

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents findings based on the students' observation, teachers answer in interview, students' response in the questionnaire and interview, and web observation from Schoology.

A. Research Findings

The description of the finding is based on the data from the researcher field note, observation, interview answer, questionnaire, and web observation.

1. The implementation of e-learning in teaching writing

Teaching paragraph writing is actually same as teaching another skill, but as we know writing is a production skill. The purpose of teaching writing is that student can produce academic writing like essay that is neatly arranged and has coherence. The writer will describe how the implementation of e-learning in the classroom through class observation, web observation and interview with the teacher.

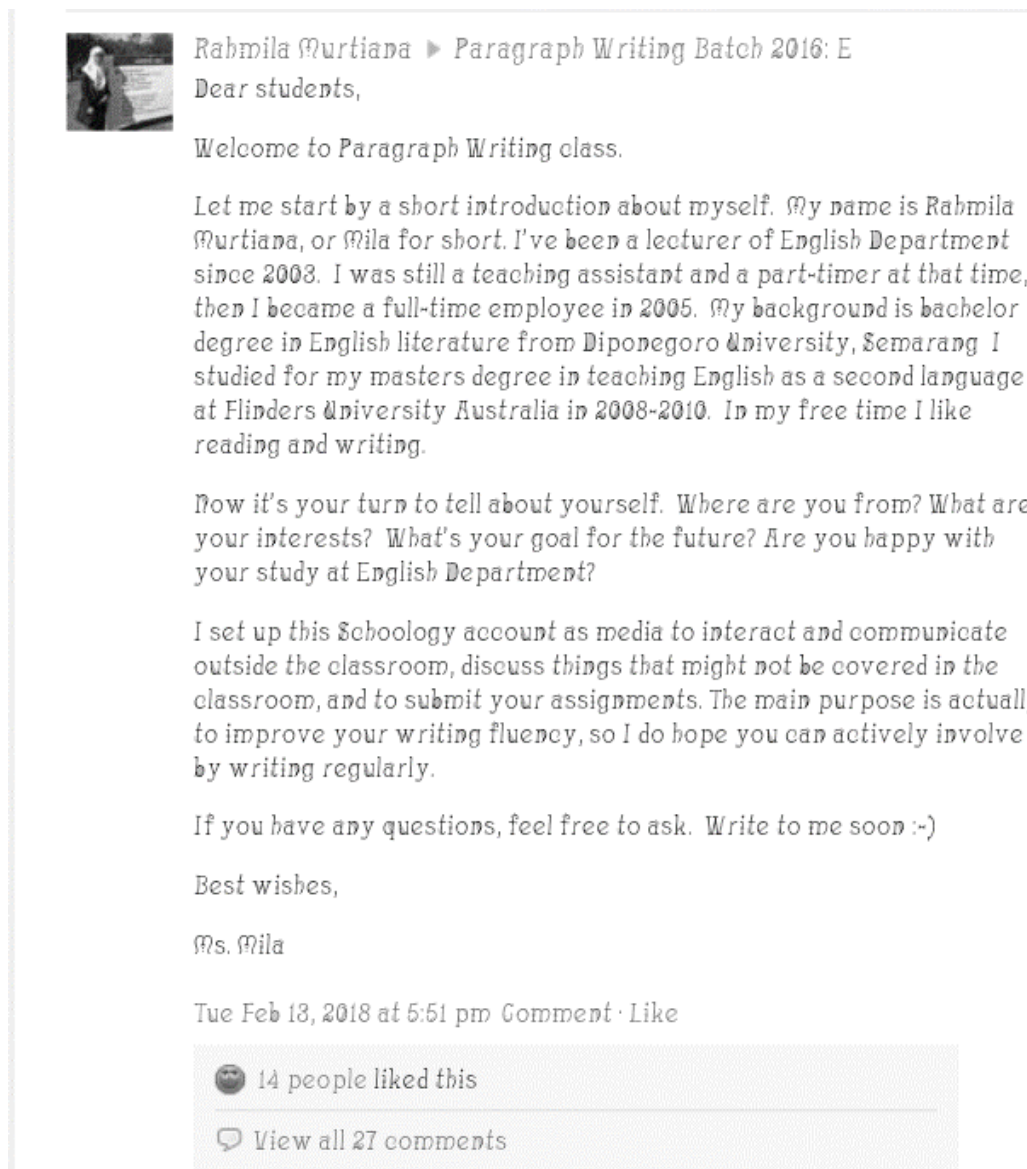
In this research, the writer started the research with the observation. Based on the pre-observation done before the research process on February 14, 2018 in the classroom the teacher told the syllabus that they will have during this semester, the teacher also explained the blended technique. The blended technique used by the teacher as additional technique. The blended technique are face to face in the classroom and the use of application. The application is Schoology,


one kind of E-learning that currently used in education media. This application used to change face to face class if the teacher cannot attend the class. This also to submit assignment, and to discuss something that teacher already given on application.

In the classroom, the teacher explained how the student can use the Schoology application. Almost all students don't know the Schoology application, but they already know the similar application like Edmodo. The first, teacher ask student to install the application on Play Store if the student use Android phone, on Apple Apps Store if the student use iPhone, and on their laptop use browser they have and then go to <https://app.schoology.com/register.php> and click student. The second, the teacher tell the students to enter access code to join the group. This is a 10-digit code in DRSTJ-BT67F format that their received from the teacher because in Schoology you should enter the access code. After the teacher explain how students can access Schoology, the teacher permit students to access the Schoology in the classroom if the task on the Schoology.

In the first meeting, the teacher ask student to reply the teachers' letter about "introduction myself" on the Schoology. The teacher will start firstly to posting on the Schoology as example for students' task.

After the first meeting, almost every week teacher ask students for posting their task on Schoology. So, the writer continued the observation on web. Before that, the writer already joined on the Schoology Group class E. *See figure 4.1.*



 **Rahmila Murtiana** ▸ Paragraph Writing Batch 2016: E

Dear students,

Welcome to Paragraph Writing class.

Let me start by a short introduction about myself. My name is Rahmila Murtiana, or Mila for short. I've been a lecturer of English Department since 2003. I was still a teaching assistant and a part-timer at that time, then I became a full-time employee in 2005. My background is bachelor degree in English literature from Diponegoro University, Semarang. I studied for my masters degree in teaching English as a second language at Flinders University Australia in 2008-2010. In my free time I like reading and writing.

Now it's your turn to tell about yourself. Where are you from? What are your interests? What's your goal for the future? Are you happy with your study at English Department?


I set up this Schoology account as media to interact and communicate outside the classroom, discuss things that might not be covered in the classroom, and to submit your assignments. The main purpose is actually to improve your writing fluency, so I do hope you can actively involve by writing regularly.

If you have any questions, feel free to ask. Write to me soon :-)

Best wishes,

Ms. Mila

Tue Feb 13, 2018 at 5:51 pm [Comment](#) · [Like](#)

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Figure 4.1 The example of writing from teacher

In the Figure 4.1, the teacher start with introduction herself, after that she asks the students to post about their self. This post already posted on Feb 13, 2018. After the teacher post, all of the students give their response on the comments column. It was time to the students to write/type. As we know, in this era will be easier to young people typing on social media like Schoology than writing on paper.



Figure 4.2 The example of writing response from students

Figure 4.2 an example from the students about their response of the teachers' post "introduction myself". As we can see, this is a paragraph only one paragraph that explain their self. In this time, they have done do interaction between teacher and student the change of face to face in the classroom.

While this semester, the teacher already posted material for teaching in the classroom on Schoology, so the student can download the material and can learn earlier before they join the classroom. The teacher posting the syllabus, e-book material, quiz test, and so on. (See the Figure 4.3)

After the teacher already posted the material, the student can learn first before they have a class. And then, they will discuss about it more effectively and efficiently in the classroom because they already known about the material.

**Paragraph Writing Batch
2016 : E**
IAIN Antasari Banjarmasin



 Syllabus ParagraphWriting.docx	 Descriptive pragraph.docx
 PARAGRAPH WRIITNG E-BOOK.pdf	 DESCRIPTIVE PARAGRAPH.pptx
 Topic sentence Available after 2/12/17 12:00a	 process paragraph.pdf
 Topic sentence	 PROCESS PARAGRAPH 2018.pptx
 Pre writing.pdf	 classification paragraph.pdf
 writing process	 CLASSIFICATION PARAGRAPH.pptx
 WRITING PROCESS.pptx	 Definition paragraph.pdf
 paragraph development.pdf	 DEFINITION PARAGRAPH.pptx
 Developing a Paragraph.ppt	
 paragraph unity.pdf	
 Paragraph Unity	
 paragraph coherence	
 coherence001.pdf	
 Transition signals Quiz	
 Paragraph Coherence.pptx	
 descriptive paragraph.pdf	

Figure 4.3 The example of topic on Schoology

Like you can see above, teacher already posted or uploaded material that they will studied along the fourth semester. Every topic that the teacher discuss in the classroom will ask make a paragraph and post in Schoology, like descriptive paragraph.



Riatul Adawiyah ▶ Paragraph Writing
Batch 2016 : E

The park near my house is full of activity on a sunny weekend afternoon. As soon as you come in, you can see the green open space with shady trees lined up around the park like a living fences. The park is very clean and greeny and the atmosphere is very fresh, make you easy to breathe. When you walk straight on the park, you are stopped short by a fountain, which the splash of water produce a soothing melody. On the left side of the park, you will be amazed when you notice a path decorated with various types of flowers on every side. There are a lot of boys and girls enjoy the sun or just taking pictures. On the right side of the park, there is picnic area. You can see people going picnic with their friends or family. Some parents play kites or football with their children and some of them spend their time on the picnic mat. At the end of the park, there is a small artificial lake. Some people feeds the pigeons or just watch ducks swimming on the lake and other people pass the time by read their books, sleep under the tree or enjoy the aroma of old trees. During the weekend many people who spend their time in the park. By Ria and Reka

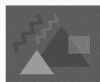
Tue, Apr 3 2018 at 2:40 PM

Figure 4.4 The example of writing from student

In this post, student made a descriptive paragraph about the park near her house. She described how the park look like, how the conditional in the park, and what we can do at the park. Appropriate with the material the student make into a paragraph and in the paragraph where they describe something, it is like the teacher hope to the student can apply what they already learn in the classroom and they make in the Schoology. To know how long students comprehend the teacher as student to do

assignment as pair work, so in this posting created by two people every assignment.

Besides descriptive paragraph, the teacher ever asked the students to make a definition paragraph about the trend or slang word in Indonesia.



Nur Afni Mahiya Usemahu
Paragraph Writing Batch 2016 : E

"JANGAN KASIH KENDOR", an imperative sentence, is recently used by Indonesian teenagers. It is often written in capital to emphasize the user's emotion. When there is a fight, this sentence will be shouted by the provocative people to make the conflict worse. This sentence is also appropriate to be utilised towards people who have done crimes so they are not worth any mercy. For example, you can say "JANGAN KASIH KENDOR!" to a person who involved in an illegal drugs trafficking organization then he/she should get a maximum punishment. Sometimes, supporters of a soccer ball team also make use of this sentence as an encouragement for the team they love. In conclusion, "JANGAN KASIH KENDOR" can be used not only in provoking and agitating but also in encouraging others.

Figure 4.5 The example of writing from student

Based on the Figure 4.5, we can see the student can make a paragraph as well as the teacher taught.

Another topic that student posted about contrast and compare. Students told about some differences between two things. Like the example, student told about the difference between shopping habits of men and women.



Aditya Saputra ▶ Paragraph Writing Batch 2016: E

compare and contrast

shopping habit between men and women

Women and men are different in almost all characteristic features, both the sexes differ in thinking, perceiving, decision making, managing tactics, planning and so forth. Here are some differences between women and men's shopping habits. Women are particular about the brand. They carefully analyse the brand values and select their product of choice according to that. Also, they are keen on offers and discounts to be availed. Furthermore, they have a particular interest in the design of the product. In contrast, Men are particular about the features of a product they wish to buy, and they compare same category products for specific features and price, service availability and so on. They are less mindful of offers and brand, and they compromise for a higher price if they are satisfied with the quality. In short, men's shopping is product focussed.

Tue May 15, 2018 at 7:10 pm [Comment](#) · [Like](#)

Figure 4.6 The example of writing task from student

And the last topic that students post on Schoology is about cause and effect.



Hasbullah Tsalits Mursyid ▶ Paragraph Writing Batch 2016: E

Too long to play smartphone can cause some negative effects, one example is the brain fatigue, it's usually happens when playing smartphone too long and then we forget to get sleep . It makes the brain tired and for the next day will be difficult for learn or work due to lack of sleep and the brain is still tired to move, other negative effects are can cause eye damage, This is also one of the damage that often happens because too long staring at the smartphone screen and exposure to blue light from the smartphone makes the retina eyes become tense, even some researchers say if too long with these habits can cause cataracts. Therefore, we should not be too much in playing our phone, because many negative impacts that can be caused.

Wed May 23, 2018 at 7:58 am [Comment](#) · [Like](#)

Figure 4.7 The example of writing task from student

Usually, after the student posting their assignment, the next day when they have a class, the teacher will show their assignment and then they will discuss about their paragraph, what the false in the paragraph, what should their revise something like that.

In the other chance, the teacher ever gave them quiz test on the Schoology.



Rahmila Murtiana ▶ Paragraph
Writing Batch 2016 : E

Dear students,

I have created the quiz for you to do. The name of the quiz is Paragraph Unity. Please find it in material and just click on it. There are five numbers and choose the correct answer. Your time to do the quiz is 25 minutes. The quiz can be accessed until 6 pm on Wednesday 21 March.

Good luck

Sun, Mar 18 2018 at 10:26 AM

Figure 4.8 The example of writing task from teacher

Based on the Figure 4.8, the teacher ask student to do quiz with the name is Paragraph Unity, before it the teacher already posted the material. In Schoology, if the student has done the quiz, the score will be shown. So the students can see their result after do the quiz and the teacher not needed to give the point to the students' answer because it already on the Schoology, the teacher just to control which have done the quiz and which haven't done the quiz.

Besides class observation and web observation, the writer also interviewed the teacher to get the deeper information. The writer gave some question to the teacher. To start the interview, the writer asked to the teacher type of the e-learning she use in teaching learning process, and she stated that Schoology. After that, the writer asked to the teacher what are the different Schoology with another application that kind of e-learning and she said the different Schoology with another application are this application can be accessed through PC or smartphone and this application has specific features such as page to upload material, to make quiz, gradebook, attendance, direct message, and updates.

Based on the result, the teacher explain how she applied Schoology in teaching learning process, she said to upload materials so students can access and read the materials at home before the meeting. After that, she asked students to submit their writing assignment through this application so the students do not have to print/paper less. And then the teacher told how she do assessing in Schoology, she stated there is automatic scoring that she can use (in quiz), and scoring rubric for writing results.

Because Schoology can be assessed through application, so the teacher tell if it help her in teaching learning process and it help her to monitor the students' progress in writing. She also said, Schoology can be quite effective. She can access and read + check students work outside the class outside the teaching hour/anytime.

Based on the result of the interview, the teacher tell if she already use Schoology since last year, and she will using Schoology again if she teach writing in next semester.

2. The problem of the implementation of e-learning in teaching writing.

In teaching learning process, the teacher should have a problem. It is maybe in the techniques' teacher use, in the media that should match with the material, or in the classroom management the teacher should have control.

To get the data, the writer did interview. The interview that the writer did with the teacher have a result if the students were quite active. They submitted their writing every week but some students cannot be active because they have trouble in log in. After that the teacher told a problem in the implementation of e-learning. She stated that the most common problem is the internet connection. Because it is Electronic, they needed strong connection, and she actually wanted to access in the classroom while giving some feedback to students' writing, but there was no internet connection in the classroom.

Besides interview, the writer also get the data from pre-observation did on February in the first meeting. Based on the result of the class observation, the writer saw if the teacher had a trouble when she wanted to introduce and show the way to access the application, because don't have internet connection that she can used in the classroom area. Luckily the teacher already prepare another way to show, she have power point

presentation to show to the student. In the power point presentation, she had picture the way how to access the Schoology application. So she could told to her students completely and clearly.

3. The students' response of the implementation of e-learning in teaching writing

E-learning especially Schoology made students easier to learn Writing. These technique could change the traditional way to learn, like write down on the paper. The teacher can make variation on their technique in teaching, but how about the student who receive the material? How they response? That's why the writer gave interview and questionnaire for students to know how their response about the implementation of e-learning in teaching writing.

Based on the interview that the writer did On May 7, 2018 the writer already collected the data from 7 question which have been to 5 students from Class E 2016. From question number 1 it is:

Writer: Do you ever study using e-learning?

From the question number 1, 2 to 5 students said they never learned using e-learning before, and 3 to 5 students said they ever learned using e-learning in junior high school and in senior high school. The type of e-learning they ever using is Edmodo. That is one of the type of e-learning that use in education.

The next question is number 2, that question has already talking about the topic. The writer ask them the use application can help them to

improve their writing or not, and in what way the application help them to improve their writing. From the question, every student have the different answer and reason. From the student 1 said that application can help them to improve their writing, because they know in their generation kids zaman now, without social media and their laptop they can easy to read not only on the book. Another reason from student 5 stated that by using Schoology it makes easier to do assignment.

The answer that similar is from the student 1 and student 5, it also say yes. They said it easier to do assignment, can help them to access their assignment and it because modern generation do they always access social media. But from 2 of them said no. Student 3 said it's not the way they improve their skill. It just depend on their effort and the application just help to submit assignment and then to know what kind assignment that teacher give. So she think it is not to improve their skill but it is just to help in teaching learning process. Besides student 3, student 4 have a similar reason, she stated it not depend on the media you use, but it depend on the skill you have. It doesn't really matter what the media.

Based on the answer from two student they have a similar reason why they said can't improve. They think, it is about skill. If the student have skill to write or create work, the media can improve their skill. But if the student doesn't have the skill to write org create work, the media just to help them to make easy in teaching learning process. It doesn't matter what the media you use but it is about your skill self.

In the other side, one of student have the different answer with four student above. Student 2 said it can, and it cannot. Maybe 50:50, because in application they need a software and keyboard type the paragraph and he often lost his feel to write down like usual, so he don't have much creativity to make the paragraph in the application. Based on statement from student 2, it is about learning style. It can't improve his skill because he lost his creativity to make or create a work if he not write down on the paper, because it is not the habitual to type something.

The next question number 3 ask about their feeling, enjoy or not study using e-learning. Based on this question, the answer from five student have a similarity. From student 1 said he enjoy because make him easy to write his assignment and he can bring his smartphone, so whenever and wherever he want to submit, he can. From student 2 said he enjoy. It is easier. It is good for study because they don't need to write down while they have assignment and they can't lost their paper assignment when they need too, because it will save in the application. From student 3 said of course she enjoy. Because the era has change and they are not to longer using the traditional way to learn and e-learning easier to submit assignment whenever they are and wherever they want. From student 4, she stated she enjoyed, because it make her easier to submit her assignment. From another student said yes she enjoy because now they are in technological era, it is like social media.

Based on their answer with the different reason, all of them enjoy learning using e-learning especially Schoology, because it is make their easier for do assignment, to submit assignment, and they can do their assignment whenever and wherever because with this application you not depend with the time like in the classroom, you can do and submit your assignment in the evening and you can't lost your assignment because you can find on the application that have been saved.

The next question is number 4 it is about their choice, want to learning using e-learning or not. Based on the question and the answer student before, they said enjoy to learn using e-learning, so when the writer ask them to choose want to learn using e-learning or not, all of them say yes. One of reason they have is when need come to easier ways to learn, maybe he choose using e-learning because like before, it simple to use and they can use it in a long time, they can still open the file without find out like a paper. Another reason student stated that prefer using e-learning, because the teacher can response their assignment as fast as possible. Actually it is because she really curious about the result she got. With Schoology they can see their result after they do the quiz on the application.

Based on their answer, all of them prefer using e-learning in teaching learning process. They have different reason, like innovation and variation in technique teaching or the newest media we can use in teaching learning process, moreover they said it is because progress from the

application can prepare some quiz for exercises that student can get the score at the time too.

The second last question the writer have it is number 5 is the difficulties do they find. And all of the students' answer is similar. They didn't have the difficulties in using e-learning. He stated it can connection, the size of the application on their phone, and the typing problem, because it is not his style. Another stated basically, there is no because the lecture has explain how to manage the application well, but sometimes we have a trouble in quota data and network connection. Another reason stated the internet connection, because a dare a time to do assignment. It is kind the stress her out, it a little bit count down ever and ever. So she uncomfortable to do assignment.

Based on the result of the question, they didn't have big problem. They just meet with connection trouble, quota internet, something like that. But student 2 and student 4 have a similar problem be sides connection, they have a trouble with learning style and habitual. Student 2 said create work more comfortable with writing, if should typing he cannot because can make he lost his feel to make a paragraph and can make he lost his creativity to coherence and combine word with each other.

The last question that the writer already ask it is about their opinion about effective or not this type of e-learning. From student 1 stated that effective, when the lecture ask or give them assignment, she has told we

how to make it, after that we make and then the next day we discuss in the classroom. From student 2 stated that it is 50:50. When the student using an application it means they open their phone or laptop and the teacher don't know if they really open the application or not. The teacher can't control it. From student 3 stated that effective, she think it so much easier, it can submit assignment whenever we want and wherever we are and then the lecture also haven't limitation about time and place to teach. From student 4 stated that effective, because instead of only using traditional media in learning, we know that internet really effective in our daily life. You have to know how to use the technology at least if you want to be a teacher. Because in the future she believe technology will insert to a lot of aspect our life as well as education purpose. From student 5 stated that effective, because it is going on well as far as we do.

Based on their answer this kind of learning effective to do in modern era. Their said, era has change so as a student and as a to be a teacher we should follow the development technology that way to using e-learning can make our task easier and we can do everywhere. But back to the user, as a teacher should control the student if we ask them to use it in the classroom, it will not effective if the student not use the application seriously, because as we know in their phone have many application social media such as Facebook, Instagram, twitter, and so on. They will open another application except who we ask.

After the writer do Interview with five student, to get the deeper information about their response in the implementation e-learning in teaching writing, the writer give questionnaire to all student in the class E 2016. In the classroom have 26 student.

Table 4.1 The questionnaire students response

No.	Students Response	Yes	No
1.	Do you agree if Schoology was implemented in this class?	96%	4%
2.	Do you enjoy if Writing class used Schoology?	96%	4%
3.	Was the implementation of Schoology useful for you in writing class?	88%	12%
4.	Was learning-based Schoology interesting for you?	80%	20%
5.	Does Schoology help me to comprehend writing class easily?	76%	24%
6.	Does Schoology motivate you to learn writing skill?	56%	44%
7.	Could you feel free when you write in Schoology?	80%	20%
8.	Do you need face to face with your teacher in learning with Schoology?	60%	40%
9.	Do you think you waste your time with Schoology?	20%	80%
10.	Is Schoology more effective to use?	96%	4%
11.	Do you have difficulties in understanding writing class with Schoology?	40%	60%

Based on the questionnaire, the writer will explain the result:

1. In the first question, the writer ask their agreement of the implementation of Schoology in the classroom. Based on the result 96% students agree to use Schoology in the classroom, and 4% students disagree to use Schoology in the classroom.
2. In the second question, the writer whether they enjoy if in writing class used Schoology. Based on the result 96% students enjoy if in writing class used Schoology, and 4% not enjoy if in writing class used Schoology.
3. In the third question, the writer ask the implementation of Schoology is useful for you in writing class. Based on the result 88% students said the implementation of Schoology in writing class is useful for them, and 12% students said the implementation of Schoology in writing class is not useful for them.
4. In the fourth question, the writer whether learning with Schoology is interesting for them. Based on the result 80% students said interesting learning with Schoology, and 20% students said not interesting learning with Schoology.
5. In the fifth question, the writer whether Schoology help them to comprehend writing class easily. Based on the result 76% students said Schoology help them to comprehend writing class easily, and 24% students said Schoology not help them to comprehend writing class easily.
6. In the sixth question, the writer whether Schoology motivate them to learn writing skill. Based on the result 56% students said Schoology motivate

you to learn writing skill, and 44% students said Schoology not motivate you to learn writing skill.

7. In the seventh question, the writer what their feel when write in Schoology. Based on the result 80% student said they feel free when they write in Schoology, and 20% student said they not feel free when they write in Schoology.
8. In the eighth question, the writer whether they need to face to face with the teachers. Based on the result 60% student said they need to face to face with the teacher in learning with Schoology, and 40% student said they don't need to face to face with the teacher in learning with Schoology.
9. In the ninth question, the writer ask the Schoology wasting their time. Based on the result 20% student said the Schoology wasting their time, and 80% students said the Schoology not wasting their time.
10. In the tenth question, the writer whether the Schoology is more effective to use in the classroom. Based on the result 96% student said the Schoology is more effective to use in the classroom, and 4% student said the Schoology is not effective to use in the classroom.
11. In the eleventh question, the writer whether the difficulties in understanding writing class with Schoology. Based on the result 40% student said they have the difficulties in understanding writing class with Schoology, and 60% student said they do not have the difficulties in understanding writing class with Schoology.

B. Discussion

After all of the needed data are completed, they are then analyzed based on the findings of the data that have presented before, the data will be explained as follows:

1. The implementation of e-learning in teaching writing at the fourth semester of English Department of UIN Antasari Banjarmasin.
 - a. The teacher's explanation in using e-learning.

From the observation, it can be known there is teacher explain how to use the application. The teacher explain from beginning till end with completely the way to use the application, for the first flow in the implementation was an initial step in which students were introduced to the course. The teacher motivated the students to get involved in the learning process followed by introducing texts to discuss. This is considered as an initial exposure to build students' knowledge as suggested by Emilia (2011). Bersin (2004) agrees that this is an introductory step for opening the course.

- b. The learning materials provided by the lecturer

From the web observation, the teacher already posted the material for teaching in the classroom on Schoology, the students can access the material so they can read before the meeting. Learning activities were begun by introducing content of the topic to be discussed in the lessons. It is also related with the teacher answer in interview question

number 3, she said to upload materials so students can access and read the materials at home before the meeting.

c. The students' activity on the use of e-learning

The result of web observation stated the teacher post the material first, after that in the classroom teacher explain and give an examples related the topic, after the teacher explain the topic, the teacher ask students to pair work in make a paragraph and posting in Schoology application. It related with (Tomlinson & Claire, 2013) stated that having completed the tasks they should then reflect on them and share their reflections with their peers in online discussion forums. The main focus of the interaction within these forums is peer-to-peer.

Peachey (2013) stated in the book section Tomlinson & Claire (2013) that though these are tutor-moderated and it is the role of the tutor to stimulate discussion and interaction, draw participants' attention to salient points and additional reading and resources, and summarize and tie up discussions. However, it is not related with this condition where not all student can response, discussion and interaction on the Schoology. That's why the teacher more focus on gave a tasks, it is related with Murtiana (2017) research She stated that the student only asked to post their writing, not the brainstorming ideas. With ask students to make a paragraph and posting in Schoology, the teacher can monitoring students' progress. From the

interview question number 5, the teacher stated if Schoology can help her to monitor the students' progress in writing.

Having given the assessments, the students started writing by the guidance from the teacher both in offline or online classes. In both classes the teacher was able to monitor students' work by giving them feedback. Feedback, to Bersin (2004), can be directly given right away after students share their works. It is related with the teacher answer in interview question number 4, she stated in Schoology is automatic scoring that she can use (in quiz) and scoring rubric for writing results.

d. The effectiveness of application

Based on the teacher answer in interview question number 6, the teacher stated that Schoology quite effective to use because she can access Schoology after that can read and check students work outside the class outside the teaching hour/anytime. Besides the teacher, the student also said Schoology is effective to use in teaching writing. In questionnaire result 96% students stated that Schoology more effective to use. Another result from interview, 5 students have similar answer. They stated that Schoology is effective because it make them easier in submit assignment and they can do the assignment whenever they want and wherever they are. So, the statement about e-learning is effective as a medium of teaching writing stated e-learning is quite effective.

2. The problem of the implementation of e-learning in teaching writing

Based on the interview with the teacher question number 9 and 10, the teacher stated that the student quite active, they submit their assessment every week, but some student cannot be active because they have trouble in log in and she also said the most common problem she has the internet connection. They need strong connection and she actually want to access in the classroom while giving some feedback to students' writing, but there is no internet connection in the classroom.

Another result from students' interview, they said the problem is often happened just on the internet connection, internet quota, and so on. It is related with Asfihana (2015) research, she stated that mainly the low speed of the internet at IAIN Antasari. They avoid to use the LMS (Learning Management System) since the internet connection in the campus does not support this technology. The low speed makes the process of uploading and accessing the LMS material take a long time. Since the internet is the tool to connect with the LMS, of course, it is sufficient speed become a necessary to the successful application of the LMS.

3. The students' response of the implementation of e-learning in teaching writing

a. The students felt in learning using e-learning

Based on questionnaire number 2, 96% students enjoy if in writing class used Schoology, and 4% not enjoy if in writing class used Schoology. Another result from interview, 100% students said enjoy using e-learning. 88% the students also said the implementation of Schoology in writing class is useful for them, and 12% students said the implementation of Schoology in writing class is not useful for them. And based on the result 80% students said interesting learning with Schoology, and 20% students said not interesting learning with Schoology. So the students felt learning using e-learning is positive response.

b. The students effort in using e-learning

Based on the result 76% students said Schoology help them to comprehend writing class easily, and 24% students said Schoology not help them to comprehend writing class easily. Another question also have the result 56% students said Schoology motivate you to learn writing skill, and 44% students said Schoology not motivate you to learn writing skill. And based on the result 80% student said they feel free when they write in Schoology, and 20% student said they not feel free when they write in Schoology. So, the student effort in using e-learning is fair categories.

c. Other response

Based on the result 60% student said they need to face to face with the teacher in learning with Schoology, and 40% student said they don't need to face to face with the teacher in learning with Schoology. And another the result 20% student said the Schoology wasting their time, and 80% students said the Schoology not wasting their time. However, 5 to 26 students got a problem in learning style because they felt not comfortable with typing and more comfortable with writing down on paper like usual. So, the student give positive response to Schoology.