

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

##### 1. Applying Schoology application

In this part, teacher used Schoology for applying assessment for students. Schoology is education apps for distance learning that has some function such as managing classroom, creating or designing and submitting assignment, and making collaboration with friends. This media was used of the teacher for designing, giving and collecting assessment. Here is the picture of using Schoology as a teacher design or create an assessment.

Figure 1

#### *Home page Schoology*



These picture gotten from account teacher. the assessment given 27 september 2022. The teacher show how to create an assessment through Schoology app. There are two choice in schoology test/quiz and assessment. Test/quiz allows true/false and ordering questions.

Assessment allows all the questions test/quiz allows and more, like labeling an image, inserting questions, highlighting text.

The assessment that given about reading fluency, here the students would be able to practice their reading fluency. For adding assessment the teacher drop down that teacher design before for adding reading assessment.

Figure 2

*Setting name and date*



2. Enable submissions and choose one of the following:
  - a. Enable, enable until certain date, enable from and to a specific date range
  - b. The password will remain set as disabled, and wait the process

Figure 3

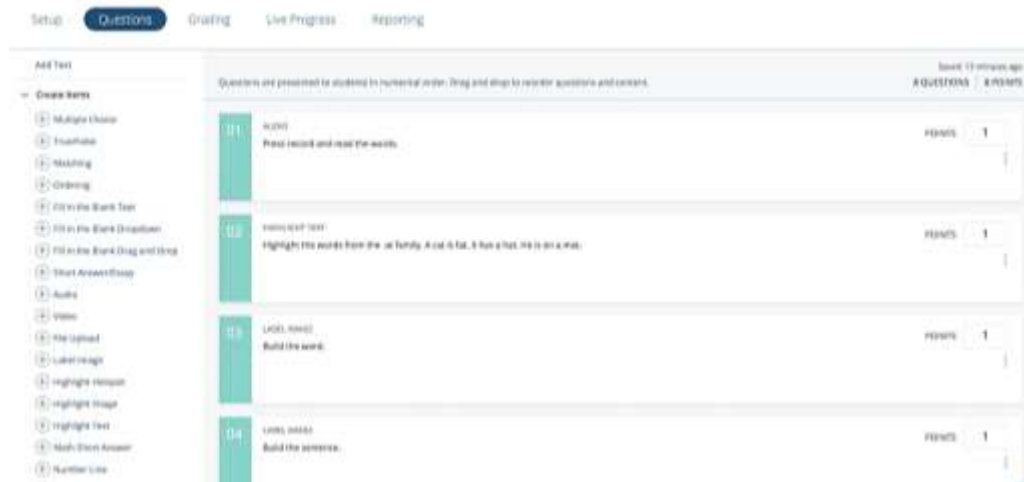
*Waiting process*



3. There have many options to teacher choose type of assignment, such as label image, fill in the blank and etc.

Figure 4

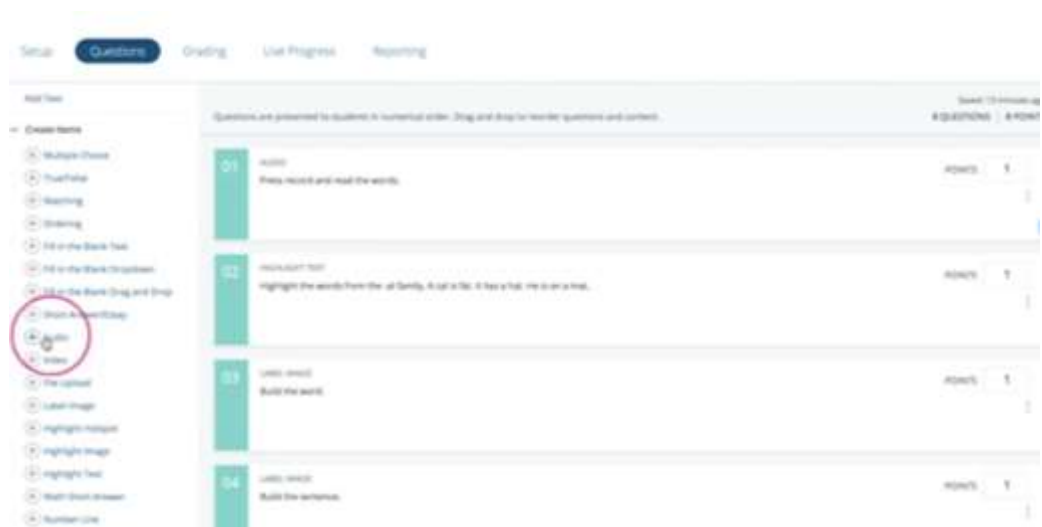
### Types of assignment



4. The teacher show the one where they practice fluency and reading the words, the teacher selected audio for that one and click it.

Figure 5

### Selected audio for assignment



- Open the questions setup choice and type out the words or adding image on or it click image icon and upload it from the folder.

Figure 6

*Questions setup*

Figure 7

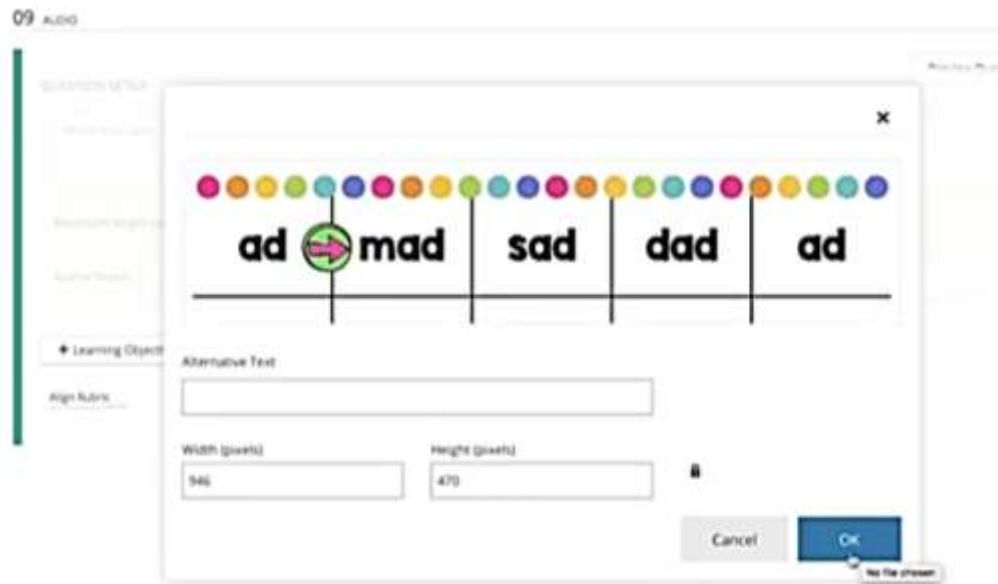
*Type the words or sentences*

Figure 8

*Adding images or files*

Figure 9

*View after adding picture*



6. The teacher record the voice for instructions and clicking on record audio.

Figure 10

*Record voice for instructions*

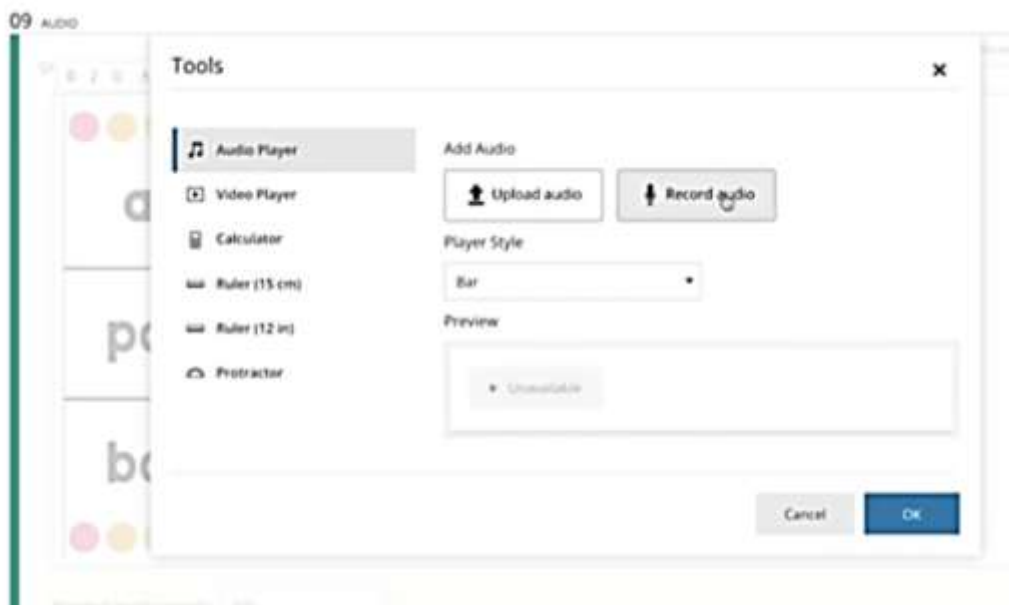
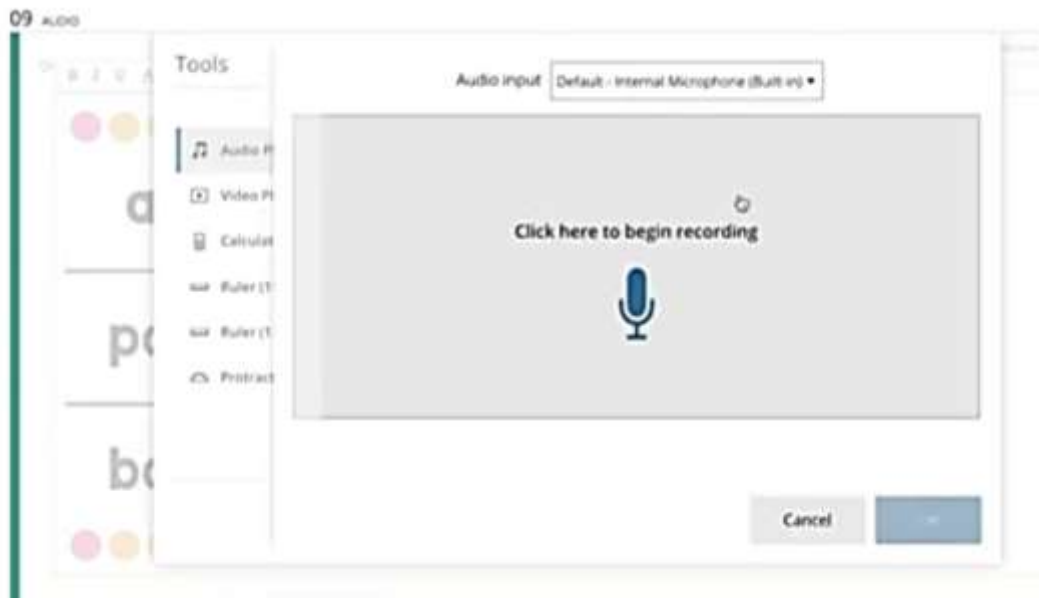


Figure 11

*Record voice*

8. The next question was the one where the students highlight the words from the app family, type the sentences in the upper box and the bottom to get click on the correct answers and selecting them so that way it marks these answers right and then put the maximum selection which is four and the teacher can choose the scoring type whether the teacher want.

Figure 12

*Highlight the words*

Figure 13

*Highlight the words*

The screenshot shows a question editor interface. At the top, there are two tabs: 'QUESTION' and 'POSSIBLE RESPONSES'. The 'QUESTION' tab is active, showing the question text: 'Highlight the words from the -at family.' Below the question are three possible responses: 'A cat is fat.', 'It has a hat.', and 'He is on a mat.' Below the question editor is the 'CORRECT ANSWER SETUP' section. It has a 'CORRECT' tab and a '100 %' score indicator. The question text is repeated, and the first response 'A cat is fat.' is highlighted in yellow. At the bottom, there are settings for 'Maximum Selection' (set to 4), 'Scoring Type' (radio buttons for 'Exact Match' and 'Partial Match', with 'Exact Match' selected), and 'Penalty Score' (set to 0).

9. The teacher preview the question to see what the it would look like.

Figure 14

*Preview the questions*

The screenshot shows a question preview interface. At the top left, it says '02 HIGHLIGHT TEXT'. At the top right, there are three buttons: 'View', 'Show Answers', and 'Edit Question'. The main area is a large text box containing the question text: 'Highlight the words from the -at family.' Below the question are three possible responses: 'A cat is fat.', 'It has a hat.', and 'He is on a mat.' The preview shows the question as it would appear to a student.

- After that teacher make reading teks for Grade students answer by clicking on the result tab of the test/quiz. Click the rubric icon next to the short answer/essay question to grade the question using rubric. Click each cell to grade each criterion, and click save.

Figure 15

*Make reading teks*

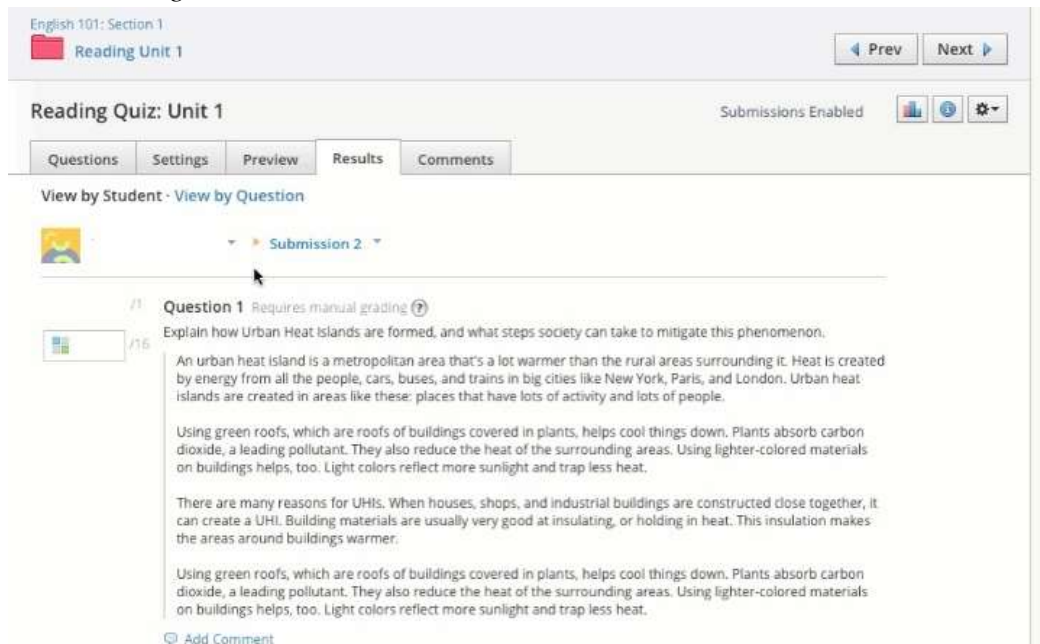
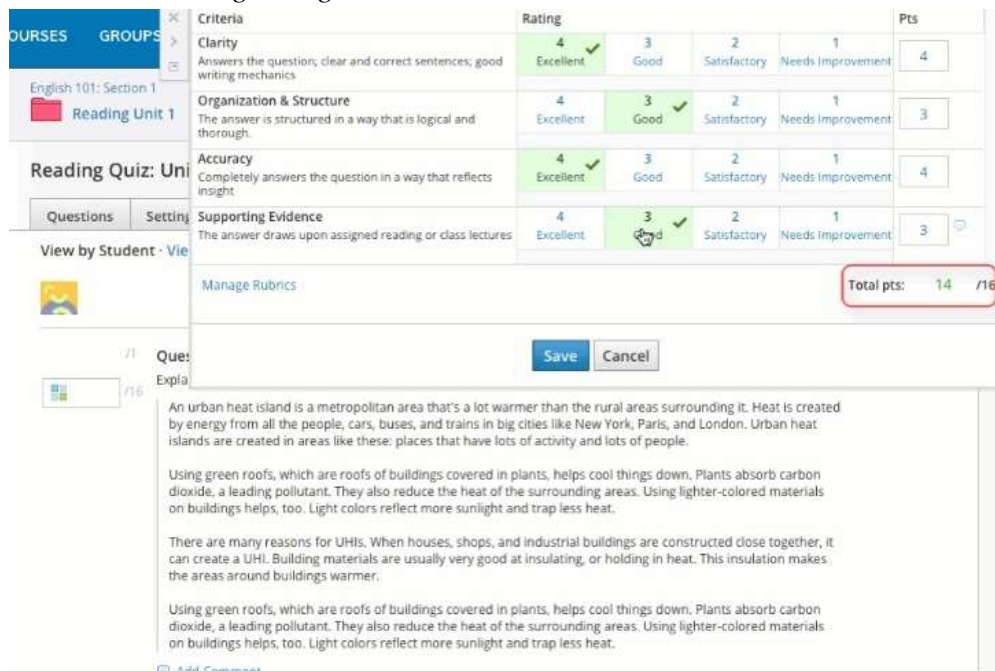


Figure 16

*Make rubric and grading*





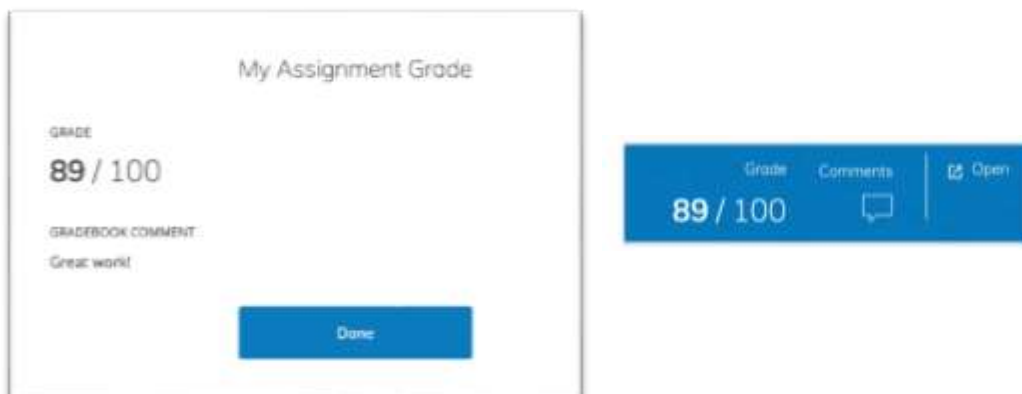
11. The assignment will be in the “Materials” section. Students may click on “Material” to see any assignment that the teacher has assignment, the students may be able complete it until the due time.

Figure 17

*Material section*

12. This is grade by students viewing after they are got grading

Figure 18

*Assessment grade*

From the documentations the researcher used schoology for creating assessment. There were how the teacher used schoology to designing the assessment is releaved below:

1. The teacher prepared the material assessment for adding to the Schoology.
  2. The teacher open Schoology and setting name of the assessment and due the date and time after that create and wait the process.
  3. The teacher choosed type assessment audio to practice their reading fluency by practicing short a sound and focusing on the word ad.
  4. The teacher adding images and upload it after that the teacher record the voice for instructions.
  5. The teacher asked to the students recording themselves to read the word that related to the images.
  6. The next questions where the students highlight the words that include at words.
  7. The next questions is short answer/essay questions, the teacher type the questions and setting for grade the questions rubric and save after that the teacher create some of multiple choice.
  8. The assignment will be in the “Material” section to see any assignment that the teacher has assignment, the students may be able complete it until the due time.
  9. The teacher inform to the students to do the assignment.
  10. After students answer all questions and they got grade.
2. Challenges in applying schoology in reading comprehension assessment

The difficulties or challenges in applying schoology in reading comprehension assessment faced to most teachers is time-consuming and many subject that they have to prepared . Its also take time and energy to do. Aliningsih and Sofwan (2015) stated that the teachers main problem in applying the authentic assessment is that they have large number of students, exhausting and time-consuming activities, and complicated administration. Therefore, it is challenging of English to implement authentic assessment.

Another said that lacked of training on various tools in assessment especially in online. Teacher should be as creative as possible to make students aware of the importance of the whole aspect such as instruction, learning goal and assessment.

## **B. Discussion**

This study attempted to answer two statement of problem about how Applying schoology application in reading comprehension assessment and what are the challenges in applying it.

This part presents the research findings which the researcher found in field by doing interview and documentation were carried out during the pandemic Covid-19 when all teachers and students do distance learning process where the school worked from home. Since the school did distance learning, the learning process also was done through online media. This includes the assessment of the learning process.

For interview result the data recorded by using an interview and documentation. The documentation would be displayed in an extended text to describe steps in applying schoology, based research question number one about applying schoology in reading comprehension assessment.

Based theory (Brown 2004) mention there are some assessment to assess students reading comprehension. the data show that the teacher using application in their smart phones to assess studets. According to the interview which had been done by the researcher during applying schoology, the researcher found some findings.

The researcher interviewed and documentations to the teacher for applying schoology application for the lesson. And doing documentations. The finding of the research concerning to the applying schoology application and challenges during design it is discussed in following:

From the disscussion above this is related to the theory by Brown, 2004 there were some assessment taken by the teacher in applying Schoology in reading comprehension assessment

#### 1. Reading aloud

The person taking the test looks at letters, words, or short sentences and says them out loud one at a time while someone watches. Because the test is about understanding what you read, if you can say the answer in your own words, it will be considered right.

In this part the teacher asked the students to record their voice to read a words related to the images, to practice fluency and reading the words

#### 2. Multiple-Choice

Choosing an answer from a list of four or five options is not the only way to respond in a multiple-choice question. Other types of activities, like matching, true/false questions, and circling the

answer, are very helpful for people who are just learning to read.

Teacher choose multiple choice to do assessment for the students

### 3. Short-Answer Tasks

Because multiple-choice tests are challenging to create and validate, teachers rarely have the time in their hectic schedules to create one. The traditional short-answer format is a well-liked substitute for multiple-choice questions that come after reading passages. The test-taker is given a reading passage and asked to answer questions in one or two sentences.

This part the teacher making reading teks to adding at schoology apps and asked the students to do it. After they done they will got grading.

According to Tonybee (1987, p. 255), a challenge is something that requires work to obtain and serves as a gauge of a person's strength. The discussion for interview showed that the teacher got challenges during applying it, such as time-consuming because many guidelines and questions text along with answer keys that must be prepared by the teacher also lacked of training in applying it.

For challenges in this challenges related to the theory, some of theory these include off time and lack of training in authentic assessment. In creating assessment they should typing or adding is time-consuming at this tool. They have prepared many different material from each class and have different subject beside teaching English, this make them difficulties in managing times. The

problem faced by the teacher also lack of training, the teacher agrees that they lacked training on various tools in designing assessment especially in online, because they just only read book and articles during their leisure time to add on the knowledge on assessment, they wished that the ministry could design course for authentic assessment in online for practitioners like them.