

CHAPTER I

INTRODUCTION

A. Research Background

Reading critically can be seen as the purpose of the learning process in the 21st-century learning of learners' reading proficiency (Emilia, 2010; Lestari, 2015). Critical reading is defined as learning to evaluate, infer, and draw conclusions based on evidence (Zintz and Maggart, 1988; Wilson, 2016). Students read not only to find information but also to read for the different ways of thinking about the topics (Wilson, 2016). The critical reading learning process, especially during the current covid-19 pandemic, requires students and teachers to carry out online learning.

The learning process of critical reading in the offline and online classroom is different. In the face-to-face learning process, students can be involved in the learning process directly between students and teachers, or students with others because the learning process is carried out at the same time and place. Meanwhile, in the online learning process, student involvement occurs indirectly because they are in a different location from other lecturers and students. In the process of learning critical reading at the English education department at UIN Sunan Gunung Djati during the pandemic, teachers use Schoology as a learning medium for students.

The Covid-19 pandemic has impacted education, including the mode of the online classroom and the use of appropriate media which aims to manage the lesson and convey material. Teachers and students are faced with situations that require them to carry out the learning process using technology. The technology that can be operated in education is E-learning System.

E-learning is a tool in the majority of international universities worldwide (Cristiano, 2016). A year later, Cheng (2006, as cited in Cristiano, 2016) explained about E-learning which is delivered or mediated by electronic technology for the explicit purpose of learning. Features in the LMS can be implemented to provide material, discuss with students, check attendance, homework, and conduct tests in quizzes or exams. Especially in the current pandemic condition, which requires

online learning, the use of LMS in the learning process can help the learning process between teachers and students. LMS such as Edmodo, Moodle, Google Classroom, Blackboard, and Schoology. The content of the discussion of material in Schoology, especially language learning funds, is made or arranged by the instructor, then discussed by students (Rojabi, 2021). The critical role of LMS in teaching and learning pedagogy, access, and flexibility is that it can be an effective way in the teaching and learning process to get effective results (Chaubey & Bhattachariya, 2015; Dixson, 2016).

Including at UIN Sunan Gunung Djati Bandung, the LMS used include Google Classroom, Edmodo, UIN LMS, Schoology, and others. In critical reading courses in the English education department, Faculty of Tarbiyah, and teacher training, the e-learning used is Schoology. Schoology is more popular in critical reading classes because it has often been used even before learning is carried out online, used in online classes, easy to use, and complete.

Schoology is one of the Social Learning Networks (SLN) as a medium to carry out learning online (Rojabi, 2021). As an online learning management system, Schoology is designed to make the overall impact of everyone involved in a student's education and to make online learning a collective effort. Schoology has some features that help students and teachers in online learning, such as courses, groups, resources, recent activities, calendars, messages, profiles, notifications, and requests (Wisudariani, 2020; Rianto, 2021).

Numerous research has been conducted about LMS, and the first research is from Rojabi (2021), which shows that students and teachers feel comfortable using Schoology as a learning medium. The second research from Apriliani (2020) explains Schoology and its contribution to English learning. With Schoology, students can have easy-to-access connections with teachers. The third research is from Nhu-Ty Nguyen (2020), which shows that the Learning Management system positively impacts students' satisfaction, including direct and indirect relations. This third study is focused on the convenience of students in using E-Learning online.

Based on the discussion above, this research aims to determine students' engagement and students' satisfaction in critical reading class through the learning management system Schoology. The research focuses only on Schoology software, critical reading course, and student satisfaction in using Schoology that is different from previous studies with the title **"Students' Satisfaction on the use of Schoology in Critical Reading Class in Pandemic Context: A Case Study at English Education Department."**

B. Research Question

From the description above, this research is intended to answer the two following questions:

1. How is the students' engagement in Critical reading class through Schoology at English Education Department?
2. How is the students' satisfaction on the use of Schoology in Critical reading class at English Education Department?

C. Research Purposes

From the research question above, this study is aimed at obtaining these two following purposes:

1. To explore students' engagement in critical reading class through Schoology at English Education Department
2. To find out students' satisfaction on the use of Schoology in Critical reading class at English Education Department

D. Research Significances

Theoretically, this research is expected to be useful for teachers in improving teaching skills in the learning process through Schoology, especially in teaching critical reading.

Practically, this research gives significance to:

1. Teachers

This study is expected to contribute to teachers finding out the benefits and constraints of learning media through the Learning Management System using Schoology Software and how it is applied in reading classes in the English Education Department.

2. Students

This research is expected to increase students' motivation in learning English, especially in reading through Schoology software.

E. Conceptual Framework

Online learning has a new challenge for the teacher and student in this pandemic situation. Students in Indonesia has some difficulties during online learning, such as quickly getting distracted, lack of motivation, poor internet connection, and more stress due to the teachers' amount of task (Yuzulia, 2021). However, with the development of technology, the implementation of learning must also be done flexibly. Flexibility in learning methods that can be done anytime and anywhere without any regional boundaries is a high demand to meet the needs of the teaching and learning process for professionals, entrepreneurs, and even homemakers who want to continue their education to a higher stage (Kaban, 2021).

Media technology that can be connected to the online learning process is the Learning Management System (LMS). LMS is an application that manages online learning systems, distributes online learning materials, and provides features for communication between teachers and students or students with other students (Gray & Diloreto, 2016).

The use of LMS has long been used in universities. At UIN Sunan Gunung Djati Bandung, LMS is also used in the learning process including using E-knows, Google classroom, Edmodo, and Schoology. Schoology is most popular rather the others because this application because Schoology was used even before the Covid-

19 pandemic. This application is still used today because learning takes place online, is easy to use and complete.

Schoology is a learning management system in education that can be used for the teacher and student to collaborate about resources, discussion, assessment, and content for learning activities. Schoology also provides features for teachers to deliver material in the form of word files, pdf, photos, videos, etc. In addition to delivering material, this application also provides features for students and teachers to discuss, interact, and perform tests or quizzes. (Basri: 2019).

Critical reading is defined as the ability to make judgments and reasoning, distinguish facts and opinions and identify the author's purpose or argument (Femilia, 2018). According to Devoogd (2007, as cited in Duran, 2014), critical readers must first be open to the content and ideas presented. Second, readers must accept the text and automatically adapt the author's views and consider which aspects of the text may be incomplete and inaccurate. Critical readers read the content from the author and judge from various aspects, including personal, social, ethical, historical, and logistical perspectives (Wheeler, 2007; Duran, 2014), and critical readers create new meaning according to him or herself (Duran, 2014).

Student engagement, according to Krause and Coates (2008, as cited in Dixson, 2016), is "the extent to which students engage in activities that higher education research has shown to be related with high-quality learning outcomes". As a result, students must work hard to participate. Student engagement in the learning process, according to Martin and Bolliger (2018), comprises a high level of participation and high quality of effort. Every teaching strategy must be available to students, and they must be able to use it. As a result, teachers should engage pupils in stimulating and engaging activities to encourage positive involvement.

Student satisfaction in using the LMS can be defined as the beliefs and attitudes of all students in terms of the benefits achieved in using the LMS. The function of students' satisfaction is to ensure the influence of the learning management system (LMS) environment or to explore whether users would tend to

utilize LMS. According to recent research, LMS has boasted many advantages for the learning process, such as announcements, assessments, and assignments (Asilioglu, 2008; Almusharraf, 2020).

F. Research Scope

The scope of this research is students' engagement and students' satisfaction with the use of Schoology in critical reading class at the English Education Department, Tarbiyah Faculty of UIN Sunan Gunung Djati Bandung, which is different from previous researches related to Schoology. The material from the critical reading class for this research is focused on the Authorship material which consists of three meetings. The engagement in this research also focused on the interaction between students and students, students and lecturer, and students with content.

G. Previous Study

Numerous research has been conducted about Schoology and students Engagement. The first research is from Rojabi (2021), which shows that students' and teachers' perception of using Schoology is positive. The students like the accessibility and the ability to view progress information on Schoology. Teachers are satisfied with Schoology features such as creating assignments, organizing course materials, and viewing grades.

The second research is research from Apriliani (2020), which explains the contribution of Schoology to English learning. By using this application, the student has easy access to connections with the teacher or lecturer. Schoology can cultivate paperlessly in education for teachers or lecturers, connect in discussion with other students about specific topics, and give online assessments.

The third research is from Nhu-Ty Nguyen (2020), which found that the LMS positively impacts students' satisfaction for direct and indirect relations. Students have a chance to raise their voices by listing some factors that make them concerned relating to the LMS tools.

The fourth study is from Dixon (2020), which explains students engagement is an online course by using the online student engagement scale (OSE). The result

of this research shows that students' engagement on the OSE is significantly correlated with two types of students behaviors: observational learning behaviors and application learning behaviors.

