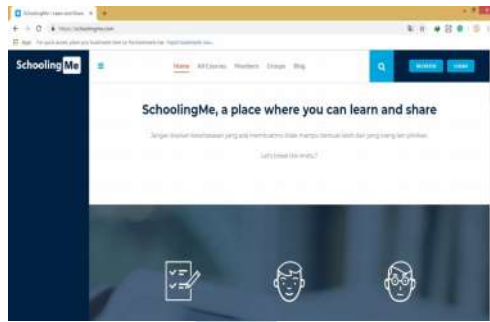
There are some kinds of Learning Management Systems such as Moodle, Docebo, Schoology, Edmodo, ILIAS, etc. SchoolingMe also can be one of the LMSs which can create interesting learning through using variety of features provided such as Handbook, Quiz, Video, Practice, Examination, etc. There are some tutors and admins who will give feedback. The main tutor(Budi Waluyo) prepares the learning materials, monitoring students, and managing the learning processes.

b. Basic operation and features

SchoolingMe is available online at www.schoolingme.com. It also can be downloaded in mobile through PlayStore by keyword *SchoolingMe*. The first step to access *SchoolingMe* is open the URL www.schoolingme.com. Then, the display will show portal as below:

30 Leanne Cameron, *An Introduction to Learning Management Systems*, (Readings in Education and Technology: Proceedings of ICICTE 2008).

31 Almrashdeh, I.A., et al, Distance Learning Management System Requirement from Students' Perspective. *Journal of Theoretical and Applied Information Technology*. (2011).



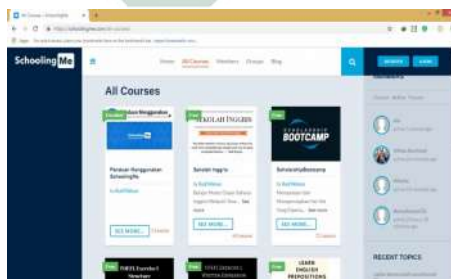
Picture 2.1 Portal for public

After finding, you can choose to sign in with Google or Facebook.



Picture 2.2 Sign in

After signing in with your account by Google or Facebook, the portal will show some courses provided by *SchoolingMe*. You can choose course that you want by click the tab of 'All Courses'.



Picture 2.3 Courses

There are some learning which provided by *SchoolingMe*. It is used to give teacher and students an impressing experience and active in teaching learning process. Hence, design of learning source provided by *SchoolingMe* has interactive skill. Some kinds of learning source provided by *SchoolingMe* are follow:

1. Students' Guide

Students' guide in *SchoolingMe* as a pilot in students' learning process. It gives some tutorials for students about the way how to use *SchoolingMe*. It also facilitates students to manage their learning process based on guide provided.

2. Document

Document in *SchoolingMe* is learning source contained learning materials combination from various learning resource such as Video, Quiz, Handbook, Online exercises(worksheet) and discussion. This learning source is used to support the students' learning process feasible.

3. Video

Video in *SchoolingMe* is a learning source made by teacher. The video contained is repetition of handbook explanation. It is to make students understand who maybe they did not understand after studying handbook provided. The video usually connected to Youtube for downloading.

4. Quiz

Quiz in *SchoolingMe* is a learning source contained various questions. The quiz is created to make students critically which the students have to right answer with minimum 13 answers then they can continue the next quiz. There are 2 kinds of

Quiz provided, they are: QOTD(Daily Quiz) and QOTW(Weekly Quiz). The Quiz is used by the teacher during teaching-learning process.

5. Handbook

Handbook in *SchoolingMe* is a learning source contained the material of each courses. There is brief explanation which designed by the teacher within the handbook. Every handbook has inspiring story in early page. It is used to motivate students studying hard and consistent in their learning process.

6. Online Exercises

Online Exercises in *SchoolingMe* is a learning source contained exercises related to the material(in handbook). It is designed the teacher as online to make students have experience in doing exercises in internet. Online exercises also can be formed worksheet which provided in portal. For the worksheet, it is ready to print and it can be done by the students as homework and it will be discussed in weekend as online.

7. Discussion

Discussion in *SchoolingMe* is a learning source which used to communicate between teacher and students discuss the learning materials. For the discussion, it was available in the course timeline also in the online group provided by *SchoolingMe*. The discussion group has function to make widely discussion between one student to anothers.

c. Advantages and disadvantages of using *SchoolingMe*

Learning Management Systems has several advantages and disadvantages considered among the best methods of education. There are some advantages which have been summed up by Holmes and Gardner:³²

1. It is flexible when issues of time and place are taken into consideration
2. It can enhance the efficacy of knowledge and qualifications.
3. It is able to provide opportunities for relations between learners and teachers by the use of discussion forums.
4. It always takes into consideration the individual learners differences.
5. It is cost effective in the sense that there is no need for the students or learners to travel.

There are several disadvantages which have given by studies include the following:³³

1. It might be less effective that the traditional method of learning.
2. It might have a negative effect.
3. It is difficult thing to control any activities in platform.
4. It makes the learners undergo contemplation, remoteness as well as lack of interaction or relation.
5. It leads to congestion or heavy use of some websites.

³² B. Holmes – J. Gardner, *E-Learning: Concepts amd Practice*, (London: Sage Publications).

³³ A. Almosa, *Use of Computer in Education*, (2nd ed), (Riyadh: Future Education Library, 2002)

4. Sekolah TOEFL

Sekolah TOEFL is a free online TOEFL learning course as free and online which uses *SchoolingMe* as the medium for learning. The students which registered come from any regions of Indonesia.³⁴ It has long been recognized that specialized delivery technologies can provide efficient and timely access to learning materials. According to Clark, it has claimed that technologies are merely vehicles that deliver instruction which do not themselves influence student achievement.³⁵ It means that Sekolah TOEFL is a class which integrated by online and technology in *SchoolingMe*. Every activities in learning process are provided as online, such as material; test; quiz; etc.

Online learning allows for flexibility of access, from anywhere and usually at anytime essentially, it allows participants to collapse time and space. However, the learning materials must be designed properly to engage the learner and promote learning.³⁶ It is not only an usual class which provided materials and tasks. But in Sekolah TOEFL, students got challenging by quiz which they are not provided the discussion of the answer. Students have to think critically why their answer wrong.

5. Perception

a. Definition of perception

Perception has various definitions based on experts. Perception is another major focus to create an effective communication and relationship between the teacher and the students. Perception is considered as a crucial factor in teaching and learning process. According to Dornyei,

³⁴ https://www.kompasiana.com/dasulistya/sekolah-toefl-gratis-yang-mememberi-manfaat-besar_557afbb58efdfdc525d9159f, accessed on July, 1st 2018.

³⁵ R. E. Clark, *Reconsidering research on learning from media* (Review of Educational Research, 53(4), 1983), 445-459.

³⁶ R. A. Cole, *Issues in Web-based pedagogy: A critical primer* (Westport, CT: Greenwood Press, 2000).

perception has a big role in determining success or failure in any learning situation.³⁷ According to Jalaluddin Rahmat, perception is the experience of objects, events some relations obtained by inferring information and interpret the message.³⁸ Lee added that the teachers do not to ignore students' perception because students may experience to the stagnant situation. If it was created a conducive environment to learn, it means that students have the attitudes and perceptions about something on their mind as long as learning process. Thus, it is not easy to define perception. One student may be have different perception with another students based on their view, emotion, or behavior. Due to the reason, to define fixed perception should be considered.³⁹

From some definitions above, it can be concluded that perception can be influenced by a variety of knowledge, experience, desire, behavior, emotion which are relevant to life purpose. In this research, it focuses on students' perception to the implementation of e-learning. It is important to know that the students have various perception or interpretation of information that students expose to. It is about feeling or opinion individuals about something.

b. Students' perception toward e-learning

We cannot deny that technology can influence learning process in era now. The use of technology in classroom generally refers to factual prepositions and understandings, beliefs refer to suppositions commitments, and ideologies about the impact of technology in learning.⁴⁰ Many researchers discussed the

³⁷ Z. Dörnyei, *Motivational strategies in the language classroom*, New York: Cambridge University Press.

³⁸ Jalaludin Rakhmat, *Psikologi Komunikasi*, (Bandung. Remaja Rosdakarya, 2007).

³⁹ I. Lee, Student reactions to teacher feedback in two Hong Kong secondary classrooms. *Journal of second language writing*, 17 (3), (2008), 144-164.

⁴⁰ P.A. Ertmer, *Teacher pedagogical beliefs: the final frontier in our quest for technology integration? Educational technology, research development*, 53(4), (2005), 25-39.

use of technology in language classroom. In Moseley research, he found the positive impact on giving support for the students' learning processes and outcomes. In Baker's research, it showed there was a positive relationship between a technology-rich environment and an academic achievement.⁴¹ Thus, we can conclude that technology can bring positive effects to the learners.

One of the online medium for the students and the teacher to communicate is through SchoolingMe. There are many classes provided in the platform, such as class for learning grammar, learning TOEFL, hunting scholarship. SchoolingMe is a kinds of Learning Management System(LMS) created by Budi Waluyo, Ph.D as online education medium which can be accessed in www.schoolingme.com. Yefim kats said that Learning Management Systems(LMS) are information system which made educator be able to prepare learning activities for the student to access anytime.⁴² This online medium is used to improve learning through better communication and collaboration. Therefore, it is necessary to evaluate the integration of SchoolingMe in the teaching and learning situation to show whether the application is successful or not by gaining students' perception.

According to Giese, it is related to e-learner satisfaction as a summary affective response. There are several aspects such as content, user interface, learning community customization and learning performance.⁴³ As stated above, environment also influences the students' satisfaction to their perception in using the technology that cooperated to learning process.

According to Davis in Sung Mi Song, there are two

⁴¹ B. Baker, *Technology and the community college student*. (Doctoral dissertation: 2007).

⁴² S. Lonn – S. Teasley, *Saving Time or Innovating Practice: Investigating Perceptions and Uses of Learning Management Systems*, (2009).

⁴³ Giese & Gote, J. A, *Defining Customer Satisfaction*, *Academy of Marketing Science*, (2000)

factors which effect students' in behavioral intention to use a technology: perceived ease of use and perceived usefulness. For the perceive ease of use, it is defined as an indicator of person belief in using technology. Students are motivated because it is free of effort. It can be found when students did not have difficulty in using e-learning. For the perceived usefulness, it is defined as an indicator of person belief in enhancing performance to use e-learning. It can be found when students have improved their performance in e-learning.⁴⁴ Thus, TAM(Technology Acceptance Model) by Davis is believed that technology is easy to use and useful which influenced students' attitude in using technology.

So far, most discussions on the use of e-learning above are focus on the way of teacher to incorporate the technology into their teaching. For students' perception of e-learning, it may be influenced by specific individual variables which categorized on: previous experience of using computers, technology acceptance(innovation) and individual learning style(skill, preferences and attitude). However, there are reports that students prefer taking class in using e-learning than a traditional course. Students felt that e-learning is a helpful tool in their learning process.⁴⁵ Thus, this present study explores students' learning applied the technology of *SchoolingMe* seen from the students' perception.

B. Review of Previous Study

Related to this research, several previous studies are already conducted. The researcher has divided the studies to be three part as the categorizing. The studies divided based on the focus of research, content of research, and subject of research. It is to make easy the reader to read and compare the similarity and

⁴⁴ Mi Song, *E-Learning Investigating Students' Acceptance of Online Learning in Hospitality Program*. (Ames: Iowa State University, 2010)

⁴⁵ J. A. Brotherton - G. D. Acowd (eClass). In HAZEMI, R & HAILES, S. (Eds) *The digital university – building a learning community*, pp 71-93 (London, Springer), 2002.

difference between this study to another studied that was done in previous.

The first discussion conducted is based on focus. There are some studies which have some focuses. The first studies was done by Rosyidah Nuril which entitled “*Participation in online discussion during CALL course at English Teacher Education Department UIN Sunan Ampel Surabaya*”. In the research, it used Schoology as the medium online learning. It focuses on the participation of online discussion and the students’ problem. The finding is topic and environment can influence students’ participation and students’ problem in participating online discussion are connection, time and the enjoyable with their friend sharing.⁴⁶ The second studies was done by Gila Kurtz which entitled “*Students’ Perception of Using Facebook Group and A Course Website as Interactive and Active Learning Spaces*”. In the research, it was to investigate how the use of two virtual platforms for learning, Facebook group and Learning Management System(LMS). The finding is Facebook can be used as a virtual learning to discuss and share knowledges. Students reported being engaged in interaction and active participation to contribute as long as learning process with peers and instructor.⁴⁷ The third studies was done by Khaleel M. Al-Said which entitled “*Students’ Perceptions of Edmodo and Mobile Learning and their Real Barriers towards them*”. In the research, it was to investigate the students’ perceptions levels of Edmodo and Mobile learning and to identify the real barriers of the implementation. The finding is students have positive perceptions toward Edmodo and mobile learning such as increasing effective communication and of learning and saving time. For sure, it has many benefits to support learning process as facilitate. Students do not have any serious problem to face as long as implementing the Edmodo and Mobile learning. The researcher also suggested to add section for starting mobile

⁴⁶ Rosyidah Nuril. *Participation in online discussion during CALL course at English Teacher Education Department UIN Sunan Ampel Surabaya*.

⁴⁷ Gila Kurtz. *Students’ Perceptions of Using Facebook Group and a Course Website as Interactive and Active Learning Spaces*.

learning and prepare a guide in teaching and learning process.⁴⁸

The next discussion conducted is based on content of the research. The first research was done by Jenny Wang, Wei-Chieh Wayne Yu and Emily Wu which entitled “*Empowering Mobile Assisted Social E-Learning: Students’ Expectations and Perceptions*”. This research aimed to empower mobile assisted social e-learning(eMASE) module in higher education setting based on social constructivist theory. The finding is the mobile social networked learning promotes cooperative learning among the students and enhances interactions with others. It also gives motivation and confidence to students. The setting of learning networks and environments has become far more important. It is essential thing that teachers need to know more than course content.⁴⁹ The second studied was done by Huseyin Bicen which entitled “*The Role of Social Learning Networks in Mobile Assisted Language Learning: Edmodo as a Case Study*”. In the research, it was found that Edmodo application is a valuable tool which can be used in MALL. It is also to find the effect of the Edmodo social learning environment on mobile assisted language learning (MALL) which involved students’ opinion. The researcher used quantitative experimental research as the approach to collect the data. The finding is Edmodo provides a fun learning environment that enables students to improve language learning, improve success, and strengthen inter-student communication. Edmodo also can be used on mobile devices and smartphones.⁵⁰

Another discussions conducted is based on subject of the research. The research was done Hana Silvana and Nadia Hanoum which entitled “*The Implementation of Massive Open Online Courses (Moocs)-Based E-Learning System for College Level Learners*”. In the research, it was to find out how the

⁴⁸ Khaleel M. Al-Said. *Students' Perceptions of Edmodo and Mobile Learning and their Real Barriers towards them*.

⁴⁹ Jenny Wang, et al., *Empowering Mobile Assisted Social E-Learning: Students’ Expectations and Perceptions*.

⁵⁰ Huseyin Bicen, *The Role of Social Learning Networks in Mobile Assisted Language Learning: Edmodo as a Case Study*, Journal of Universal Computer Science (2015)

implementation of MOOCs-based e-learning which attempt to provide equal access to education at higher education level in Indonesia. The finding is MOOCs-based e-learning system has the potential to improve the equal access to higher education. There are four aspects should be improved in the online course. They are: interface design, interactivity, accessibility, and enrichment. It also has explained that students' perception is one of the important aspects that should be considered to the implementation in open distance learning.⁵¹

Based on researches mentioned above, there are similarities and differences between previous studies and this current research that is investigating the implementation of e-learning. For the current research, it wants to know how *SchoolingMe* is implemented as e-learning medium at Sekolah TOEFL. The researcher also wants to know the students' perception towards the use *SchoolingMe* medium. Previous researches have different focus with this research which discuss *Schoolology*, *Edmodo*, *Facebook* as the learning medium. However, this research focuses on *SchoolingMe* as a new learning medium in learning TOEFL. The implementation can be said successful or effective, it also can be from how students' perception of the e-learning usage itself. That's why both of implementation and perception cannot be diseparated toward the application for the learning process as the medium online.

⁵¹ Hana Silvana – nadia Hanoum, *The Implementation of Massive Open Online Courses (MOOCs)-Based E-Learning System for College Level Learners*, (2017).

CHAPTER III

RESEARCH METHOD

This chapter presents and discusses some aspects that used in this research. It covers approach and research design, subject of study, data and source of data, research instruments, data collection technique, data analysis technique, and research stages.

A. Research Design and Approach

This research used Descriptive Qualitative Design. Creswell stated qualitative design is a means for exploring and understanding the meaning individuals of a central phenomenon.⁵² It often relates to school classroom experiences or activities in schools.⁵³ Another comes from Denzin and Lincoln, qualitative research method involves the use of qualitative data, such as interview, documents, and observation to understand and explain a social phenomenon.⁵⁴

In this case, this study described to develop a detailed understanding the phenomenon of how the teacher implements learning process in Sekolah TOEFL online. The current status of phenomenon was using *SchoolingMe* as a new media in learning TOEFL. This study also investigated and found out students' perceptions toward the use of *SchoolingMe* as an e-learning medium in Sekolah TOEFL.

B. Subject of The Research

This research subject was the main teacher of *SchoolingMe*; Mr. Budi Waluyo and 41 students; students who taking Sekolah TOEFL class. Then the researcher also interviewed the admins in order to complete the missing information.

⁵² John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (3rd Edition). Thousand Oaks, (CA: Sage, 2007), 16.

⁵³ Ibid, 22.

⁵⁴ Denzin, N. K. & Lincoln, Y. S. *Handbook of qualitative research*. Thousand Oaks, CA: Sage Publications, 2010

C. Data and Source Data

The data that used in this study is interview result (teacher's response) and online classroom observation during the implementation of *SchoolingMe* as e-learning medium online at Sekolah TOEFL and also the data from students' response. This questionnaire is about students' perception of *SchoolingMe* in learning TOEFL. There is supporting data such as students' interview result, screenshot of *SchoolingMe* and some theories. In the final, the researcher used admin response to support the data which obtained from interviewing the teacher.

The sources of the data in this research obtained by interviewing teacher and observing students' activities in implementing the e-learning medium application "*SchoolingMe*" for learning TOEFL online and giving questionnaires to students about their perception toward the use of *SchoolingMe* application in Sekolah TOEFL class.

D. Research Instruments

Data for this research obtained by using these following instruments;

1. Interview checklist

The researcher used semistructured interview online to answer the first research question about teacher implementation. The researcher asked teacher through online by using Line and chatting then the researcher gave several questions to be answer by the teacher. As the data collected, the researcher categorized what teacher's activities and the teacher answered questions about his activities in implementing *SchoolingMe* within TOEFL learning process, therefore interview is used to get specific information. Interview designed using "Yes" or "No" answer to identify process of implementation based on stages of implementing e-learning by mentioning teacher activities applied. *See appendix 1 for complete transcript interview checklist*

2. Observation

According to Creswell, observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.⁵⁵ The researcher used observation to observe and support the data gained in interview for the implementation of *SchoolingMe*. This instrument is used to answer the first research question and continued to write more information after finishing observation online classroom.

3. Questionnaire

Questionnaire is some questions which used for gaining any informations from respondents in finding out something that related to them based on their experience or prior knowledge.⁵⁶ The researcher used open close questionnaire after doing observation. This instrument is used to answer the second research question about students' perceptions toward the implementation of *SchoolingMe* as an e-learning medium used in Sekolah TOEFL for learning TOEFL online. There are 15 questions provided to answer. The questionnaires administered online using the Google Form Facility. The url of questionnaire can be accessed by respondents that are students in Sekolah TOEFL online class in <https://goo.gl/forms/cMbCSfUOUX7nyRSy1> (See Appendix 2; Questionnaire list)

4. Documentation

According to Creswell, it represents a good source for text (word) data for a qualitative study.⁵⁷ In this research, the instrument used to collect any documents from teacher such as handbook and screenshot of learning process in *SchoolingMe* portal. The documentation is used to support data analysis that needed by the researcher.

⁵⁵ John W. Creswell, *Education research: planning, conducting, and evaluating quantitative and qualitative research, Fourth Edition* (Pearson Education: 2013), 213.

⁵⁶ Arikunto Suharsimi, *Metodologi Penelitian*, (Yogyakarta: Bina Aksara, 2006), 151.

⁵⁷ John W. Creswell, *Education research: planning, conducting, and evaluating quantitative and qualitative research, Fourth Edition* (Pearson Education: 2013), 223.

E. Data Collection Technique

In this study, data collected from researcher's interview and observation instruments during the teaching and learning process. The researcher interviewed and observed the online classroom directly for about 3 weeks that applied in *SchoolingMe* at Sekolah TOEFL. After doing interview and observation, the researcher divided the questionnaires to the students who participated.

Table 3.1

Summary of data collection technique

Research Question	Technique				Source of data	Aspect
	Inter view	Obser vation	Questi onnaire	Docume ntation		
RQ 1	√	√		√	Teacher and students' learning process	The implementation of <i>SchoolingMe</i> as e-learning platform in TOEFL learning
RQ 2			√		Students' response	Students' perception toward The implementation of <i>SchoolingMe</i> as e-learning platform in TOEFL learning

F. Data Analysis Technique

The researcher acquires the data through interview, observation, questionnaires and documentation. In this research, the researcher organized the data using some technique in descriptive qualitative analysis. All the data obtained by the researcher are presented in the form of description.

To answer the research question number one, the researcher used interview checklist and observation to describe the implementation of *SchoolingMe* as an e-learning medium in Sekolah TOEFL online based on review related literature by Gilly Salmon's theory about e-tivities. Interpreting the data from

interview checklist into field note is the next step in order to acquire the data. The researcher started to describe the findings and the data is presented descriptively by observing also documenting the learning process through *SchoolingMe* application by matching teacher's implementation to Gilly Salmon's theory.

To answer the research question number 2, it used descriptive percentage analysis. The researcher will use questionnaire. The questionnaires administered online as online. After data questionnaires collected, the researcher made percentage that are presented with the common factor that maybe become students' perception. It measured percentage using following formula to know how much percentage of students' perception toward the implementation of *SchoolingMe* as an e-learning medium in TOEFL learning at Sekolah TOEFL.

$$p = \frac{f}{n} \times 100\%$$

P = Percentage
F = Respondent frequency
N = The number of maximal point

For the conclusion, it can be taken from those steps to analyze the data about the implementation of *SchoolingMe* as an e-learning medium in learning TOEFL at Sekolah TOEFL by reflecting on the research questions. The researcher explained the conclusion from the findings and then reports the result of this research.

G. Checking Validity and Findings

The researcher conducted this online class in three weeks to do interviewing and observing the implementation of *SchoolingMe* in TOEFL learning. The researcher used triangulation technique to check the validity data. In this research, it used triangulation technique using sources. The researcher compared the datas based on interview, observation and the questionnaire result.

H. Research Stages

The process of this study done as these following stages:

1. Take a preliminary research and decide the research design

The researcher formulated the title and the research questions of this research based on phenomena occurred in Sekolah TOEFL especially the program has been moved to *SchoolingMe*. In order to clarify the problem to this research, the researcher came to the website of *SchoolingMe* to find the owner contact. It is used to ask permission for doing research proposal. The next step is the researcher tried to find some students who participated then contact them to join filling the questionnaire. After getting permission from the owner of this school, the researcher did observation in the teaching and learning process of TOEFL online course. The teacher took a note the kind implementation of *SchoolingMe* process in learning TOEFL at Sekolah TOEFL and some constraints that maybe faced by the students based on the teacher's view.

2. Conduct the research

The researcher collected the data by doing teacher's interviewing and class observation in TOEFL learning process by using *SchoolingMe*. The researcher used interview checklist and field note of activities as data analyzing. To get more detail data, the researcher used class observation to support the lack of data. Then, the researcher shared questionnaires to students who joined the course to get the data of perception..

3. Concluding the result of the research

The researcher analyzed the data collected by interview, observation, questionnaire and documentation. The researcher analyzed those data based on the theories to find out research problems which are formulated in this research. After that, the researcher wrote the report of this research by reporting the result and finding of the research based on data obtained from the research. The research reports the result of this research in a form of thesis.

CHAPTER IV FINDINGS AND DISCUSSION

This chapter deals with the research findings and discussion of the study toward the implementation of *SchoolingMe* as e-learning. This research presents the collected data from the teacher, the students and the analysis of it. Additionally, the analyzed data is categorized based on the research questions of this research.

A. Research Findings

The researcher conducted the research for about 3 weeks. For answering the questions in this study, the researcher used three methods for collecting the data. In this chapter, interview, observation and questionnaire results from the three data collection methods are presented and discussed. The two data collection are guided by Salmon's ideas of the five stages e-tivities model while questionnaire is adapted from Christine Keller, Sarah El Gamal and Toronto district school board.

Discussion of the result of the data collection through the three methods are presented following Salmon's model of e-tivities staging. See table 4.1 on Appendix 1.

1. The implementation of *SchoolingMe* as e-learning platform in TOEFL learning at sekolah TOEFL online

The researcher collected the data regarding with the first research question of the study which is how the implementation of *SchoolingMe* as e-learning platform in TOEFL learning. The learning process during the use of *SchoolingMe* had been analyzed by the researcher based on what happened in the course.

Based on the table which is about the result of classroom observation the implementation of *SchoolingMe* as e-learning platform in TOEFL learning, the researcher found out that the teacher has implemented all stages of the e-moderating model. The details of its implementation are as follow:

a. Access and Motivation

Based on interview result, the researcher found out that the teacher has implemented all the aspects of this stage which consist of access, motivation and arriving.

1) Access

In the implementation, this aspect found when the course will be opened. It started from invitation on Instagram, Facebook, Twitter and Line of Sekolah TOEFL. In *SchoolingMe*, there are some courses, one of them is Sekolah TOEFL. The teacher announced that Sekolah TOEFL course has opened more. The teacher explained that Sekolah TOEFL is course which has commitment to the students who serious to learn about TOEFL. The course is free and it can be accessed by anyone. The teacher also announced that anyone who wants to join the course, they can visit directly in *SchoolingMe* website or it can be downloaded in Play Store. First, teacher asked students to create new account for logging in the course at *SchoolingMe*. The teacher said that:

“Sekolah TOEFL registration has opened for new students who wants to join. New learning system! Stay free and online. Hello everyone... please share this information to your friends! For Information about registration, please open: sdsafadg.com or SchoolingMe.com. Let's get excited! Let's break the limits...!!!” (excerpt 1)

After ensuring the candidate of students to create account and log in, the teacher asked the students to directly clicked course “Sekolah TOEFL” online. In giving direction, the teacher showed how to access and use *SchoolingMe* as the medium for the learning process. Teacher gave clear direction such as giving some videos about tutorial etc. In *SchoolingMe*, teacher has designed the course to be finished in 1 to 2 months. For every course, there are topics which designed in one

week. There are some rules which must be obeyed by students who are registered.

If people has registered as students in Sekolah TOEFL, the teacher welcome and guide them to know one another. It is because the students come from any places, such as Kalimantan, Java, DKI Jakarta, Sumatra, etc. They all gathered in one website which named *SchoolingMe* to learn TOEFL in Sekolah TOEFL. Teacher given instruction to students to introduce theirselves with giving format such as name, origin place, status, and reason why they had to join this course. As the result collected, the students who joined the course come from any status such as housewife, employee and student in high education also advance education.

Based on the interview explanation above, the researcher can conclude that this stage is implemented in beginning process while using *SchoolingMe*. The teacher did this activity for guiding to access *SchoolingMe* in some of media sosial such Facebook, Twitter, Instagram. There are some codes which is provided in the course. It made students who have registered only that can access any features in the course need. For every course offeres to public, the procedure for joining the course will always remain the same.

2) Motivation

In this aspect, the researcher found out that the teacher has supported the students who got trouble in connecting *SchoolingMe* with giving solution by providing forum discussion especially about difficulties to access or feel misunderstanding in materials. The students can post directly of what they need to answer in the forum.

Another activities are to guide students to the material is by delivering notes through video which can be accessed in YouTube. Teacher gave link to be accessed by students. In here, it is to make efficient for explaining material. Students can learn by themselves. If there is any difficulty, student can share the difficulty

to forum which is available, then teacher will discuss there.

Teacher has strategy to build students' critical thinking by providing quiz which can be accessed by students to practice. Of course it has rule such as limitation of time to answer or the duration. For example, there is quiz which has 15 questions. Students had to answer with the 13 right minimum answer then students can continue the next quiz. Some students felt difficult and found it as burden. Some other students felt challenging to get the right answers when they gave the wrong answers for many times. There is no discussion for the quiz because the teacher had designed it for building students' critical thinking in giving right answer. However, it made students to be independent and did not depend on their teacher for guiding them in every learning process.

There is another activity which is done by the teacher to give inspirational story to students. The inspirational story came from students who had ever joined this course. The students were successful in getting scholarship because they had high TOEFL score after learning together with Mr. Budi. The teacher wished that the inspirational story could motivate new students in learning TOEFL by using *SchoolingMe*.

In conclusion, the teacher implemented this stage by welcoming and encouraging students to find their personality and kept them motivated in the learning process. The teacher also gave advice to students to be consistently learning of what they have chosen in this course.

3) Arriving

The researcher found out that this aspect appeared in every topic within the course which always be the top note. This aspect is used for making students kept being online and be responsible for what they have gotten such as daily or weekly assignment in *SchoolingMe*.

Before learning to use *SchoolingMe*, in every topic, there was a note for students. It was about the member's rule in Sekolah TOEFL. It contained of students who had done yet the assignment, they are not be able to continue to the next assignment. Until they have to wait the class opens more. In this stage, teacher taught students to be responsible so that they can keep online for finishing assignment which became their obligation as the students. For example, in every week there will be shared weekly assignment. Thus, students had to finish it. There is a place of the assignment itself which posted in the course so students can directly answer there. If they did not yet finished the assignment, they will get a law that will not be able to continue the learning.

For the conclusion, the teacher did this aspect to stimulus students and give them deadline that they had to come online for finishing their assignment as the students' obligation. For sure, this aspect is very important to create students' consistent before learning use *SchoolingMe*.

b. Online socialization

The researcher found out this aspect based on doing classroom observation in *SchoolingMe*. In this course, teacher has introduced *SchoolingMe* in home timeline which *SchoolingMe* has some tools to use it. Such as groups to interact with another, courses option, etc. Teacher provides these to made students familiarize with tools which provided by *SchoolingMe*. For example, in courses option, *SchoolingMe* has 6 courses(see appendix 3; courses) which students could join it. The students could join more than 1 course as long as they could balance what their chose to learn. As the beginning lesson, teacher always remind with giving note within course such as they had to finish what their assignment on time. If students did not complete the assignment, they could not to continue this lesson. Here, the teacher has introduced that *SchoolingMe* is a tools which automatically can make student to stop learning so that it made students familiarize with this tools. In *SchoolingMe*, it

also provided a classroom which having name “Panduan Menggunakan *SchoolingMe*”(see *appendix 3; Panduan Menggunakan SchoolingMe*). The class contained about a guiding how to use *SchoolingMe* so that any students who still have any difficulties within using the e-learning, they could join the class. There were also classroom tools which provided in this e-learning such as videos that helped students to know this e-learning and videos that helped students to learn the materials.

Another explanation in this aspect which found is teacher made students to do communication with another people who had variety backgrounds. Such as in access aspect, teacher asked students to introduce themself with giving name, city, status, motivation, etc. Here, the students can meet their new friend who maybe their home is close one to another. There were many classroom of certain city community which contained of students who lived in the city, for example SST Surabaya(Sahabat Sekolah TOEFL Surabaya). In the classroom, it consisted of students who lived in Surabaya. For sure, it could make easier students to contact one another who lived in the same city and it also was expected that students can do contact each others which made them self aware within the online class. It could build foundation between one student to another students to share or transfer any informations which having impact in learning outcomes. *See appendix 3; Sahabat Sekolah TOEFL.*

In conclusion, the teacher implemented the stage of “online socialization” for interacting between teacher and students to familiarize with online learning and making students to feel comfortable like learning at home or classroom. However, it was very helpful for students doing contact with another students within learning process and made student excited to learn by using technology. It also could encourage students to be active and develop their self-aware in understanding online socialization which related to the technology itself.

c. Information exchange

The researcher found out this aspect based on doing interview and classroom observation in *SchoolingMe*. There is special room for discussion between teacher and students in *SchoolingMe*. The function of room is for interaction which maybe students wanted to ask the teacher or feeling difficulty of the material, sharing anything like information. Sometimes, it also used to give feedback as the discussion in outside online class. This room which has named discussion room is for any students from any courses. So that they can interact with one another to discuss of what they have learnt in theirsself course. Teacher gave note to student in earlier course by saying:

“Tersedia ruang diskusi yang mana dikhususkan untuk tanya jawab tentang kesulitan dalam menggunakan SchoolingMe atau kesulitan dalam belajar di setiap kelas dalam hal materi atau apa saja. Disini kalian bebas untuk share maupun diskusi dan nanti akan ada pembahasan dari saya jika masih ada yang merasa sulit dalam hal tersebut.” (excerpt 1)

Furthermore, the researcher got interview to one of students about interacting in the group discussion by saying:

“grup diskusi itu terdapat guru dan murid-murid yang tidak hanya dari 1 kelas, namun dari kelas lain juga. Kebanyakan aktivitas yang dilakukan dari mereka ialah tukar informasi seperti sumber materi ataupun hal-hal yang berkaitan dalam aktivitas di SchoolingMe.” (excerpt 3)

Group discussion which provided by *SchoolingMe* made one student to another students got variety knowledges because some students came from variety courses so that they could share different learning there such as one student chose in a course of “Scholarship Bootcamp”. In here, this student can share any learning, information, or experience after learning to another students who have chosen in a other course like “Sekolah TOEFL,

Sekolah Inggris, etc”. It meant that group discussion has trained students to interact with moderator(teacher) and the participants(another students) in sharing or transferring information which maybe they got from assignments. It became teacher’s task to design assignment as well as possible to make students active in online learning in *SchoolingMe*.

In conclusion, the teacher has implemented the stage of “information exchange” for encouraging students to explore and share knowledge or information related to the material. The teacher has provided a room which facilitate student to have productive information within learning process.

d. Knowledge construction

The researcher found out the teacher implemented this stage within TOEFL learning process. Teacher always gives material which contain discussion within it. In material, there were also some example explanation how to solve the question or the problem that maybe had by students as long as learning the lesson. The material was always shared in every weeks. It can be once or twice in a week. The material formed handbook which could be downloaded by students by inputting pasword that given by Mr. Budi(teacher). After giving material, there were schedule of QOTD(Question of the Day). It looked like a quiz which had to answered by students. It happened twice in a week. The topic of QOTD was not same with material which shared in the week. As teacher saying:

“Untuk materi kuis ini sengaja tidak disesuaikan dengan materi yang sedang dipelajari murid-murid, karena untuk membuat murid berpikir kritis bagaimana menjawab soal yang mungkin mereka belum dapatkan sebelumnya. Bisa jadi apa yang mereka jawab nanti berdasarkan feeling mereka. Dalam quiz itu saya tidak hanya meminta apa jawaban mereka, namun saya juga meminta pertanggungjawaban mereka dengan memberi alasan mengapa mereka memberi jawaban itu. Sehingga ketika ada diskusi atau pembahasan nanti mereka akan berpikir lebih

dalam lagi dimana letak kesalahan mereka dan bagaimana yang benar seharusnya.” (excerpt 2)

For the QOTD discussion, it was done in the next QOTD. For example, in the second day of the week, teacher will give the quiz. Then in the fourth day, teacher will give second QOTD with giving discussion of previous QOTD. Not only QOTD, there was also QOTW(Question of the Week). Here, teacher provided 15 questions that had to done by students with giving minimum 13 right answers then students can continue the next quiz. For sure, this quiz made students challenged to have the right answer if they want to continue the quiz exercise. There was no discussion in the quiz, but it could teach students to be independent to construct their thinking of solving what they had within doing the quiz. As a student confirmed it by saying:

“saya tidak pernah menyerah hingga saya bisa menyelesaikan dengan benar. Awalnya saya merasa lelah karena jawaban saya selalu salah. Namun setelah berulang kali mencoba, disitu saya berpikir mendalam lagi mengapa dan apa yang membuat jawaban saya itu salah. Sehingga saya lebih mengerjakan teliti dan mencoba mempelajari apa yang mungkin saya belum pelajari dan membuat tadi menjadi sebuah kesalahan.” (excerpt 4)

Another assignment came from week exercises, students had to finish their week exercise after they learnt from material. The material came from handbook also some videos supported. Here, it made students motivated when they learnt TOEFL. Week exercises became one rule which must be obeyed by students. They can directly complete the assignment in *SchoolingMe* just for clicking the answer to finish it. For sure, this exercise was taken from handbook which has shared. Student who have not finish yet the assignment in current time, they can not continue the course because they do not keyword to open every material also exercises which provided after completing the assignment. It meant that students onlyb could wait the next course in future. Because the current time which offered was close.

Based on assignment explained above such as QOTD, QOTW and week exercise, the teacher has used students' critical thinking in solving problem to finish some assignment with some conditions and certain time . It also created students' responsible of what they got within TOEFL learning in *SchoolingMe*. in conclusion, this stage was implemented by the teacher in every meeting in the online class. The teacher facilitated the students to construct their critical thinking. It can be seen from the assignment which provided by the teacher. Thus, students have opportunity to think critically.

e. Development

The researcher found out that the teacher implemented this aspect based on interview result. The teacher did this aspect to evaluate students' learning by giving homework to students as online. In here, the homework formed week exercise that must be done in some days. Another assignment such as Quiz, it was reviewed what students have learnt in every end of week. In *SchoolingMe*, it was different learning system if it compared with in Facebook learning. In *SchoolingMe*, the teacher never asked students to reflect what students felt or what students' experience after joining the course. It depend on students' self-consciousness in reflecting themselves after joined TOEFL learning in Sekolah TOEFL As teacher confirmed to say why he did not implement the old system:

“Berbeda dengan sistem yang digunakan pada pembelajaran TOEFL di Facebook maupun Whatsap, saya meminta refleksi mereka setelah bergabung di course saya. Di SchoolingMe ini memang sedikit banyak perbedaan sistem pembelajaran, yang mana disini lebih menerapkan independent learners dan merefleksikan diri berdasarkan kesadaran mereka masing-masing. Biasanya yang serius mengikuti course saya ini, mereka merefleksikan keberhasilan mereka dengan chat personal saya dengan mengatakan bahwa mereka telah diterima di universitas luar negeri dengan beasiswa setelah bergabung di course saya salah satunya Sekolah TOEFL.” (excerpt 1)

It also confirmed the student when the researcher did an interview randomly. The student stated that;

“Di SchoolingMe, Mr. Budi tidak pernah meminta refleksi setelah belajar menggunakan SchoolingMe. Tapi beliau sudah membuat forum kelas sendiri seperti grup Tanya Admin atau Panduan Menggunakan SchoolingMe yang mana di grup tadi kita bisa saling merefleksikan diri. Kalau untuk Sekolah TOEFL course nya sendiri, anak-anak yang telah bergabung di kelas ini biasanya merefleksikan diri atas kesadaran mereka dengan memberitahukan langsung kepada Mr. Budi yang mana nanti berita bahagia tadi akan di posting di grup Mr. Budi sebagai penyemangat kita untuk terus dan konsisten dalam belajar. Disini banyak yang melanjutkan untuk melakukan tes TOEFL setelah course berakhir.” (excerpt 3)

Based on conversation which done by randomly students above, some students has gotten some views of what students did after joining this course such as taking TOEFL exam, hunting Scholarship, joining another course, etc. It meant that the teacher has facilitated students to encourage reflection to their life after joining this course. The teacher made a discussion to help students sharing the problems, giving solution and motivation. Thus, the students can express their feeling toward learning use *SchoolingMe* in a forum discussion which provided.

2. Students’ perception toward the implementation of *SchoolingMe* as e-learning platform in TOEFL learning at sekolah TOEFL online

The researcher has collected data based on the second research question of the study about students’ perception toward the use of *SchoolingMe* as e-learning platform in TOEFL learning. To know the students’ perception, the researcher gained the data from giving questionnaire to the students which accessed in Google Form by using Bahasa to make students understanding what kinds of question that proposed. The questionnaire distributed to 119 students of Sekolah TOEFL at *SchoolingMe*, but there are only 41

students(it consists of 29 females and 12 males) who participated to help filling the questionnaire as sharing their perception when joining the course. To distributed the questionnaires, the researcher started from contact students one by one and tried to get their personal number for making easy ditributing the link which students had to click and answer there. There are 15 questions items in questionnaires with four option answer, they are: strongly agree, agree, disagree and strongly disagree. Therefore, the result of the questionnaire as follow: *see appendix 4, Table 4.2 & 4.3*

According to data questionnaire result, the students came from any different city of living. Then the researcher categorized in the same province. There are 10 provinces which mentioned in the result, they are: South Sumatera, South Kalimantan, DKI Jakarta, Banten, West Java, DIY, Java, East Java, South Sulawesi and Southeast Sulawesi. In here, we could see that TOEFL learning in Sekolah TOEFL can be followed by any students who have diversity cities to study together in one website of e-learning which named *SchoolingMe*. In the same way, students came from not only diversity of cities, but also diversity of old. Such as in the result, the researcher categorized the old to be 2 items: the first is students who have the 17-22 old, the second is students who have the 23-29 old.

Based on explanation above, it explained general information about students who have joined the *SchoolingMe* to learn TOEFL. Then in here, it discussed the collection data based on the table 4.2(*Appendix 4; Table 4.2*). The students reported their perception toward *SchoolingMe* is easy to use in TOEFL learning, such as item 1: "*SchoolingMe is easy to understand and use in TOEFL learning*" 68,3% students in the online classroom or 28 students are *Strongly Agree*. For this reason, students stated that *SchoolingMe* is easy because e-learning is something practical to be used with giving detail explanation by the teacher. 31,7% or 13 students in the online classroom answer the question with *Agree*. For this reason, *SchoolingMe* easy to be applied when learning TOEFL. They do not have difficult feeling to use it. Besides that, there is no

students are *Disagree* with this statement. Also, 0% or there is no students who *Strongly Disagree* with this statement.

In the item 2: "*SchoolingMe is useful as an e-learning medium at Sekolah TOEFL*" 63,4% students in the online classroom or 26 students are *Strongly Agree*. The reason which is given by students is *SchoolingMe* made students easier to get the material quickly. It also gave opportunity for students who come from in any different cities who learning TOEFL together in Sekolah TOEFL. Also, 36,6% or 15 students in the online classroom are *Agree* with this statement. According to students, *SchoolingMe* helped them to learn in any courses which provided in the website. Besides that, there is no students are *Disagree* with this statement. Also, 0% or there is no students who *Strongly Disagree* with this statement.

In the item 4: "*SchoolingMe is efficient in learning TOEFL*" 39% or 16 students are *Strongly Agree* with this statement. For this reason, their answer is about time and cost. Using *SchoolingMe* as a medium e-learning does not make students depended on time who must come every hours. Although in every courses have certain rule as the schedule to come in the course itself. Then, 61% or 25 students are *Agree*. The reason which given by the students is almost similar, they said that learning TOEFL used *SchoolingMe* is economic. It just need internet network to connect the course. The students also can learn the materials provided anytime and everywhere. Besides that, there is no students are *Disagree* with this statement. Also, 0% or there is no students who *Strongly Disagree* with this statement.

In the item 6: "*I am comfortable using SchoolingMe at Sekolah TOEFL*" 39% or 16 students are *Strongly Agree* with the statement. Their reason is they do not find any difficulties or problems as long as using the *SchoolingMe* for TOEFL learning. Then, 61% or 25 students are *Agree*. Most of them give the reason similarity with the previous answer, but there is addition that using *SchoolingMe* made them more confidence in using e-learning. Besides that, there is no students are *Disagree* with this statement. Also, 0% or there is no students who *Strongly Disagree* with this statement.

In the item 7: *"I read well and follow written direction well"* 36,6% or 15 from 41 students are *Strongly Agree* with this statement. Some students stated the reason that they are easy to understand the clue or the note which provided in every meeting. The direction is also a part of students' awareness in TOEFL learning so it becomes their responsibility to follow the direction well. Then, 56,1% students or 23 students in the online classroom answer *Agree* for this statement. They give the similar reason with the previous answer, they stated the direction is clear to understand. However, 7,3% or 3 students gave answer *Disagree*, it because the students still have lack knowledge in TOEFL learning process. There is no students who answer *Strongly Disagree* with the statement.

In the item 8: *"I am willing to access my e-course daily to check any announcement"* 17,5% or 7 students are *Strongly Agree* with this statement. For this reason, students did not want left the material which influenced their development in TOEFL learning. In this course, students taught to be independent who are not always guided by the teacher. The students also felt addicted to wait every new material which will uploaded. Then, 67,5% students or 27 students answered *Agree* for this statement. They give the similar reason with the previous answer, they stated that every information which posted in *SchoolingMe* is important thing to know. Then, 15% or 6 students gave answer *Disagree*, it because some students still can not manage their time well. However, there is no students answered *Strongly Disagree* with the statement.

In the item 9: *"It's easy to communicate with another students and teachers"* 29,3% or 12 students are *Strongly Agree* with this statement. Some students gave answered the reason that there is a special room in *SchoolingMe* which provided to share or discuss about anything. Then, 53,7% or 22 students in online classroom answer *Agree* for this statement. They give almost the similar reason with the previous answer, they stated that there are still some posting which not directly get feedback from teacher, but there is another students who helped if there is important thing to answered. Meanwhile, 17,1% or 7 students gave answer *Disagree*, the students stated there is worried feeling between fault discussion or

misconception as long as learning process and there is no students who gave *Strongly Disagree* with the statement.

In the item 10: "*I don't find any difficulties to use SchoolingMe*" 29,3% or 12 students are *Strongly Agree* with this statement. According to students, they fluent applied use *SchoolingMe* because any material or any information gained by "click" then they can get what they want or purpose. Then, 68,3% students or 28 students in online classroom answer *Agree* for this statement. The students gave reason if they can handle *SchoolingMe* easier as suitable as direction provided that applied in TOEFL learning. Meanwhile, 2,4% or 1 student gave answer *Disagree*. Students' reason is sometimes they got problem with connection which caused their learning to be delayed. Conversely, there is no students who answered *Strongly Disagree* with the statement.

In the item 11: "*I prefer use SchoolingMe than Facebook or Whatsapp*" 36,6% or 15 students are *Strongly Agree* with this statement. For this reason, students got more information related to the learning materials from video or article when they learn TOEFL by using *SchoolingMe* easier. It looked like the real class with having students' obligation. Then, 51,2% or 21 students answered *Agree* for this statement. Their reason is learning TOEFL use *SchoolingMe* more fun and challenging with having new system. However, 12,2% or 5 students gave answer *Disagree*. Some students stated that they do not have any experince in TOEFL learning in Facebook or Whatsapp so they cannot compare it. Alternatively, there is no one answered *Strongly Disagree* with the statement.

In the item 14: "*It is lack of real time feedback to questions and assignments*" 2,4% or 1 from 41 students are *Strongly Agree* with this statement. He stated that he ever got confusing because there is no feedback when he proposed the question. Then, 46,3% or 19 students answered *Agree* for this statement. They give reason that they cannot get feedback directly because they have to think critically first. However, 39% or 16 students gave answer *Disagree* because some students known that teacher always monitor the activities in *SchoolingMe* course, teacher will give feedback when there is no body afford to solve the problems. Beside that, there is

12,2% or 5 students gave answered *Strongly Disagree* with the statement. They have reasons that teacher let students to think critically first before asking. It aimed to let students solve the problem by their thinking then it made them usual if they faced problem in another learning.

In the item 15: *"I am able to set my own schedule and complete my work on time"* 31,7% or 13 students are *Strongly Agree* with this statement. For this reason, students stated that they have obligation to complete their task as a student. They have chosen this course for sure they also planned to be good student in TOEFL learning and *SchoolingMe* made students' schedule guided. Then, 43,9% or 18 students in online classroom answered *Agree* for this statement. They give the similar reason with the previous answer, they added that using *SchoolingMe* is very easy to be used for helping the task completion. However, 24,4% or 10 students gave answer *Disagree* because some students have another bussiness which sometimes they cannot come regularly for following the course. On the other hand, there is no students gave answered *Strongly Disagree* with the statement.

Based on explanation above, it explained general information about students who have joined the *SchoolingMe* to learn TOEFL. Here, it discussed the collection data based on the table 4.3(Appendix 4; Table 4.3). The students reported their perception toward *SchoolingMe* is useful in TOEFL learning, such as item 3: *"SchoolingMe has increased flexibility in my studies"* 56,1% or 23 students in the online classroom are *Strongly Agree*. For this reason, students stated that *SchoolingMe* made them easy to connect and communicate with others. They also can adapt in new atmosphere in this website. Moreover, it helped them to have new friend in the same city that not deliberately found. Then, 43,9% or 18 students in the online classroom answer *Agree*. They have stated that learning in *SchoolingMe* made them to feel flexible in doing TOEFL learning. Conversely, there is no students are *Disagree* with this statement. Also, 0% or there is no students who *Strongly Disagree* with this statement.

In the item 5: *"I am motivated and can work without other pushing me to get things done"* 29,3% or 12 students in the

online classroom are *Strongly Agree*. For this reason, *SchoolingMe* made them to be independent student which having responsibility after joining the course. Because the course itself is for students who serious in learning TOEFL or another course. Also, from 41 students in the classroom there are 22 students or 53,7% students answer *Agree* with this statement. According to students, getting Quiz made them more motivated because it made students challenging in solving the problem of the exercise. Meanwhile, 14,6% students or 6 students *Disagree* with this statement. The students stated that their motivation is same while they learn use *SchoolingMe* or not. Then, there is 1 student or 2,4% student are *Strongly Disagree*. For this reason, she more motivated when she learn in virtually classroom.

In the item 12: "*It helps in developing learners' skills*" 32,5% or 13 students are *Strongly Agree* with this statement. Some students stated that using *SchoolingMe* is new system for them by application or website as the medium learning. It is also not difficult to use *SchoolingMe*. Students can develop not only their learning of TOEFL but also their knowledge in technology. Then, 62,5% or 25 students in the online classroom answer *Agree* for this statement. They give the similar reason with the previous answer, they stated that *SchoolingMe* has changed their mindset in any knowledge of technology. However, 5% or 2 students gave answer *Disagree* because they still need more guided to use *SchoolingMe* fluently and there is no students who answered *Strongly Disagree* with the statement.

In the item 13: "*It encourages accessing to more related electronic course material*" 41,5% or 17 students are *Strongly Agree* with this statement. Some students stated that *SchoolingMe* helped directly accessing material which it can be shown in the e-learning itself without continuing another link. Everything is to be easy just by 'click'. Then, 56,1% students or 23 students in online classroom answered *Agree* for this statement. They give the similar reason with the previous answer, they stated that they can learn TOEFL easily using *SchoolingMe*. On the other hand, 2,4% student or 1 gave answer *Disagree* because he still felt difficult to operate

accessing the course by video. However, there is no students who gave *Strongly Disagree* with the statement.

According to the questionnaires result, there were two perceptions toward the use of *SchoolingMe* as e-learning platform in TOEFL learning, they were *SchoolingMe* is ease and useful to use. Perceived ease of use *SchoolingMe* are *SchoolingMe* is easy to understand and use in TOEFL learning, *SchoolingMe* is efficient in learning TOEFL, students are comfortable using *SchoolingMe* at Sekolah TOEFL, students read and follow written direction well in *SchoolingMe*, students have willing to access their e-course daily to check any announcement in *SchoolingMe*, students felt easy to communicate with another students and teacher in *SchoolingMe*, students do not find difficulties to use *SchoolingMe*, students prefer use *SchoolingMe* than Facebook or WhatsApp, *SchoolingMe* made lack of real time feedback to questions and assignments from teacher, and students are able to set their own schedule and complete their work on time in *SchoolingMe*. Otherwise, perceived usefulness of *SchoolingMe* were *SchoolingMe* is useful as an e-learning medium at Sekolah TOEFL, *SchoolingMe* has increased flexibility in students' studies, students motivated and could work without other pushing them to get things done in using *SchoolingMe*, *SchoolingMe* helps in developing learners' skills and *SchoolingMe* encourages accessing to more related electronic course material.

B. Research Discussions

In this discussion, the researcher will review the findings by reflecting on some theories related to the implementation and students' perception toward the use of *SchoolingMe* as e-learning platform in TOEFL learning. Then, the discussion is classified based on the research questions of the study.

1. The implementation of *SchoolingMe* as e-learning platform in TOEFL learning at sekolah TOEFL online

According to the findings, teacher implemented all stages of e-moderating in *SchoolingMe* which is stated by Gilly Salmon.

Those strategies have aspects which are applied by the teacher. Therefore, the discussion of the finding as follows:

a. Access and Motivation

1. Access

Based on the findings, the teacher implemented this stage by giving instruction to the students before using *SchoolingMe* in TOEFL learning. The teacher does not only give the students instruction directly but also he shows the steps to access *SchoolingMe* on video which can be played on YouTube. It started from the teacher asked the students to open *SchoolingMe* for registering as a new member by sending a post in *Line*, *Facebook*, *Instagram*, *Twitter*, etc. The researcher found that the teacher gave an access code to students for accessing assignment which provided. Thus, it is only members who can access the assignments or materials. This aspect is very helpful for students to make them understanding and reading well in using e-learning platform to learn TOEFL. The teacher always gives interesting information such as scholarship inspiration from ex-member to introduce *SchoolingMe* and invite public to join the course in TOEFL learning. In *SchoolingMe*, students will learn easily using simple platform which has been made. Considering the accessing aspect, Salmon stated that teacher helps students require individual access in using communication tools by giving interesting introduction for using an e-learning platform.⁵⁸

Although, this stage has benefit for helping the teacher in giving appreciation to the students who are not familiar with the usage of e-learning platform in TOEFL learning. The teacher should give acknowledgement to the students who are maybe unfamiliar with the usage of technological in learning process which they will join later.⁵⁹

⁵⁸ Salmon, G, *E-tivities: The key to active online learning*. (London: Kogan Page), 2002

⁵⁹ Ibid

That's why, this strategy is really important for both students and teacher in implementing *SchoolingMe* for learning TOEFL. It helps the students' readiness in learning process when they prepared themselves in using e-learning platform after getting acknowledge. Based on methodological of interview and observation, the teacher done giving students' instruction in accessing *SchoolingMe*. The implementation of platform is good as suitable as with Salmon's theory.

2. Motivation

Based on the findings, the teacher always supports the students who got trouble in connecting *SchoolingMe* with giving solution by providing forum discussion especially about difficulties to access or feel misunderstanding in materials. The teacher tells students if they have something wanted to ask. They can directly join the group and they can post anything of what they need to answer in the forum. As what explained in the finding, teacher guides students to the material by delivering using note also video which can be accessed in YouTube. If students have any difficulty, student can share it to forum which available then teacher will discuss there. Another activities which implemented, teacher has strategy to build students' critical thinking by providing quiz which can be accessed by students to practice. The rule is students have to answer with the 13 right minimum answer then students can continue the next quiz. The teacher often motivates the students by giving advice to keep fighting in doing quiz or lessons. The teacher does not provide which is the wrong answer and which is the right answer to the students because it deliberately makes students solving and thinking critical also feeling curios what kinds of answer that they have to answer. The way the teacher done is really important to help the problems faced by the students in using *SchoolingMe* in TOEFL learning. Therefore, the teacher gives motivation in early TOEFL learning process as

reminder to focus on their goal of joining this course. It usually given activity like sharing inspire stories. It came from real story of students who ever joined this course and the students were succesful to get the scholarahip. The way of giving motivation is suitable with Salmon's theory which is in online learning process, the students may be gotten embrassed or awkward feeling when they got some problems in using e-learning platform. The teacher's role is to work with the technical staff such as admin to resolve some issues in e-learning, then the teacher can alleviate students' anxiety to support and motivate students with providing personal contact which is the students can contact teacher personal privately.⁶⁰

Based on explanation above, *Motivation* strategy has been beneficial for both teacher and students in using *SchoolingMe* as e-learning platform which applied in TOEFL learning. It helps teacher to handle the problem in achieving students' ability to make succesful in using *SchoolingMe*. Considering the motivation aspect, Keller stated that students' motivation is considered by a crucial factor for success in online learning environment.⁶¹

3. Arriving

Based on finding result, the teacher has implemented this strategy by stimulating students to keep online and responsible within TOEFL learning process. After students have account and log in as the member, teacher has provided the schedule in *SchoolingMe* for learning which is the students must come in current time to answer assignments. If they do not obey the rule, it means that they will be kicked of the group. In this stage, teacher taught students to be responsible so that they can keep online for finishing assignment which became their obligation as the

⁶⁰ G., Salmon, *E-tivities: The key to active online learning*. (London: Kogan Page), 2002

⁶¹ Keller, J. M, *First Principle of Motivation to Learn E-learning*. *Distance Education*, 2008, p,175

students within learning process. For sure, this strategy is very important to create students' consistent before learning use *SchoolingMe*. It means that teacher implemented is suitable as Salmon's theory which stated that the teacher try to keep students online before interacting with other in e-learning platform by providing stimulation before beginning of the main lesson.⁶²

b. Online Socialization

According to Watson, online socialization is the recognition that good online schools build extensive teacher-student, student-student communication into their course.⁶³ Salmon stated that online socialization is activity built foundation for online community that cultivate trust between students, create an identity online and find others to interact.⁶⁴ Based on finding result, the teacher implemented this stage by making students familiarize with tools provided in *SchoolingMe*. There are some ways offered by the teacher. For another activities, teacher made students to do communication with another people who had variety backgrounds. There are special room which offered in *SchoolingMe* based on city. Here, the students can meet their new friend who maybe their home is close one to another. The teacher implemented the stage of "online socialization" for interacting between teacher and students to familiarize with online learning and making students to feel comfortable like learning at home or classroom. Therefore, the interaction which created by online is suitable as Salmon's theory.

Irwin said, the value of interaction in online learning is the contribution between the teacher and students who are ability as participant to establish a sense of being in the virtual environment.⁶⁵ Implementing online socialization is very beneficial for both teacher and students to make them

⁶² Salmon, G, *E-tivities: The key to active online learning*. (London: Kogan Page), 2002

⁶³ John Watson – Butch Gemin, *Socialization in Online Programs* (Nacol: 2008), 6

⁶⁴ Salmon, G, *E-tivities: The key to active online learning*. (London: Kogan Page), 2002

⁶⁵ Irwin, Christopher., *Socialization in the Online Classroom*, University of Maryland Baltimore County 2006

comfortable with the online learning. Students or teacher can move into sharing and exchanging information using e-learning.⁶⁶ Therefore, the teacher implemented this stage as suitable as with the theory.

c. **Information Exchange**

The finding result found that the teacher implemented this stage in the online classroom by providing material which can share or discuss in *SchoolingMe*. There is special room for discussion between teacher and students in *SchoolingMe*. The function of room is for interaction which maybe students wanted to ask the teacher or feeling difficulty of the material, sharing anything like information. This room which has named discussion room is for any students from any courses. So that they can interact one another to talk or discuss of what they have learnt in theirself course. Sometimes, it also used to give feedback as the discussion in outside online class. There are some ways of materials provided, it can be formed video, handbook, etc which uploaded in *SchoolingMe*. The way the teacher facilitated this information exchange in TOEFL learning uses e-learning platform as similar with Salmon's theory stated that information exchange is the activity provided or facilitated by the teacher to train the one student with another students in the learning process.⁶⁷ The activity which happened in *SchoolingMe* is students fo information exchange when they are in different courses so that they share information after learning in theirself course and discuss it together based on interview result. The teacher implemented the stage of "information exchange" for encouraging students to explore and share knowledge or information related to the material. It became interesting ways for students to stimulate productive information sharing within learning process. Teacher's design in facilitating information exchange created opportunities to

⁶⁶ Salmon, G, *E-tivities: The key to active online learning*. (London: Kogan Page), 2002

⁶⁷ Ibid

explore and share knowledge in group discussion and give information each other related to the course for students.⁶⁸

d. Knowledge Construction

Based on the finding result, the teacher implemented this stage by giving material which contain discussion within it. The aimed to give explanation and example for students as knowledge construction in TOEFL learning using *SchoolingMe*. The material was always shared in every weeks. The way of teacher acts is similar with Lock's theory that stated knowledge construction for sharing, constructing and negotiating meaning in learning process.⁶⁹

After giving material, there are some activities which done by the teacher such as weekly assignment also daily or weekly quiz. Here aimed to construct students' critical thinking in their understanding and learning to solve problem in finishing some assignment with some conditions in certain time. Thus, students have opportunity to think critically.

However, the teacher way in facilitating this stage is suitable with Salmon's theory that knowledge construction is teacher activity made students construct their critical thinking. It develops e-tivities which helped students in higher order thinking skill and be independent learners.

e. Development

Based on finding result, the teacher has implemented this stage in his online classroom. The teacher did this aspect to evaluate students' learning by giving homework or quiz to students as online. In *SchoolingMe*, the teacher never asked students to reflect what students felt or what students' experience after joining the course. It depend on students' self-consciousness in reflecting themselves after joined TOEFL learning in Sekolah TOEFL. Meanwhile, students can express their feeling or their experience without guiding from the teacher in discussion group which provided in *SchoolingMe*. The students also can contact the

⁶⁸ Ibid

⁶⁹ Lock, J. ., *Laying the Groundwork for the Development of Learning Communities within Online Course: Quarterly Review of Distance Education* 3 (4), p 395

teacher or admins as personal by using contact information in home timeline. Some students usually choose the second option which contacting the teacher for review themselves after joining the course such as expressing gratitude. They stated that joining Sekolah TOEFL online course could develop their skill in TOEFL. Here, it means that this activity is suitable with Salmon's theory which helps students review and reflect what they have learnt in using *SchoolingMe* although they have to desire self for reflecting.⁷⁰ Therefore, the teacher has facilitated students encourage reflection to their life after joining this course. The teacher made a discussion to help students sharing the problems, giving solution and motivation. Thus, the students can express their feeling toward learning use *SchoolingMe* in a forum discussion which provided. Development is beneficial for both students and teacher. As Salmon stated e-tivities encourages students' reflective thinking by sharing the problem to integrate their online learning by online discussion.⁷¹

2. Students' perception toward the implementation of *SchoolingMe* as e-learning platform in TOEFL learning

According to the finding, the researcher categorized the students' perception according to Davis and Venkates in their previous research into two items; using technology creates positive relationship between perceived ease of use and usefulness in behavioral intention.⁷² The researcher used this previous research to answer the second research questions to investigate the students' perception toward the use of *SchoolingMe* as e-learning platform in TOEFL learning. It also supported by Keller and Lars in their research.

Based on the data questionnaire result, all students (100%) agreed that *SchoolingMe* is easy to understand and use in TOEFL learning and *SchoolingMe* is efficient in learning TOEFL, all students (100%) agreed that they are comfortable

⁷⁰ Salmon, G, *E-tivities: The key to active online learning*. (London: Kogan Page), 2002

⁷¹ Ibid

⁷² Venkathes, V., Davis, F. D, *A Model of the Antecedents of Perceived Ease of Use: Development and Test*, 27(3), 1996,, p. 451-481

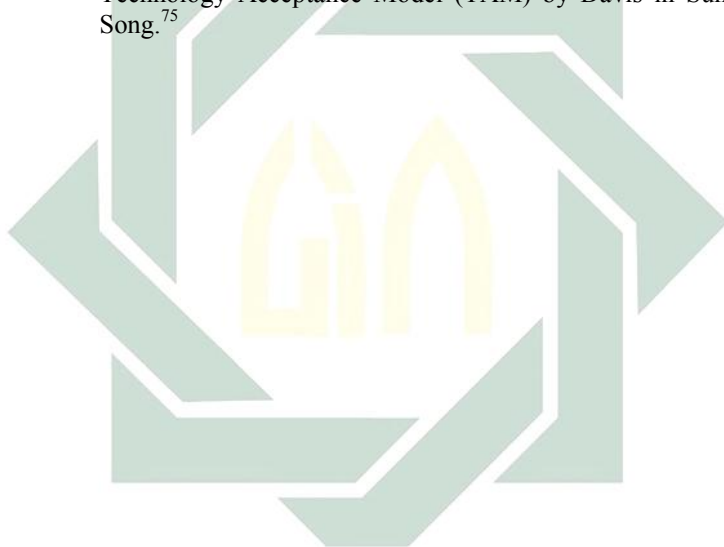
using *SchoolingMe* at Sekolah TOEFL, 38 students (92,7%) agreed that they read well and follow written direction well in *SchoolingMe*, 34 students (83%) agreed that they have willing to access their e-course daily to check any announcement in *SchoolingMe*, 34 students (83%) agreed that they felt easy to communicate with another students and teacher in *SchoolingMe*, 40 students (97%) agreed that they do not find difficulties to use *SchoolingMe*, 36 students (87,8%) agreed that they prefer use *SchoolingMe* than Facebook or WhatsApp, 21 students (51,2%) disagreed that *SchoolingMe* makes lack of real time feedback to questions and assignments from teacher, and 31 students (75,6%) agreed that they able to set their own schedule and complete their work on time in *SchoolingMe*. Based on data result above, it was proved that *SchoolingMe* is easy to use in TOEFL learning or any courses which provided in the e-learning. From the students' experience, they as online users did not find difficulty in using online learning within perceived ease of use e-learning.⁷³ Considering the perceived ease of use e-learning, Davis stated that it is defined as an indicator of individual's intrinsic motivation for the students in using technology.

Furthermore, based on finding reported that there are all students (100%) agreed that *SchoolingMe* is useful as an e-learning medium at Sekolah TOEFL and *SchoolingMe* has increased flexibility in my studies, 34 students (83%) agreed that they motivated and could work without other pushing them to get things done in using *SchoolingMe*, 38 students (95%) agreed that *SchoolingMe* helps in developing learners' skills and 40 students (97,6) agreed that *SchoolingMe* encourages accessing to more related electronic course material. Based on data result above, the students realized that *SchoolingMe* is useful for improving and developing their skills in TOEFL learning by using *SchoolingMe*. Sung Mi Song said that online course users find the good online learning system in improving students' performance in perceived usefulness of learning

⁷³ Mi Song, *E-learning Investigating Students' Acceptance of Online Learning in Hospitality Program*, (Ames: Iowa State University, 2010)

process.⁷⁴ Students felt motivated to learn TOEFL in *SchoolingMe*, when they believed that online course can develop their skills in TOEFL learning. Considering the perceived usefulness of e-learning, Davis in Sung Mi Song stated that it is defined as an indicator of individual's extrinsic motivation for the students in using technology.

Therefore, we can conclude that students' perception toward the use of *SchoolingMe* as e-learning platform in TOEFL learning is ease and useful to use a technology. However, the perception which explained above is suitable with the Technology Acceptance Model (TAM) by Davis in Sung Mi Song.⁷⁵



⁷⁴ Ibid

⁷⁵ Mi Song, *E-learning Investigating Students' Acceptance of Online Learning in Hospitality Program*, (Ames: Iowa State University, 2010)

CHAPTER V

CONCLUSION AND SUGGESTION

This research discusses the area of the study that has been explained in the previous chapter. This chapter is divided into two parts, those are conclusion and suggestion. In conclusion, the researcher concludes the research based on the findings and discussion. Otherwise, in suggestion, the researcher gives suggestion for teacher, the next researcher and for the readers.

A. Conclusion

The result of this research is implementation and students' perception toward the use of *SchoolingMe* as e-learning platform in TOEFL learning at Sekolah TOEFL online. For the conclusion, it can be explained as follow:

1. The implementation of *SchoolingMe* as e-learning platform in TOEFL learning at sekolah TOEFL online

It deals with, first, *Access and Motivation*; there are three aspects of this stage, they are: Access, Motivation and Arriving. Second, *Online Socialization*; teacher facilitated students to interact with others and teacher familiarize the the tools to students. Third, *Information Exchange*; teacher facilitated students a room which is used to do information exchange. Fourth, *Knowledge Construction*; teacher facilitated the students through the quiz in constructing their critical thinking. Fifth, *Development*; teacher evaluated students' learning by giving homework.

2. Students' perception toward the implementation of *SchoolingMe* as e-learning platform in TOEFL learning at sekolah TOEFL

It deals with *SchoolingMe* is easy to use; considering the perceived ease of use e-learning, Davis stated that it is defined as an indicator of individual's intrinsic motivation for the students in using technology and *SchoolingMe* is useful; considering the perceived usefulness of e-learning, Davis stated that individual's extrinsic motivation for the students in using technology.

B. Suggestion

Based on the result of this study, the researcher recommends some suggestion in the following:

1) For the teacher

This research indicates that the teacher has implemented all of stages in implementing *SchoolingMe*. Although the teacher implemented it all, there is one stage that researcher felt lack of complete in *Development*. Here, the teacher did not have reflection of students at all. The teacher did not ask students to reflect and review of their learning. Moreover, reflection is important for developing the learning system in *SchoolingMe* also the technology itself that supported the learning. Not all students can understand and think critically of learning which teacher designed. That's why, teacher should make new learning system in creating students' review or reflection. It is also very useful for students to deliver of what their problem also solve problem in TOEFL learning using *SchoolingMe*. Thus, online learning will be more active, interesting and exciting.

2) For further researcher

The research is expected to be used as consideration for the future researchers who want to conduct the research related to the use of e-learning platform in TOEFL or any English learning. Regarding with the result of this research, the future research can conduct the research about the development of online courses using *SchoolingMe*, students' expectation in implementing *SchoolingMe* and the effect of using *SchoolingMe*. Hopefully, the result of this research can inspire for the further researcher.

3) For the reader

The research is expected to be used as consideration for the readers especially any teachers to use e-learning. It is also expected that teachers can create e-learning by themselves which can be applied in their teaching. It is important to design as well as materials or learning process to catch students' interest in their studying. Hopefully, it can be new strategy by any persons to follow the development of technology by involving the technology itself in their teaching and learning.

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