DESIGNING INTEGRATED ENGLISH MATERIALS USING SCHOOLDY TO BOOST STUDENTS’ ENGAGEMENT IN SMP N 2 KLATEN

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By
Septian Hamung Dwi Atmoko
Student Number: 131214057

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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FACULTY OF TEACHERS TRAINING AND EDUCATION
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December 11, 2017
A Sarjana Pendidikan Thesis on

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Defended before the Board of Examiners
on 15 January 2018
and Declared Acceptable

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Sanata Dharma University
Dean,

Rohanti, Ph.D.
I NEVER DREAMED ABOUT SUCCESS,

I WORK FOR IT!

This thesis is dedicated to:

My beloved family and friends for the endless support and love.
STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 15 January 2018

The Writer

Septian Hanung Dwi Atmoko
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ABSTRACT


English is one of the compulsory subjects which should be taken by the students in Indonesia. The students nowadays prefer use technology to learn English to book or blackboard. Therefore, the aims of this study is to engage the students by designing integrated English materials using Schoology. The participants of this study is the students in SMP N 2 Klaten. The reason of choosing SMP N 2 Klaten is because the teacher is familiar with the use of media but some of them are confused to implement them into the teaching and learning process. Thus, this study intends to design an integrated English materials using Schoology which is easy to use both the teacher and students.

There are two research question addressed in this study. The first question is “How are integrated English materials using Schoology to boost students’ engagement designed?” The second question is “How the design of integrated English materials using Schoology to boost students’ engagement look like?” In order to answer the two questions, the researcher uses ADDIE model which is combined with R&D cycle. Those theories are used to develop and validate the designed materials. However, in the design phase of ADDIE model, the student engagement framework is implemented as the main concern of the design. In order to find out all of the data needed, the researcher used observation, interview, and questionnaire.

The first research question was answered by the explanation of each step used to design the learning materials. The designed materials used the steps of ADDIE model and R&D cycle. The mean score of expert validation was 4.134, which meant that almost all of the experts agreed with the statements given in the questionnaire and the designed materials was confirmed as an acceptable design.

The answer to the second research question was in the form of the presentation of the designed materials using Schoology. The designed materials consisted of five chapters. It had 15 sub-chapters as the main materials. Each of the chapter consisted of materials in a form of text and video, exercises and assignments, and a discussion on what the students get.

The researcher provides the teachers who want to use the designed materials called a Schoology teacher handbook. Therefore, the teacher knows the step in using the designed materials and also can add some material in order to make it more interesting. Furthermore, the researcher also suggested the future researchers who have the same research concern be aware of technical problems which possibly occur in the teaching learning process by giving a tutorial on how to use this program to the teacher and students. Therefore, they can fix the problem by themselves and prevent the students from losing a motivation for using this design.

Keywords: integrated English materials, engagement, Schoology
ABSTRAK


Penelitian ini dilakukan untuk menjawab dua pertanyaan penelitian yaitu bagaimana materi bahasa Inggris yang terintegrasi dengan menggunakan Schoology untuk mendorong keterlibatan siswa dirancang dan didesain. Untuk menjawab dua pertanyaan tersebut, peneliti menggunakan model ADDIE yang dikombinasikan dengan siklus R&D. Teori tersebut digunakan untuk mengembangkan dan memvalidasi desain material. Namun, untuk mengetahui data yang dibutuhkan, peneliti menggunakan observasi, wawancara, dan kuesioner.

Pertanyaan yang pertama dijawab dengan penjelasan setiap langkah yang digunakan untuk merancang materi pembelajaran ini. Desain materi pembelajaran ini menggunakan langkah-langkah model ADDIE dan siklus R&D. Skor rata-rata validasi ahli dengan menggunakan kuesioner adalah 4,134 yang berarti hampir semua ahli setuju dengan pernyataan yang diberikan dalam kuesioner dan materi tersebut dapat diterima.

Jawaban dari pertanyaan kedua adalah presentasi dari desain material dalam aplikasi Schoology. Desain material ini terdiri dari lima bab yang memiliki 15 sub bab. Masing-masing bab terdiri dari materi dalam bentuk tulisan dan video, latihan dan tugas, dan diskusi tentang apa yang didapatkan oleh siswa.

Peneliti menyarankan kepada guru yang ingin menggunakan desain material ini untuk mempertimbangkan buku pegangan yang diberikan. Selanjutnya peneliti juga menyarankan peneliti yang memiliki perhatian lebih agar siap menghadapi masalah teknis yang mungkin terjadi dalam proses belajar mengajar dengan memberikan tutorial bagaimana menggunakan program ini kepada guru dan siswa. Oleh karena itu, mereka dapat memperbaiki masalah sendiri dan mencegah siswa kehilangan motivasi untuk menggunakan program ini.

Kata kunci: integrated English materials, engagement, Schoology
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CHAPTER I

INTRODUCTION

This chapter is the introduction of the research. The researcher divides this chapter into four parts, namely the research background, research questions, research significance, and definition of terms.

A. Research Background

The growth of technology, especially information and communication technologies or ICT, nowadays has a big impact of human life. One of the aspects which is affected by the growth of ICT is education (Pelgrum & Law, 2003). The growth of ICT provides education with powerful learning environments. It provides opportunities to access a lot of information using multiple resources and perspectives (Smeets, 2005). People can get the information from the other side of the world quickly.

In the education field, the development of technology brings about the presence of learning management system. Learning management system (LMS) is a software that helps the users to automate the administration of e-learning, such as managing the log-in of registered users, course catalogues, record data from learners, and provides reports to management (Hall, 2003). LMS is one of the tools which is used to support the educational learning process. The LMS can be used in our mobile gadgets, such as tablets, mobile phones or PC. Even, some of them have built the application specifically for Android and iOS operating systems. The mobile learning management system allows students to access learning content
from various places and times and share learning contents with others (Woodill, 2011).

The learning management system has some features that provide the materials, classroom discussions, tests, quizzes and a box to submit the tasks. Various LMS come out in the market to serve the academic needs, both the teachers and students in many courses. The examples of LMS are Moodle, Edmodo, Blackboard, Sumtotal, Skillsoft, Cornerstone, Desire2Learn, Schoology, NetDimensions, Collaborize Classroom, Iteractyx, Docebo, Instructure, Meridian Knowledge Sol., Latitude Learning, Sakal, Eduneering, Mzinga, Epsilen and Inquisiq r3 (Sicat, 2015).

One of the learning management systems which is popular nowadays is Schoology. Keenlyside (2014) argues that Schoology is one of twenty-five LMSs gaining popularity nowadays. Sicat (2015) defines Schoology as a collaborative learning tools. It is a web based K-12 learning environment that gives students, parents, and teachers 24/7 access to class materials and information via the internet. Widhiatama (2016) adds that Schoology can be accessed freely and it provides access for teachers to teachers, teachers to student and even enables students to do online collaboration with other students. It offers the possibilities of adopting this learning tool to customize learning for each student.

Manning, Brooks, Crotteau, Diedrich, Moser, and Zwiefelhofer (2011) say that the features of Schoology are mostly the same as those of Facebook in which conversations take place, messages are sent, statuses are updated, and information and other media are shared within a classroom network. Schoology consists of two
main functions. The first is interactive communication and the second is academic information exchange. Teachers can create discussion questions, update events, and boards for assignments that allow participants to have interactions between the teacher and students and even the students with the other students. For example, students can participate in a discussion and leave a comment on it. The teachers can monitor the students’ discussions. The second aspect that Schoology has is the ability to deliver academic information to students. Through Schoology, students are able to access their grades, attendance records, and teacher feedback on electronically-submitted assignments. Therefore, the access to this system increases communication between teachers and students.

The use of Schoology can help to increase students’ engagement to learn languages. Engagement is conceptualized as students’ time and effort investment in educational activities that are related to the result of study (Kuh 2009). As Schoology facilitates the interaction and collaboration between the students and provides instructional tools that allow the students with different learning styles to personalize their learning through rich media content, Schoology enables the students to show their active engagement (Ardi, 2017).

The aim of this research is to design integrated English materials using Schoology to enhance students’ engagement in SMP N 2 Klaten. However, SMP N 2 Klaten is one of the favorite schools in Klaten regency. The school have a new building that have internet facility but did not really maximize to create an interesting learning process in the class. Therefore, the researcher observed one of classes in SMP N 2 Klaten that is IX D in order to know the real teaching and
learning process. In reality, most of the students were busy with their business such as playing with their pen, talking with their friend, and even drawing something in their book. Only few of the students who paid attention to the teachers’ explanation. Most of the students were not really engaged in the teaching and learning process because they were busy with themselves.

Based on the observation, it seems that the class needs a tool that can engage them in the learning process. Therefore, the researcher decides to conduct this research. This research focuses on designing integrated English learning materials using Schoology to boost students’ engagement. Abas (2015) provides engagement framework consisting of teacher engagement, student engagement, cognitive engagement, and social engagement. The frameworks are used to designed materials using Schoology so that the students can undergo meaningful and relevant English learning experiences.

B. Research Questions

Considering the background of the research, two research questions are formulated as follows:

1. How are the integrated English materials using Schoology to boost students’ engagement in SMP N 2 Klaten designed?

2. What does the design of the integrated English materials using Schoology to boost students’ engagement in SMP N 2 Klaten look like?

C. Research Significance

The researcher elaborates the research significance for the researcher, teacher and students, and further studies.
1. Researcher

The result of this study helps the researcher as an English teacher candidate, to understand the use of technology through the learning management system, and know how the learning management system facilitates or supports the teaching and learning process. Moreover, the knowledge about the learning management system can be used in the teaching and learning process.

2. Teachers and Students

The result of the study helps the teacher nowadays to teach in the class and create fun and enjoyable learning atmosphere. This research can stimulate the students to be active in the class because the Schoology provide features such as the updates and comment which allow the students to communicate with the other students or teachers. Therefore, the class will not be a passive class or a teacher-centered-learning class.

3. Further Studies

This research also has significance for further studies related to students’ engagement on e-learning. Furthermore, this research can be a reference for further studies. Therefore, the design can be developed and implemented in the future.

D. Definition of Terms

There are some terms which are used in this study that need to be clarified. The terms are stated as follows.

1. Student Engagement

Krause (2005) defines student engagement as “the time, energy and resources students devote to activities designed to enhance learning at university”
(as cited in Abas, 2015). In addition, Chen, Gonyea, and Kuh (2008) state that the student engagement has been well studied and found that the “engagement” is positively related to the desire outcomes, such as high grades and students’ satisfaction.

Moreover, Archambault and colleagues (2009) identify three distinct categories of the student engagement, namely the behavioral, affective, and cognitive engagement. The first type of the student engagement, behavioral engagement, includes a student’s compliance with the rules and involvements in the classroom and extracurricular activities. The second type of student engagement, affective engagement, includes the experiences, feelings, attitudes, and perceptions of a student toward school, specifically the students’ sense of belonging, interest, willingness to learn, and general sense of liking school. The third type of engagement is cognitive engagement, refers to the cognitive functions involved in a students’ learning process.

In this research, the four student engagement frameworks are used and implemented in the designed materials. In the first student engagement framework, namely the personal engagement the researcher applied it in the design through the addition of some videos, colors, and pictures in the materials in order to increase the students’ interest in the designed materials. The second framework is academic engagement. This framework allows the students to control the way their learning by themselves. This engagement framework is applied in the designed materials by utilizing the feature in Schoology such as comments, add quiz/exercise, page, and also by adding the written and video material in which the students can choose
the way they want to learn the material by themselves. The third engagement framework is intellectual engagement which is the involvement of the students towards the learning process. The Schoology features such as updates, comments, messages, and assignments are utilized to increase the students’ involvement and communication in the teaching learning process. The last engagement framework is social engagement. In the social engagement the students can enroll the diversity and have a good social interaction both the students and teachers. Some of Schoology features such as updates, discussions, comments, and group assignments are utilized to increase the communication between the students to the teachers and the other students.

2. Integrated Materials

According to Brown (2001), an integrated material is a learning material which combines four language skills, namely reading, listening, speaking, and writing. By combining those four skills, a communicative learning process is easier to be achieved. Richards and Rogers (2001) add that an integrated material is a learning material which focuses on mastering the four language skills.

This research combined the four skills to engage the students and achieve the communicative teaching and learning process. In each chapters there will be the combination of reading, listening, writing, and speaking skill. The written materials allow the students to utilized their reading skill. However, the listening skill is represented by the using of videos in explaining the material. Furthermore, the writing skill is utilized by quiz/test and assignment which require the students to write the answer and text to full fill the questions and orders. Lastly, the speaking
is integrated in the real class and other application such as YouTube. Some of the assignments feature give the students an order to make a speech or procedure to make something.

3. **Learning Management System**

A learning management system is an application which is used to manage the teaching and learning process (Roqueta, 2008). Moreover, according to The Learning Systems Architecture Lab, LMS is a software package used to administer one or more courses to one or more learners. An LMS is typically a web-based system that allows learners to communicate to the instructor and the other learners, register for courses, complete courses and take assessments (LSAL, 2004). In this research, the LMS which chosen by the researcher is Schoology.

4. **Schoology**

A Schoology ([www.schoology.com](http://www.schoology.com)) is a learning management system which is designed to accommodate a teaching learning process. This platform is a web based K-12 learning that will give the students, teachers, and parents twenty-four hours a week access to class materials and information via internet (Farmington Schoology, 2014). Schoology could be integrated in many applications and softwares such as, YouTube, Kahoot, Blog, Microsoft Word, Power Point, Exel, and others. This application was developed by Jeremy Friedman, Ryan Hwang, and Tim Trinidad in 2007.

In this research, the Schoology application is used to design a material which is utilized to engage the students in SMP N 2 Klaten. The designed materials in Schoology is embedded with the student engagement frameworks and four
language skills. The features in Schoology supports the implementation of student engagement frameworks and four language skills.
CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter consists of two important things, namely the theoretical description and theoretical framework. The theoretical description explains the student engagement, integrated materials, learning management system, Schoology, instructional system design, and previous research. The theoretical framework is the summary of the theories which will be used to answer the research questions.

A. Theoretical Description

The theoretical description discusses theories which are used in this research. This subchapter consists of the student engagement, integrated materials, learning management system, Schoology, Instructional system design, and previous research.

1. Student Engagement

The student engagement is a term used to describe students’ interest and enthusiasm for school, which impacts their academic performance and behavior (Gallup, 2013). Olson and Peterson (2015) support that in education, student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are in the process of learning or being taught. Furthermore, Sinclair, Christenson, Lehr, and Anderson (2003) state that students engagement is a positive behaviour, such as attendance, paying attention, and participation in class, as well as the psychological experience of indentification with
school and feeling that one is cared for, respected, and be part of the school environment.

In addition, Ruey (2010) states that student engagement is important because students who are engaged in the learning process will do their learning process well. Trowler (2010) adds when the students are engaged, they take ownership of their own learning. Therefore, student engagement appears as a key in higher education and being understood as a prerequisite for effective learning (Pittaway, 2012). Abas (2015) provides students engagement framework which consists of four elements, namely the personal engagement, academic engagement, intellectual engagement, and social engagement. Figure 2.1 student engagement framework by Abas (2015).

Figure 2.1 Student Engagement Frameworks
The personal engagement is the first element of the student engagement framework. In this element, the students bring their expectations, experiences, assumptions, knowledge, skills, and dispositions in their school environment. The students have a motivation and intention to go to school. Therefore, the researcher can conclude that personal engagement is the motivation and intention to learn something in their school. However, the personal engagement also encompasses a student’s awareness of the approaches to learn and different intentions, expectations, and assumptions that might not fit with theirs.

The second element of the student engagement framework is academic engagement. The students have particular academic attributes and skills that they bring from what they have learned before (Marshall & Rowland, 2006; Scevak & Cantwell, 2007; Clarke, 2008). In order to be successful in the learning process, the students need to engage academically with their learning. It means they can control their learning by themselves (Scevak & Cantwell, 2007). The examples of controlling the students’ own learning are becoming effective note-takers, readers, listeners, and problem solvers (Brick, 2006). Therefore, Pittaway (2012) adds that academic engagement allows the students to engage in other ways, one of which is intellectual engagement.

The next element of the student engagement framework is intellectual engagement. The intellectual engagement is the involvement of the students towards their learning process with their ideas, concepts, disciplinary thinking about education, social, political, moral, civic, and ethical issues that are the part of teaching and formal education (Bowen, 2005; University of Melbourne, 2007).
However, if students are intellectually engaged, they are more likely to think critically about educational issues, interested in current debates about education, read widely, discuss ideas with others, be aware of their existing beliefs, values and attitudes, and have the willingness to develop their confidence when their ideas are challenged.

The last element of the student engagement framework is social engagement. The students enroll in a new school with all of the diversity that they have, such as views, knowledge, understanding, confidence, and competence and level of skill. Social interactions allow students to face other ways of seeing the world and deepen their own views, beliefs, and perspectives (Pittaway, 2012). In addition, Krause (2005) states that social engagement is important for students’ success at the school particularly at the first time they enter the school. Similarly, Masters and Donnison (2010) claim that success at a new school environment depends on the social interaction that students have formed since in the first time they enter the school. Being engaged socially is about getting to know other students in class, whether inside or outside the classroom. Social engagement also includes forming positive relationship with the teacher and being proactive in becoming the part of a learning community (Pascarella & Terenzini, 2005; Stanford-Bowers, 2008).

Furthermore, according to Schlechtly (2011), in order to reach the engagement among the students, they have to fulfill three characteristics. The first characteristic of student engagement is the students are attracted to their work. The second characteristic is the students are consistent to their work
even though there are a lot of challenges and obstacles. The last characteristic is the students show the satisfaction in successfully accomplishing their work.

2. Integrated Materials

Integrated materials is a learning material which combines four language skills, namely reading, listening, speaking, and writing (Brown, 2001). A communicative learning process is easier to be achieved by combining those four skills. Richards and Rogers (2001) state that the integrated materials is a learning material which focuses on mastering the four language skills.

3. Learning Management System

According to Graf (2008), the learning management system is a tool which is used to manage the transfer process of knowledge from educators and make it available for students (as cited in Roqueta, 2008). Meanwhile, Cole (2005) arranges some functions which should be provided in the learning management system. He adds that a learning management system should have at least five functions as what he states in his theory. The five functions are:

a. Uploading and Sharing Materials

A learning management system provides the educators to publish the materials, articles, syllabuses, or other documents easily. The other function that should be provided in the learning management system is when the documents are published through the learning management system, the students can access the documents easily.
b. Forums and Chats

This function is to be a communication service for both educators and students. This also facilitates students to give opinions or have discussion with other students.

c. Quizzes and Surveys

A learning management system is also provided with quizzes and surveys for students. This allows students to give direct feedback or responses based on their abilities and knowledge.

d. Gathering and Reviewing Assignments

Students are able to check their results and scores through a learning management system. They are also able to check the right answer of exercises that they have taken. It helps them to study by knowing the right answer of a question.

e. Recording Grades

A learning management system also provides educators with another function, namely recording students’ grades automatically. It depends on educators’ configuration or setting from the beginning of the class.

4. Schoology as a Learning Management System

Schoology is a web based K-12 learning environment that will give students, parents, and teachers 24/7 access to class materials and information via internet (Farmington Schoology, 2014). Schoology can be used for free and allows teacher to teacher, teacher to student, and even student to student online collaboration in a user friendly and secure environment to discuss about the
materials. It offers the possibilities of adopting this online collaboration and learning tool to customize learning for students (Sicat, 2015).

Schoology, which was released commercially in 2009, is an excellent example of learning management system that integrates online education, classroom management, and social networking. The look of Schoology is familiar to the teacher and students. Schoology offers much more facilities than Facebook. Wall (2014) says that Schoology is a learning management system which is available for iPad, iPhone, and Android mobile devices. He adds that students find that submitting assignments, taking tests, making comments, and asking questions are easy for them, and they can access to resources in their courses after the semester ends.

However, Widhiatama (2016) finds that Schoology also has some weaknesses that the users should know. The first weakness is that it does not have a feature to give a comment on students’ writing. The second weakness of Schoology is that it will take time to play an uploaded video in Schoology. The next is that the chat feature of Schoology seems difficult to be accessed. The last weakness is that sometimes the display of Schoology material which is created on the computer will look different when the user accesses it via mobile phones.

a. Features

There are a lot of instructional tools in Schoology application. Therefore, in order to know it, the first time to do is logging in to Schoology. After getting to the Schoology account, the teacher creates a course by entering the courses menu. After the courses are created, the teacher should upload the material by entering
materials menu. There will be some of material categories that have their own function as suggests.

![Image of Schoology materials menu]

**Figure 2.2 The Features in Add Materials Menu**

The first feature of Schoology is “Materials”. This feature has several sub-features. One of them is “Add Folder”. It is used to organize the sub-material in Schoology. In this feature, the teacher can put the materials inside the folder. The file which can be attached in this feature may be varied the examples are Microsoft Word Document, Portable Document Format (PDF), Power Point (PPT), Video, and web address link. However, if the teacher wants to give exercises to the students, the teacher can use the other supporting features. The supporting features are “Add Test/Quiz”, “Add File/Link/External Tool”, “Add Discussion”, “Add Pages”, “Add Media Album”, and “Add Packages”.

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
The other main features of Schoology are “Updates”, “Gradebook”, “Badges”, “Attendance”, “Members”, and “Analytics”. The “Update” feature is used to give an announcement, discussion field, or new information. Figure 2.3 represents the updates feature.

Figure 2.3 Updates Screenshot

The second feature is “Gradebook” feature. The “Gradebook” feature is a feature that is used as a report of the students’ grade. The Figure 2.4 represents Gradebook feature looks like.

Figure 2.4 Gradebook Screenshot
The next feature is “Attendance”, it is used to be the report data of students’ log in to the teacher’s Schoology design. Figure 2.5 represents the display of Attendance feature.

Figure 2.5 Attendance Screenshot

Then, the next feature is “Members” feature. It is a list of members who join the course. Figure 2.6 shows the “Members” feature.

Figure 2.6 Members Screenshot
The last main feature in Schoology is “Analytics”. The “Analytics” feature is used to find statistic of comments, last users’ view data, and submissions report data. The presentation of Analytics feature can be seen in Figure 2.7.

![Analytics Screenshot](image)

**Figure 2.7 Analytics Screenshot**

5. Instructional System Design

The instructional system design is a systemically model which is constructed for developing education and training. According to Rogers (2002), instructional design consists of some systematic phases. One of instructional designs which is commonly adopted by material designer nowadays is ADDIE. This instructional design is developed by Rogers (2002). The ADDIE model contains five stages of development, namely the Analysis, Design, Development, Implementation, and Evaluation.

The first step of ADDIE model is started by Analysis. In this step, the researcher needs to define what is to be learned by identifying the needs of the learners. In this step, the researcher would also do a context analysis. Graves (2000, as cited in Widhiatama, 2016) states that by knowing the context of the
students, such as their characteristics, ages, and needs, would help the researcher to design the proper model for students.

The second step is Design which aims for setting up what material to be learned. However, in this step, the designed materials should contain the learning objectives, plans, assessment instruments, subject matters analysis, exercises, and instructions and also identify the learning material resources (Widhiatama, 2016). Furthermore, the other aims of design step are to achieve the measurable objectives and find out the instructional strategy which is going to be developed.

The next step of ADDIE model is Development. In this step, the develop phase builds on both the analysis and design phases. The aim of this step is to generate the lesson plans and materials. During this phase, the researcher decides and prepares the learning designed material which is in a form of programs and software. Therefore, in the end of this phase, the learning materials are ready to be implemented to the students.

The implementation is the fourth step of ADDIE model. This step deals with the delivery of the designed material instruction to the students. In this step, the researcher could present the instruction of the designed material and also, at the same time, collect some data which consists of users’ comments and feedback.

The last step is Evaluation. The Evaluation step measures the effectiveness and efficiency of the instruction. However, this step can be in the form of formative evaluation or summative evaluation. A formative evaluation purpose is to evaluate every step which has been taken before. However, the summative evaluation is the feedback from the user through an assessment or test. The feedbacks from the
users are used to revise the materials. The data from the users are considered as the tool to improve the materials quality. Figure 2.3 is the ADDIE model developed by Rogers (2002).

6. Previous Research

The researcher finds three studies related to this research. Two of the researchers discussed the use of Schoology in classes and the others discussed student engagement and integrated materials. First, Ardi (2017) analyzes how Schoology m-learning platform facilitates the students’ learning autonomy. He finds that students’ engagement is an essential issue in the implementation of learning management system. Second, Widhiatama (2016) designs supplementary reading materials which use ADDIE model (Roger, 2002) using Schoology. Third, Abas (2015) provides student engagement framework for virtual learning tools, which comprises teacher engagement, student engagement, cognitive engagement, and social engagement.
B. Theoretical Framework

This study tries to design an interested English material for class IX D of SMPN 2 Klaten in order to engage the students to learn English based on the ADDIE model (Roger, 2002) and student engagement framework (Abas, 2015). In designing a set of integrated English material using Schoology to boost students’ engagement, Rogers’ (2002) ADDIE model is used in the theoretical description. This model consists of Analysis, Design, Development, Implementation, and Evaluation. The researcher uses the theory of Roger (2002) to answer the first question of this research. This theory is a part of R & D cycle which is developed by Borg and Gall (2007).

In the process of designing the materials, the researcher uses the student engagement framework which is developed by Abas (2015) to support the Roger’s (2002) theory. The first step of ADDIE model is analysis. The analysis phase is used to identify the students’ needs. In this phase the researcher conducted a class observation and interview in order to collect the analysis data. After getting the analysis data, the next step is design phase. In the design phase, the researcher adds the student engagement framework from Abas (2015). There are four student engagement frameworks which are implemented in the design phase. The first is personal engagement, which is the students’ motivation, awareness, and intention to learn something in their school. The implementation of personal engagement is in a form of material videos, songs, pictures, and colors. The second element of student engagement framework is academic engagement. This means that the students can control their learning process by themselves. It is presented in a form
of Schoology application and its features which promote the students to learn by themselves. The third step is intellectual engagement which is the involvement of the students towards their learning process. The intellectual engagement is supported by Schoology features, namely the updates, comments, and assignments. The features allowed the students to communicate with the teacher or the other students. Lastly, the element of student engagement framework is social engagement. It is the ability of the students to enroll the diversity that they have and the interaction with the teacher or other students. It is provided in Schoology features, namely the updates and comments. Through updates and comments, the students can ask their teacher or the other students about the problem that they faced, or be they may answer the questions given by other students or teacher. Therefore, the next step of ADDIE, namely the development and implementation, can be done based on the analysis and design steps.

The design of Schoology is integrated with four language skills and some apps. There are several chapters using Schoology. Each of them contains the language skills and materials. The activity in each chapter is integrated with some apps, such as YouTube and Google, to create an interesting teaching learning process and engagement between the teacher and students. Abas (2015) states that the teachers should know the digital learning facilitation in order to teach the students because they are more likely to engage the world differently than the earlier generation did. Therefore, to engage the students, the researcher designs English materials using Schoology which can be combined using many apps. In this
research the use of Google platforms, YouTube videos, and Ms. Office platforms are utilized to support the designed materials.
CHAPTER III
RESEARCH METHODOLOGY

In this chapter, the researcher presents how the research was conducted. The researcher divides this chapter into five parts, namely the research method, research setting, research subjects, instruments and data gathering techniques, and data analysis techniques.

A. Research Method

This research focused on the development of integrated English materials using Schoology to boost student engagement. Therefore, ADDIE model by Rogers (2002), which comprises Analysis, Design, Development, Implementation, and Evaluation is used to design the material. This model is considered to be one of the appropriate guidelines to develop any educational products. However, the general framework of ADDIE model should be specified into a detailed and practical step. Since ADDIE was the part of R&D, in this research, ADDIE model was completed with the steps of Research and Development (R&D) by Borg and Gall (2007). The steps of R&D comprise seven steps. There are research and information collecting, planning, developing the preliminary form of products, preliminary field testing, main product revision, main field testing, and operational product revision.

The first step of R&D cycle was research and information collecting. This step was one of the parts to conduct analysis step in ADDIE model. In this step, the researcher used a survey to collect the information about the students’ needs and what the learning program would be in order to meet students’ needs.
Observation and interview were the instruments to collect the information of the students’ needs.

After the data was collected, the researcher came to the second step of R&D. The second step was planning. In this step, the researcher prepared and decided all of the steps needed to reach the goal of research and development. In addition, Borg and Gall (2007) state that the most important thing of planning step is to define the instructional goals with specific objectives to be achieved by the product. The objectives are to create the designed material and measure the effectiveness of the designed material.

The next step was building the preliminary form of the educational product. In this step, the development process of ADDIE began. Preparing the instructional materials was the first important phase of this step. The other important things were monitoring and quality checking to make sure the designed product was ready to be tested.

Furthermore, to verify the designed product, preliminary field testing was needed. This step was part of development in ADDIEs’ phase. The aim of this step is to obtain a qualitative evaluation of the new educational product (Borg & Gall, 2007). The instruments which were used in this research were observation, questionnaire, and interview. Three experts were chosen to validate the program. The experts were chosen by the researcher based on their experience on using e-learning in language teaching. In this step, the expected data would be in a form of opinion and feedback.
The data which was obtained in the preliminary field testing was used to improve the designed material in the main product revision step. Therefore, the feedback would be the main tool to revise and adjust the design based on the evaluation. This step is part of Development phases of ADDIE.

After the revision of the main product revision was done, the implementation step was begun. This part was also one of the parts of ADDIE phases. The revised product was applied in the real class or could be applied also outside the class setting. The students were expected to use the product and explore it using some instructions. This step is known as main field testing. In the end of this step, the students were given a questionnaire which contained some questions as the tool for gaining the feedback.

After getting the result of questionnaires, the next step was improving and revising the designed product. This step was called as operational product revision. After getting the result of operational product revision, the evaluation phase was conducted. Figure 3.1 is the combination of R&D cycle and ADDIE.

![Figure 3.1 The Combination Framework of R&D Cycle and ADDIE Model](image-url)
B. Research Setting

The research was conducted in SMP N 2 Klaten on 27 July 2017. SMP N 2 Klaten is one of the favorite junior high schools in Klaten regency. This school has a huge building with some facilities such as the library, language laboratory, clean environment, and internet connection. Although it has internet connection facility but based on my observation the facility has not been used optimally towards the teaching and learning process. This was the reason why the researcher chose this school was that the school facility is good enough and the teacher are familiar with technology in teaching and learning process. However, the teachers are confused to implement the use of technology in the real class. Therefore, the researcher wanted to introduce a designed material using Schoology to the teachers and students. The focus was on the design of the integrated English materials using Schoology to boost students’ engagement.

C. Research Subject

The research subjects were the teacher and the IX grade students of SMP N 2 Klaten. The researcher chose class IX because they would face a national examination which uses a Computer Based Test. Therefore, they would do tests or exercises in an online form. However, based on the observation the students said that they need an interesting learning media in order to make them engage in the teaching and learning process.

D. Instrument and Data Gathering Techniques

There were three instruments used in this research, namely observation, questionnaire, and interview.
1. Observation

Observation is a survey in a certain environment, such as classroom, office, or school in order to know the participants’ behavior and activity (Heigham & Croker, 2009). In addition, Cohen, Manion, and Morrison (2011) state that observation is looking and noting systematically on people’s behaviors. The advantage of using observation as a research instrument is that it offers an opportunity to gather data directly from natural situations. However, the observation in qualitative research was different from the observation in quantitative research. According to Borg and Gall (2007), observation in qualitative research is more critical because the focus is much wider and free to shift the researchers’ attention to new phenomena. The instrument of class observation can be seen in Table 3.1. The measurement of engagement level in the table was based on the engagement framework by Abas (2015). The action takes because the researcher wants to know the engagement level using the student engagement framework by Abas (2015). Moreover, the behavior level was based on the situation that may occur in the class. The level of engagement was a form of 5 scales, namely Poor (1), Fairs (2), Average (3), Good (4), and Excellent (5). The level of engagement was made by the researcher in order to make it easy to be calculated.
Table 3.1 Instrument of Observation

<table>
<thead>
<tr>
<th>No.</th>
<th>Behavior</th>
<th>Engagement Level</th>
<th>Student(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Speak English when asking or answering questions</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>2.</td>
<td>Chit-chat with the other students</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>3.</td>
<td>Passive</td>
<td>2</td>
<td>21</td>
</tr>
<tr>
<td>4.</td>
<td>Active</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>5.</td>
<td>Busy with themselves (playing pen, drawing, and etc.)</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>6.</td>
<td>Bored with the teaching and learning process</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>7.</td>
<td>Looking out of the class</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>8.</td>
<td>Doing the task in time</td>
<td>5</td>
<td>36</td>
</tr>
<tr>
<td>9.</td>
<td>Sleeping in the class</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>10.</td>
<td>Not giving their attention to the teacher explanation</td>
<td>3</td>
<td>8</td>
</tr>
</tbody>
</table>

The engagement level of the students shows how far the students engaged in the learning process. The scales 4 and 5 show that the students already engaged in the learning process. However, the scale 3 shows the doubtfulness of the students which meant the students did not really engage in the learning process. Moreover, scales 2 and 1 show that the students did not engage in the learning process.

2. Questionnaire

According to Cohen, Manion, and Morrison (2011), the questionnaire is a widely used and useful instrument for collecting survey information, providing structured, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze. Johnson and Christensen (2012) add that questionnaire is an instrument in the form of self-report data collections which are filled by research participants. Questionnaire can be used for a qualitative, quantitative, or mixed-method research.
There were two questionnaires in this research. The first was the questionnaire which is used to know the students’ perceptions after using the designed material. The second questionnaire was for expert validation. The questionnaire for gaining the students’ opinion was addressed to all of the students. The questionnaire for students is used to collect the result of students’ engagement using Schoology as the teaching and learning process tool. However, the questionnaire for expert validation was addressed to three instructors who had enough experience in using technology in the teaching and learning process. The questions in this questionnaire were based on some theories. The first was from 10 principles of a good e-learning model by Anderson and Cormick (2005). The second was from student engagement framework by Abas (2015), namely the personal engagement, academic engagement, intellectual engagement, and social engagement. Another theory was from four skills of language by Brown (2001). The last was the instructional system design by Roger (2003) which comprises analysis, design, development, implementation, and evaluation. The blueprint of the questionnaires are presented in Table 3.2 and Table 3.3.

The closed-ended questionnaire was used to get an information from the experts based on the main consideration of the design. There were 10 questions which based on some theories. The theories were about student engagement, integrated materials (four basic language skills), effective learning, school syllabus, and inclusion. The inclusion theories are used in order to know whether the organization of the materials were already well organized or not.
Table 3.2 Closed-Ended Questionnaire Blueprint for Expert’s Validation

<table>
<thead>
<tr>
<th>Theories</th>
<th>No.</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Match to the curriculum</td>
<td>1</td>
<td>The materials match with the syllabus</td>
</tr>
<tr>
<td>Student engagement frameworks</td>
<td>2</td>
<td>The materials help the learner to engage with the teaching and learning process</td>
</tr>
<tr>
<td>Inclusion</td>
<td>3</td>
<td>The material is suitable for junior high school students</td>
</tr>
<tr>
<td>Inclusion</td>
<td>4</td>
<td>The content of the materials are well organized</td>
</tr>
<tr>
<td>Inclusion</td>
<td>5</td>
<td>The instruction for each task is clear and understandable</td>
</tr>
<tr>
<td>Student engagement framework</td>
<td>6</td>
<td>Every exercises and assignment help the learners to engage with the designed material</td>
</tr>
<tr>
<td>Four basic language skills</td>
<td>7</td>
<td>The activities lead the learner to develop their four basic skills</td>
</tr>
<tr>
<td>Effective learning and Student engagement framework</td>
<td>8</td>
<td>The layout of the design can engage the students</td>
</tr>
<tr>
<td>Student engagement framework (Social engagement)</td>
<td>9</td>
<td>There is possibility of interactions between the learners to the teacher and the learners to the other learners</td>
</tr>
<tr>
<td>Effective learning and Student engagement framework</td>
<td>10</td>
<td>In overall, the designed material is well organized and can help the students to engage with the teaching learning process.</td>
</tr>
</tbody>
</table>

The open ended questionnaire was used to get an evaluation from the experts in a detailed way. In this questionnaire, the researcher used the phase in ADDIE model by Rogers (2002) to evaluate the design in detailed. The questionnaire aimed to gain the feedback from the experts in order to revise the design and develop it into a better designed material.

Table 3.3 Open-ended Questionnaire Blueprint for Expert’s Validation

<table>
<thead>
<tr>
<th>Theories</th>
<th>No.</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADDIE model (Evaluation)</td>
<td>1</td>
<td>What are the strengths of the designed material?</td>
</tr>
<tr>
<td>ADDIE model (Evaluation)</td>
<td>2</td>
<td>What are the weaknesses of the designed material?</td>
</tr>
<tr>
<td>ADDIE model (Evaluation)</td>
<td>3</td>
<td>What is your general comment after trying this designed material?</td>
</tr>
<tr>
<td>ADDIE model (Evaluation)</td>
<td>4</td>
<td>What should be improved in order to make the designed material better?</td>
</tr>
</tbody>
</table>
The other questionnaire was distributed to the students after they have tried the designed material using Schoology. The first question was in a form of a closed-ended question. The blueprint of closed-ended question is presented in Table 3.4. This questionnaire aimed to gain the feedback from the users or students in order to know their perceptions after trying the designed material.

Table 3.4 Closed-ended Questionnaire to Gain the Students Perception After Trying the Designed materials using Schoology

<table>
<thead>
<tr>
<th>Theories</th>
<th>No.</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ease to use</td>
<td>1</td>
<td>The Schoology designed material is easy to use</td>
</tr>
<tr>
<td>Effective learning</td>
<td>2</td>
<td>The Schoology designed material help you to learn English in a fun way</td>
</tr>
<tr>
<td>Student engagement framework</td>
<td>3</td>
<td>The exercises and assignments help you engage in learning English</td>
</tr>
<tr>
<td>Ease to use</td>
<td>4</td>
<td>The instruction for each task is clear and understandable</td>
</tr>
<tr>
<td>Student engagement framework</td>
<td>5</td>
<td>The Schoology designed material engage you to learn English</td>
</tr>
</tbody>
</table>

The other was open-ended questionnaire which allowed the students to evaluate the design by giving some comments based on their own perceptions. This could help the researcher to evaluate and develop the designed material easier. The blueprint of the open-ended questionnaire is presented in Table 3.5. In this phase the researcher wanted to gain the information depth from the students using the last ADDIE model theories that are evaluation.
Table 3.5 Open-ended Questionnaire to Gain the Students Perception After Trying the Designed materials using Schoology

<table>
<thead>
<tr>
<th>Theories</th>
<th>No.</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADDIE model (Evaluation)</td>
<td>1</td>
<td>What are the strengths of the designed material?</td>
</tr>
<tr>
<td>ADDIE model (Evaluation)</td>
<td>2</td>
<td>What are the weaknesses of the designed material?</td>
</tr>
<tr>
<td>ADDIE model (Evaluation)</td>
<td>3</td>
<td>What is your general comment after trying this designed material?</td>
</tr>
</tbody>
</table>

3. Interview

An interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard. The order of interview may be controlled while giving space for spontaneity, and the interviewer can get deeper information, not only for completing the answers but for responding about the complex and deep issues (Cohen, Manion, and Morrison, 2011). In addition, Borg and Gall (2007) define that an interview consists of oral questions which are asked by the interviewer and oral responses which are given by the interviewees. Using an interview, the researcher can investigate more details. The researcher also had the flexibility to explore more interesting and unexpected ideas which were given by the research subjects.

In this research, the researcher used an unstructured interview. The interview was in an open situation that could allow the researcher to explore what the research subjects actually felt. The researcher had more flexibility and freedom in the process of interview. The interview was conducted to some of the students in order to find both of the students’ perspective. The questions of the interview were based on some theories. The first theory was the learners’ attention to the teaching and learning that they have done by Keller (1987). It determines the students’
motivation of involving the teaching and learning process. The interview blueprint would be presented in Table 3.6.

<table>
<thead>
<tr>
<th>Theories</th>
<th>No.</th>
<th>Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keller, (1987). Learners attention</td>
<td>1</td>
<td>What difficulties do you find when you study English?</td>
</tr>
<tr>
<td>Brown, (2001). Four basic skills of language</td>
<td>2</td>
<td>What skills do you use when you study English?</td>
</tr>
<tr>
<td>Pittaway, (2012). Engagement</td>
<td>3</td>
<td>What can make you engage in learning English?</td>
</tr>
</tbody>
</table>

E. Data Analysis Techniques

In this study, the researcher analyzed the data that were gained from the research through the classroom observation, questionnaire, and interview. However, the researcher divided this section into three parts, namely the observation analysis, questionnaire analysis, and interview analysis.

1. Observation Analysis

The data from class observation were used as one of the main consideration in designing the material. The information collected from class observation was the students’ engagement level towards the teaching and learning process in the class.

2. Questionnaire Analysis

After getting the data from class observation, the researcher made two questionnaires which were used to validate the design in preliminary field testing phase and the students’ opinion after using the designed material. The first was aimed to validate the designed material based on experts’ opinions. The second questionnaire was to collect the students’ opinion after using the designed material. Both of the questionnaires were contained closed-ended and open ended questions.
The closed-ended questionnaire used the Likert scale which is developed by Best (2006). The measurement of the open-ended question was to collect the answer to a certain table. However, the measurement of the closed-ended questionnaire was in a form of score. The following measurement agreement is arranged from the least to the most:

<table>
<thead>
<tr>
<th>The Measurement Level</th>
<th>The Statement Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
</tr>
<tr>
<td>3</td>
<td>Neutral</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
</tr>
<tr>
<td>5</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

The total score was achieved by summing the whole score given by each participant. After getting the total score, the result score was achieved from the number of respondents who chose the statement (n), divided by the total of respondents in the class (ΣN), then the result would be multiplied by 100%. Furthermore, the researcher presented the result of the data in the form of percentage. The formula to get the percentage result is presented as follows:

\[
\text{Percentage} = \frac{n}{\Sigma N} \times 100\%
\]

Where:

- n : The number of respondents who chose the statement
- ΣN : The total number of respondents in the class
3. **Interview Analysis**

   The interview analysis was started by transcribing the oral information of the interview which was recorded before and reading all of the interview transcriptions carefully. The second step was questioning the statements given by the participants by using a question like “What does the meaning of the person talking about?”. The last step was categorizing all of answers.
CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

This chapter discusses the answers to the two research problems which are stated in Chapter I. This section is divided into two parts. The first part presents the step on how the integrated English material using Schoology to boost the students’ engagement for class IX students of SMP N 2 Klaten is designed. The second part presents the design of integrated English material using Schoology to boost students’ engagement for class IX students of SMP N 2 Klaten look like.

A. The Steps in Designing the Integrated English Materials

In order to answer the first question “How is the integrated English materials using Schoology to boost engagement for class IX of SMP N 2 Klaten designed?”, the steps that were used to design the material are discussed in this sub-section. This research used an instructional system design namely ADDIE which developed by Rogers (2002). The ADDIE model consists of five main steps, namely the (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation. The steps would be combined with some phases in R&D cycle, namely the developing preliminary field form of products, preliminary field testing, and main product revision. The design step in ADDIE model would be combined with the student engagement framework from Abas (2015).
1. Analysis

The first step is analysis. This part is used to find the students’ needs. The researcher used the class observation and interview to gain the information from the students. In the class observation phase, the researcher found that the students had a trouble to engage in learning English. The students were talking with their friends, some of them were just laying down their head on the table which meant they were bored, and the other students were looking outside of the window and did not focus to the teacher’s explanation. The result of the class observation, showed that the students did not engage yet with the learning process. The result became one of the indicators to design the material.

However, in order to get the students’ need the researcher decided to interview some of the students in the class. The interview was conducted to get in-depth information in relation with the students’ need. The questions of the interview were based on the engagement theory from Olson and Peterson (2015). They state that student engagement is the degree of student attention, curiosity, interest, optimism, and passion that student show when they are in the process of learning.

The first question was the students’ opinion about what difficulties that the students find when they study English. In this era, the students are tend to play with their gadget than study. Therefore, the researcher asked about the students’ difficulties when they study English. The results of the first interview questions were presented as follows:
Table 4.1 Students’ Difficulties in Learning English

<table>
<thead>
<tr>
<th>Question</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What difficulties do you find when you study English?</td>
<td>Do not now about the grammatical structures</td>
</tr>
<tr>
<td></td>
<td>Limited vocabulary mastery</td>
</tr>
<tr>
<td></td>
<td>Hard to remember the pattern of some tenses such as, past continues tense and future continuous tense</td>
</tr>
</tbody>
</table>

The findings were based on the summary that the researcher had done in the interview phase. Based on the findings, the students needed a set of materials which consisted of vocabulary mastery and grammar exercises. The students also needed some tenses materials which were hard to remember by themselves. The tenses were past continuous tense and future continuous tense.

The second interview question was about the strategies that the students used to study English. The researcher asked this question in order to find the suitable integrated designed materials for the students. The following table is the list of skills that the students used to study English.

Table 4.2 The Skills that Students Frequently Used to Study English

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What skills do you use when you study English?</td>
<td>Watching film with an English subtitle</td>
</tr>
<tr>
<td></td>
<td>Reading and looking for new vocabularies</td>
</tr>
<tr>
<td></td>
<td>Browsing on internet</td>
</tr>
<tr>
<td></td>
<td>Listening an English song</td>
</tr>
</tbody>
</table>

The result as seen in Table 4.2 was based on the students’ statements in the interview. From the result the researcher could know that the students did not use all of the language skills. There were two skills that the students used in studying English. The two skills were reading and listening skills, while speaking
and writing skills were unfamiliar for the students. Although there was a possibility that the teacher also used speaking and writing skills but the students did not realize when they answer the question.

The third interview question was about what can make the students engage in learning English. Based on the observation class results that the researcher had done, the students seemed to do everything they like than engage in the teaching and learning process. In addition, the result of the second interview question showed that the students tend to use listening and reading than writing and speaking skill.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What can make you engage in learning English?</td>
<td>Vocabulary list</td>
</tr>
<tr>
<td></td>
<td>Book and song</td>
</tr>
<tr>
<td></td>
<td>Make a conversation with other people from other places.</td>
</tr>
</tbody>
</table>

From the result above, it could be concluded that the students of class IX D need to have a vocabulary drills, song as an entertainment, and a conversation drills to practice the students’ speaking skill. The students’ needs were combined with the students’ needs based on the analysis phase and observation class. Therefore, the result of the interview and observation class would determine the designed material.

2. Design

The design phase was the planning step of ADDIE model in designing the integrated material to boost the students’ engagement in SMP N 2 Klaten. In this phase, the result of need analysis and the student engagement framework were used
as the main consideration to design the integrated English material for students in SMP N 2 Klaten. Based on the analysis result, the students of SMP N 2 Klaten needed the combination of vocabulary drills, tenses, song, and conversation practice. In addition, the result of interview showed that some of the students had a knowledge about the importance of learning English although some of them stated that they learnt English because it would be tested in the national examination. The students were considerably perforce to study English because of the national examination. The next, almost students did not know the skills that they used to study English. They frequently used two skills which were listening and reading. Therefore, the information would be the guideline to design the material that would be included in the design.

Furthermore, the student engagement framework from Abas (2015) also becomes the main consideration. There were four elements in the student engagement framework. The first was personal engagement that is the students’ motivation, intention, and awareness to learn something in their school. Therefore, in the design phase, the researcher added some material in a form of video and song. In each chapter, there would be a video which is presented the explanation of each topic in the chapter. Moreover, each chapter would have a vocabulary drills in a form of list of vocabulary and some blank lyrics of a song video clip. In addition, the researcher added some picture and color to make the design more interesting.

The second student engagement framework was academic engagement. In the academic engagement, the students can control their learning by themselves. The researcher used Schoology application and its features, such as comments,
quiz/exercises, and page. The utilized of the features in Schoology promotes students’ academic engagement.

The next was the intellectual engagement. The intellectual engagement element was the involvement of the students towards their learning process. Therefore, the researcher utilized the using of updates, comments, and assignments in Schoology features to boost the intellectual engagement of the students. The use of updates, comments, and assignments could increase the students’ involvement and communication in the teaching and learning process.

The last element of student engagement framework was the social engagement. The social engagement means that the students could enroll the diversity in the school environment and had a good social interaction both the students and teachers. The social engagement element presented in some features in Schoology, namely the updates, discussion, and comments. The features allowed the students to communicate and ask to the teachers or other students.

Moreover, the design was based on the school syllabus which is combined with the students’ needs. The material for vocabulary drills would be in a form of list which consisted of some vocabulary which were provided in each chapter. This section would be named as vocabulary corner. The vocabulary corner would consist of vocabulary test that contained new vocabulary from material in each chapter. The material could be from a handbook or Schoology material. However, the tenses material would be discussed as an introduction in some chapters. The tenses materials were also discussed deeper in the last chapter of section one lesson. In addition, as an entertainment, song material would be added after the students got
their tests. This material would not just about listen to the song but also fill some of the blank lyrics based on the original song. The song material would also be integrated with the vocabulary drill that presented new vocabulary for students. While the book material was the material of the teacher’s book that would be integrated to the material using Schoology.

The goal of this research was to engage the students to study English by integrating four language skills through Schoology. Therefore, the researcher integrating the materials in the real class with the materials in Schoology, which comprised four skills of language. In addition, the researcher made an organization of the designed material which integrated with the school syllabus as follows:

Table 4.4 The Organization of Designed Materials in Schoology and School Syllabus

<table>
<thead>
<tr>
<th>No.</th>
<th>Subject Contents</th>
<th>Designed material</th>
<th>School Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Expressing hope and wish and the difference of it, congratulating others, vocabulary corner.</td>
<td>Expressing hope and wish and the difference of it, congratulating others, vocabulary corner.</td>
<td>Expressing hope, and congratulating others who have got an achievement.</td>
</tr>
<tr>
<td>2</td>
<td>Agreement and disagreement, the difference between will and be going to, vocabulary corner.</td>
<td>Agreement and disagreement, the difference between will and be going to, vocabulary corner.</td>
<td>Agreement and disagreement.</td>
</tr>
<tr>
<td>3</td>
<td>Short functional text; Label, terms used in label information, vocabulary corner.</td>
<td>Short functional text; Label, terms used in label information, vocabulary corner.</td>
<td>Label information.</td>
</tr>
<tr>
<td>4</td>
<td>Procedure text, nominal phrase, conjunction, vocabulary corner.</td>
<td>Procedure text, nominal phrase, conjunction, vocabulary corner.</td>
<td>Procedure text</td>
</tr>
<tr>
<td>5</td>
<td>Present continuous, past continuous, future continuous, vocabulary corner.</td>
<td>Present continuous, past continuous, future continuous, vocabulary corner.</td>
<td>Tenses; Present continuous, past continuous, future continuous.</td>
</tr>
</tbody>
</table>

In the subject organization, the four skills were also included in that designed material organization so that the students studied all the language skills without recognizing it. Therefore, the students would not only concern on listening and reading skills but also the writing and speaking skills. In addition, Su (2007)
states that the four skills should be integrated or treated as interdependent elements because it would be used in the real communication life.

3. Development

The next step after planning the designed material was the development phase. In this phase, some of the R&D cycles were combined with ADDIE models. The cycles were developing a preliminary form of product and preliminary field testing which would be evaluated by some experts. After getting the feedback from the experts, the next step was main product revision as the phase that the designed material would be fixed.

4. Developing Preliminary Form of Product

In this phase, the 5 chapters that had been developed in the design phase were embedded in the features. Each chapter would comprise some materials which were based on the Schoology syllabus. The materials would be integrated with the four skills of language, namely speaking, listening, reading, and writing. The organization of the materials in the Schoology features and the syllabus would be presented as follows.
Table 4.5 The Organization of Materials, Schoology Features, and Language Skills

<table>
<thead>
<tr>
<th>Materials</th>
<th>Schoology Features</th>
<th>Language skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapters</td>
<td>Folders</td>
<td>Reading</td>
</tr>
<tr>
<td>Materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Page</td>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td>b. File/Link/External Tool (in a form of pictures and videos)</td>
<td>Listening, Writing</td>
<td></td>
</tr>
<tr>
<td>c. Discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercises</td>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td>a. Quiz/Test:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Multiple Choice</td>
<td></td>
<td>Listening</td>
</tr>
<tr>
<td>c. Short-Answer/Essay Question</td>
<td></td>
<td>Writing</td>
</tr>
<tr>
<td>d. Fill in the Blank</td>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td>e. Matching Assignment</td>
<td></td>
<td>Speaking, Writing</td>
</tr>
<tr>
<td>What did you get?</td>
<td>Discussion</td>
<td>Writing</td>
</tr>
<tr>
<td>Vocabulary Corner</td>
<td>a. Assignment</td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td>b. Exercise (in a form of video clips)</td>
<td>Listening</td>
</tr>
</tbody>
</table>

After organizing the materials, features of Schoology, and four language skills, the researcher describes the features of Schoology which were used in the designed material. The first Schoology feature which was used in this design was Folders feature. This feature was one of the parts of Material features. The folder feature was used to organize the materials, exercises, and discussion.

Figure 4.1 Folder Feature in Schoology

The folders that were used in the Schoology design contained some features that would be the main materials in this design. The first feature which supported the Folder feature was Page feature. This feature allowed the researcher to write sentences, add pictures, links, videos, and files to be the main materials. The example of Page display is presented as follows.
The second feature is File/Link/Extra Tool feature that allow the researcher to add a file in a form of Power point, Ms.word, Pdf, video, picture, and another file. In this feature, the researcher added some videos in each chapter that contained the materials in its chapter. Therefore, it would help the students to learn the materials in a form of reading the written material and video that is represented the listening skill. However, the students could either just view the video or download it in order to save the file in their gadget. The File/Link/Extra Tool display is presented as follows.

Figure 4.3 The File/Link/Extra Tool Feature
The third feature is Discussion feature which enables the students and the teacher to discuss the material which has been provided in the chapter. There were two sub-sections which were used the Discussion feature to provide the materials and interaction. Those sub-sections were materials in a form of video and picture and “what did you get?” sub-section. “What did you get?” sub-section provided a discussion about what the students got from the material that had been given before. It allowed an interaction between the teacher and the students and the students with the other students. The illustration of the Discussion display could be seen in Figure 4.4 and Figure 4.5.

![Figure 4.4 The Discussion Feature](image1)

![Figure 4.5 The Discussion Feature Applied in What Did You Get? Sub-Section.](image2)
After studying the materials, the students are expected to do exercises in order to know the students’ understanding about the materials that have been discussed before. Therefore, the “add test or quiz” section is used to present some exercises. This section would present some sub-sections that would help the teacher to give exercises to the students. The sub-sections were in a form of true or false, multiple choice, ordering, short-answer/essay question, fill in the blank, and matching. In this design, the researcher used some of the sub-sections in the “add test or quiz” section. One of them would be presented as follows.

---

**EXERCISE 1**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Settings</th>
<th>Preview</th>
<th>Results</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ Add Question</td>
<td>Options</td>
<td>10 questions · 10 pts</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>Listen to the birds. They _ (sing). Fill in the Blank: 1 pt</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Look at that one. It _ (fly) high in the sky. Fill in the Blank: 1 pt</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>The other bird _ (play) with a worm. Fill in the Blank: 1 pt</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>I feel happy because I _ (have) a good time here with my best friend. Fill in the Blank: 1 pt</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Ali’s uncle _ (have) fun with his new dog. Fill in the Blank: 1 pt</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*Figure 4.6 The Display of Exercise 1 in a Form of Fill in the Blank Feature.*

The teacher could also set the quiz or test using the settings feature. The other features are preview, results, and comments. The “Preview” feature is used to check the exercise that has been made before by doing the quiz or test like that would be faced by the students when the test is published. Next, the results feature is used to know the results of the students’ work. It presents the score that the
students get, the minutes that they need to do the test or quiz, and the detail of the students’ answer in each number. The last feature in this section is “Comment” which is used to organize the comments that the students and the teacher give in the exercise.

The researcher also utilized the “add test” or “quiz feature” to make a vocabulary exercises in vocabulary corner section. All of the vocabulary corner section had a sub-section called song lyrics. This sub-section contained a song which had incomplete lyrics which would be filled up by the students as a vocabulary exercises. The song lyrics sub-section in vocabulary corner looks like could be seen as follows.

![Figure 4.7 The Song Lyrics in Vocabulary Corner Section](image)

5. Preliminary Field Testing

After developing a preliminary form of product, the next phase is preliminary field testing. This step is a part of the evaluation in ADDIE model
phase. In this step, the design would be evaluated by some experts. The experts’ evaluation would be the main consideration for the researcher to know whether the design is appropriate and right for the target or not. It also helps the researcher to know the weaknesses of the design and the strength of it. The total of experts who validated the design were three experts. Two of them are from Sanata Dharma University and the other is the teacher who used the design. They were selected for their expertise and experience of using ICT for English language teaching and learning. In order to know their opinion about the design, the experts were given a questionnaire consisted of ten close-ended questions and four open-ended questions.

The close-ended questionnaire was in the form of scale. The researcher chose five scales of agreement in order to make it objective. The five agreements could be seen Table 4.6.

<table>
<thead>
<tr>
<th>Agreement Scale Point</th>
<th>Statement of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
</tr>
<tr>
<td>3</td>
<td>Doubt</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
</tr>
<tr>
<td>5</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

Table 4.6 presents the feedback of close-ended questions from the three experts who were chosen by the researcher based on their experience of teaching. The overview of experts response would be a consideration to revise and develop
the design. However, the layout of the questionnaire for expert would be presented in Appendix 01.

Table 4.7 The Overview of Experts’ Response

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Respondents</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The materials match with the syllabus</td>
<td>5 4 5</td>
<td>4.67</td>
</tr>
<tr>
<td>2.</td>
<td>The materials help the learners engage in learning English</td>
<td>4 4 4</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>The materials are suitable for class IX of junior high school</td>
<td>4 4 4</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>The content of the materials are well organized</td>
<td>5 4 4</td>
<td>4.33</td>
</tr>
<tr>
<td>5.</td>
<td>The instruction for each task are clear and understandable</td>
<td>3 3 3</td>
<td>3</td>
</tr>
<tr>
<td>6.</td>
<td>Every exercise and assignments help the learners to understand the topic well</td>
<td>4 3 4</td>
<td>3.67</td>
</tr>
<tr>
<td>7.</td>
<td>The activities lead the learner to develop their four basic skills</td>
<td>5 4 5</td>
<td>4.67</td>
</tr>
<tr>
<td>8.</td>
<td>The layout of the designed material is well arranged</td>
<td>4 4 5</td>
<td>4.33</td>
</tr>
<tr>
<td>9.</td>
<td>There is possibility of interactions between the learners to the teacher and the learners to the other learners</td>
<td>5 4 5</td>
<td>4.67</td>
</tr>
<tr>
<td>10.</td>
<td>In overall, the designed material is well organized</td>
<td>4 4 4</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Score 41.34

In order to count the close-ended question, the researcher used mean formula. Based on the formula from Best (2006), the mean could be achieved by dividing the total score with the number of participants. Then to achieve the total mean in each question would be divided by the numbers of the questions.

\[
\bar{X} = \frac{\sum X}{N}
\]

Mean: 41.34 / 10 = 4.134

\(\bar{X}\) : represents the result of mean score
\(\sum\) : represents the summation
\(X\) : represents the scores
\(N\) : represents the number of participants
The result of mean calculation was 4.134. The mean calculation showed that all of the experts agreed with the statements in the questionnaire. The results also showed that the designed materials were suitable for junior high school students. However, the design needed some improvements in some parts which would make the design better.

In order to find the parts which needed to be improved, the researcher provided open-ended questions. There were four questions which were provided in this part. The open-ended questions allowed the experts to give comments and suggestion. The first question was about the strength of the designed material according to the experts. All of the experts stated that the materials were organized really well. The materials already matched with the syllabus which was used by the school. The lesson given also accommodated the students to learn the four skills of language. They also gave a comment about the quizzes which were provided in the materials. Two of the experts believed that the given quizzes would help the students to understand the materials deeper. The designed material could attract the students to be more engaged in using the technology for educational purposes. The other strength was the size of the fonts used in all materials was eligible. The second question was about the weaknesses of designed materials. All of the experts mentioned that the grammar and spelling of the instruction should be checked again to make it clear. The instructions were then revised by the researcher. Furthermore, the experts also suggested finding another video which was suitable with the lesson in the song lyrics part. The third question was about the general comments from the experts on the design. All of the experts gave positive comments. The experts
said that the designed materials could be used as supplementary materials for students. The teacher could use it as a material for flipped classroom and the online material could be the resources for the students. The other comment was that the difficulty level of the materials match with the students’ grade. The last question was aimed to gain the experts’ suggestion on the designed materials improved. The experts suggested adding more pictures to make the learning more fun. However, they also suggested making the instructions clearer. The other suggested providing the reference under the video taken from YouTube. The summary of the feedback from the experts was presented in Appendix 02.

6. Main Product Revision

After getting the evaluation, feedback, and comments from the experts, the next phase was main product revision. In this phase, the researcher should make some changes on the designed materials based on the experts’ suggestion. There were some suggestions which the experts gave on the designed materials. The first suggestion was re-checking the instructions because there were some grammatical and spelling mistakes. The experts also gave a suggestion making the instruction simpler and clearer. It was changed by the researcher into clearer instructions. The following picture represents the screenshot of the instruction changes in Schoology application which is taken from mobile phone application.
The second revision which was given by the experts was the addition of more pictures and colors in the materials which might increase the students’ engagement in learning English. There were some pictures which were added to each material. The researcher looked for some pictures which were related to the topic. The following picture was the screenshot of the material changes in Schoology which taken from mobile phone application.

The third was about the video references taken from YouTube. The experts suggested adding the references in order to avoid plagiarism. Therefore, the researcher revised it and added the references and also the link of the video. The
video reference was attached to the video folder. The following picture showed the example of the video folder.

![Image of video reference](image)

**Figure 4.10 Video Sources Attachment**

The fourth was the assignment one in “Hope & Wish” chapter which had no submission or upload button on the task. The task was about asking the students to make a video record. The researcher revised the instructions for the task which ask the students to upload it to YouTube platform and share the link in the comments column.

![Assignment screenshot](image)

**Figure 4.11 The Instruction of Assignment 1 in Hope and Wish Chapter**
There were four main advices which were given by the experts in order to develop the designed materials. Most of the advice was about the content of the designed materials. This helped the researcher to develop the designed materials and make the students engage in the effective and enjoyable design. The content changes were about the instruction, grammar, and spelling which could make the students confuse to the material given. Therefore, the instruction was changed into the simple and clear one. The grammar and spelling were also revised by the researcher.

7. Implementation

The next phase was the implementation phase. This phase was the real implementation of the design product directly to the students. The researcher had already prepared the handbook for implementing the designed materials using Schoology to the English teacher of class IX D SMP N 2 Klaten. Before the design product was implemented, the researcher gave a tutorial to the students in the class on how to join and use the features in Schoology design product. The researcher also gave the teacher a handbook which can help the teacher to operate the designed materials. Figure 4.12 shows the teacher handbook.
After conducting a tutorial to the students and teachers, the researcher started to publish the designed materials one by one. The researcher designed five chapters which match with the school syllabus. The following picture showed the layout of the designed materials.

**Figure 4.13 The Layout of Schoology Designed materials**
Then, in order to gain the students’ opinion about the designed materials, the researcher gave them a questionnaire using Google Forms. However, the researcher used the “Updates” feature to gain the information from the students. Throughout this feature, all of the students would get a notification in their e-mail. The questionnaire for students is in Appendix 03.

![Figure 4.14 The Updates Feature](image)

After gaining the information from the students, the researcher analyzed the students’ responses by categorizing each answer based on the question given. The result of this questionnaire was considered as the main result of this research. The questionnaire was in a form Google Forms. The questionnaire consisted of five questions. Each question had five scales to be chosen, namely the strongly disagree, disagree, doubt, agree, and strongly agree. The students were expected to choose one of the scales in each question.

The first question was to investigate whether the design was easy to use for the level of junior high school students or not. Based on the data, 31 out of 36
students agreed that the Schoology designed materials was easy to use while the other five students were doubt that the designed materials was easy to use. The result of the first question showed that almost all the students agreed that the designed material was easy to use. It showed that the design was relevant for the level of junior high school students. It supported by Abas (2015) student engagement framework which aimed to engage the students with meaningful and relevant learning process.

The second question was about whether the designed materials helps the students to learn English in a fun way or not. This question was related to Abas (2015) student engagement framework which served the students with meaningful learning process. If the students felt that this Schoology designed materials was meaningful for them, it would help the students to achieve the fun atmosphere in the learning process. Based on the data getting from the students, 33 out of 36 students agreed that the designed materials helped them to learn English in a fun way. However, there were two students who choose doubt and one student choose disagree. From the data, the researcher could conclude that most of the students agreed that the Schoology designed materials helped them to learn English in a fun way.

The third question was related to the material content which became the main concern of this research. The main concern of this research was to engage the students with a different and fun way of learning. However, there was one more important thing which should be the main concern of this research that was the development of students’ knowledge. One of the ways to develop the students’
knowledge was giving them a drill in a form of exercises or assignment in order to know whether they get the knowledge or not. Based on the data 30 out of 36 students agreed that the given exercises and assignment helped them to understand the topic well. This data showed that most of the students were helped by the Schoology designed materials in understanding the material well.

The fourth question was related to the result of expert validation which suggested the researcher recheck the grammar and spelling of the instruction in each task and material. The questionnaire data showed that 28 out of 36 students agreed that the instruction for each task and material was clear enough and understandable. However, eight students answered “doubt”. It meant that most of the students understood with the given instruction.

The fifth question was about whether the Schoology designed materials engaged the students to learn English or not. The question aimed to know the students’ level of engagement in learning English. According to Kuh (2009) the students nowadays need an interesting media to make them engage in a learning process. Based on the questionnaire data, 34 out of 36 students agreed that the Schoology designed materials engaged them to learn English. On the other hand, the two other students answered doubt. The result of the fifth question was the Schoology designed materials engaged the students to learn English. The summary of the questionnaire for students is in Appendix 04.

8. Evaluation

The last phase of ADDIE model was evaluation. After getting the feedback from the students as a user and expert validators, the changes were made to improve
the Schoology designed materials. The main revision of this design was the addition of pictures and colors in each material. The addition of color and picture would improve the students’ engagement with the designed materials. The researcher added some colorful pictures and changed some words into colorful words in order to make the layout of the design more interesting and could engage the students to study English with the designed materials.

The revision of the exercises and assignments instruction were the second consideration after adding the colors and pictures. After rereading the instruction of exercises and assignments, the researcher found a lot of grammar and spelling mistakes which could make the students confused. The researcher tried to make it clearer and simpler than the first instruction. Therefore, the students could understand what the instruction meant.

**B. The Presentation of the Designed Materials**

This phase answers the second research question, namely “What does the design of an integrated English material using Schoology to boost engagement in SMP N 2 Klaten look like?”. The designed materials was developed through ADDIE model which consisted of some phases. The designed materials consisted of the material for class IX D of SMP N 2 Klaten which based on the syllabus. The detailed presentation is in Appendix 05.

The designed materials were in the form of online materials using Schoology. The designed materials could be accessed by accessing Schoology.com. After getting the Schoology home page, the students could register as a student and then sign up to the Schoology course by adding the access code of it. Therefore,
nobody could access the course except they had the access code. After that, the students would be entering the home page of the course.

![Figure 4.15 The Home Page of General English Course: Section 1](image)

**1. Presentation of Each Chapter**

There were five main chapters which had at least two sub-chapters in each chapter. The presentation of each chapter was arranged based on the syllabus which was implemented in the designed materials. The five chapters would be presented as follows.

**a. Chapter I**

The first chapter was Chapter I which consisted of three sub-chapters, namely “Hope vs. Wish”, “Congratulating Others”, and “Vocabulary Corner”. Figure 4.16 is the representation of Chapter I.
Figure 4.16 The Display of Chapter I

The guideline to conduct the teaching and learning process using this design are presented as follows:

1. **Hope and Wish**
   a. The first step that should be taken is opening the “Hope and Wish” section. Then the teacher would find five sub-sections which would be presented as follows.

Figure 4.17 Hope and Wish Sub-section
b. When the “Hope vs. Wish” section opened, the teaching-learning process can be started by opening the material in “Hope vs. Wish” sub-section.

c. When the Hope vs. Wish sub-section has already read, the teacher may ask the students to open Hope vs. Wish video in order to get a deeper understanding.

d. After watching the video the teacher and the students can have a discussion in “What Did You Get” sub-section. This section allows an interaction between the teacher and students.

e. Next, the students are asked to do exercises 1 and 2 in order to check their understanding of the material.

f. The last phase in this section is assignment 1. This sub-section is used to be the homework for the students. The students are expected to make a conversation which consists of 5 hope and wish sentences in each.

2. Congratulating Others

a. The first step is opening the “Congratulating Others” section and starting the lesson by giving some information or example about how to congratulate other people.
b. Then the teacher will find “Congratulating Others” sub-section which is the explanation of how to congratulate others, the example, and also compliment and gratitude explanation.

c. After the students read the first section, they are asked to watch a video that will give them explanation and example on how to congratulate other people. This sub-section allows the students to get a deeper understanding by hearing the explanation and examples from native speakers.

d. The next step is What Did You Get sub-section. This step allows an interaction between the teacher and students and checks the students’ opinion about the material that has been studied before.

e. Exercise 1 is used in order to check the students’ understanding of the materials. After that, Exercise 2 is the practice for the students to make a conversation with some topic which has been determined before. Then, the students will present their work in front of the class.
f. The assignment 1 is used to practice the students’ creativity with making a greeting card with the topic that has been determined before.

3. Vocabulary Corner

a. This section comprises two sub-sections which are vocabulary corner and song lyric. The first sub-section is vocabulary corner which consists of some vocabulary that are used in chapter I.

b. The second sub-chapter is the reward of the students who have done all of the chapter I section. This sub-section will present a song with its lyrics, but there will be a little bit exercise to fill in some of the blank lyrics. The author suggests that this sub-section should be repeated two or three times. The picture below represents the song lyrics sub-section.

![Figure 4.19 The Song Lyrics Part in Vocabulary Sub-section](image-url)
b. Chapter II

Chapter II consists of three sections which comprised of Agreement & Disagreement, Will and Be Going To, and Vocabulary Corner. The teaching and learning process was expected to discuss about agreement and disagreement. However the Will and Be Going To sub-section would presents how to use both of will or be going to. It could help the students to form the sentences of agreement and disagreement. The following picture shows the preview of Chapter II.

![Figure 4.20 The Display of Chapter II](image)

The guideline to conduct the teaching and learning process using this design would be presented as follows:

1. Agreement & Disagreement

a. The first step to conduct teaching and learning process using this section is opening the agreement & disagreement folder then the teacher will find five sub-sections. The five sub-section will be the main materials of Agreement and Disagreement section. It consists of Agreement and Disagreement in a form of
written material, “Agreement and Disagreement” in a form of video which could help the students to give an alternative way of study, “What Did You Get” which is the discussion of what the students get based on the material given, and the other are exercises to help them practice the knowledge that they got in this chapter.

Figure 4.21 Agreement & Disagreement Sub-section

b. The second step is opening the Agreement & Disagreement sub-section which is the main material of this section.

c. After reading the material, teacher and students are expected to watch Agreement and Disagreement discussion in the second sub-section. There will be a video which represents the example of agreement and disagreement
conversation. In this section, the author gives the video subtitle as if the students need it.

d. Then, after the students get all of the material, the students are expected to answer the questions in What Did You Get sub-section in a brief sentence in order to know whether they are already understand the material or not.

e. The next step is some exercises to check the students understanding. The first is exercise 1, this exercise gives some agreement and disagreement statements and the students are asked to match up whether it is agreement or disagreement statements. The second exercise is defining the expression whether it is agreement or disagreement in the form of multiple choice. The last exercise in this section is about making a conversation in group and the students are expected to perform it in the next day.

2. Will and Be Going To

a. The first step after opening this section is “Will and Be Going To” sub-section. This sub-section tells about how to use will and be going to and its examples.

b. Then, the second sub-section is here we come with the differences between will and be going to which discuss about how to use will and be going to properly.

c. The next sub-section is What Did You Get? this sub-section asks the students to tell about what they have got from the materials that have been studied in this section in brief sentences.

d. The last sub-section is the exercise. This sub-section is used to check the students’ understanding of the material that has been given before. The students
are expected to fill the blank word in the sentences with Will or Be Going To form.

3. Vocabulary Corner

This section comprises two sub-sections, namely the vocabulary corner and song lyric. The first sub-section is vocabulary corner which consists of some vocabulary used in Chapter II. The second sub-chapter is the reward of the students who have done all of the Chapter II section. This sub-section will present a song with its lyrics, but there will be a little bit exercise to fill in some of the blank lyrics. The author suggests that this sub-section should be repeated two or three times. The picture below represents the song lyrics sub-section.

![Figure 4.22 The Song Lyrics Part in Vocabulary Sub-section](image)

c. Chapter III

The next chapter is Chapter III which consists of two major sections, namely the Short Functional Label and Vocabulary Corner. It presents short functional text especially label of product. The picture below shows Chapter III preview.
The guideline for conducting an English teaching and learning process using this design would be presented as follows:

1. **Short Functional Text Label**

   a. The first step is opening the Short Functional Text Label folder and the teacher will find seven sub-sections which will be the parts of this section.

   b. In the beginning of this section, the teacher could find the material in label information sub-chapter. This sub-section gives the definition and examples of label information especially nutrition fact.

   c. The second sub-chapter will give information about the list of terms that are usually used in nutrition fact label.

   d. After that, the students are expected to watch a video about how to read a nutrition fact in a correct way.

<table>
<thead>
<tr>
<th>SHORT FUNCTIONAL TEXT; LABEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Label Information</td>
</tr>
<tr>
<td>List of Terms Usually Used in Nutrition Label</td>
</tr>
<tr>
<td>How to read a nutrition fact (simple DIET you should know) :)</td>
</tr>
<tr>
<td>What Did You Get? :)</td>
</tr>
<tr>
<td>EXERCISE 1</td>
</tr>
<tr>
<td>ASSIGNMENT 1</td>
</tr>
<tr>
<td>ASSIGNMENT 2</td>
</tr>
<tr>
<td>VOCABULARY CORNER</td>
</tr>
<tr>
<td>vocabulary corner</td>
</tr>
<tr>
<td>Song lyric :)</td>
</tr>
</tbody>
</table>
e. Then, the students are asked to give comments in “what did you get?” sub-section in order to know how far the students understand the material that has been given before.

f. The next are exercises and assignments. The sub-sections are used to give practices to the students.

2. Vocabulary Corner

This section comprises two sub-sections, namely the vocabulary corner and song lyrics. The first sub-section is vocabulary corner which consists of some vocabularies that used in Chapter III. The second sub-chapter is the reward of the students who have done all of the Chapter III section. This sub-section will present a song with its lyrics, but there will be a little bit exercise to fill in some of the blank lyrics. The author suggests that this sub-section should be repeated two or three times.

d. Chapter IV

Furthermore, the next chapter is Chapter IV which comprises three major sections that are Procedure Text, Conjunction, and Vocabulary Corner. The Chapter IV will discuss procedure text as the main material. However, the conjunction section will help the students to formulate a good procedure text. The picture below shows the layout of Chapter IV.
Figure 4.24 The Display of Chapter IV

The guideline for conducting English teaching and learning process using this design is presented as follows:

1. **Procedure Text**
   a. The first step is the material about procedure text. There the teacher will find the definition, language features, generic structure, and the purpose of procedure text.
   b. After reading the material, the students are asked to watch a video about procedure text. The video is the example of procedure which talks about how to make a milk coffee.
   c. Then, the students are asked to give comments in “what did you get?” sub-section in order to know how far the students understand the material that has been given before.
   d. The next sub-section is the exercise one which is used to know how far the students know about the material that has been studied before.
e. The last sub-section is used to practice the students’ knowledge in a real task. The students have to make a video of procedure text which is made by themselves. Therefore, this assignment gives them a chance to implement their knowledge in the real life.

2. **Conjunction**

a. The first step of this section is the types of conjunction. This sub-section gives a material about the definition of conjunction and the variation of it.

b. The second step is the summary of conjunction types. In this sub-section, the teacher will find all of the material which the first sub-section provides in a form of table. This material will help the students to memorize and understand the material.

c. The last material in this section is a discussion about what the students have learned before and this sub-section will be the tool for knowing the students mastery of the material.

3. **Vocabulary Corner**

This section comprises of two sub-sections which are vocabulary corner and song lyrics. The first sub-section is vocabulary corner which consists of some vocabulary that are used in chapter IV. The second sub-chapter is the reward of the students who have done all of the chapter IV section. This sub-section will present a song with its lyrics, but there will be a little bit exercise to fill in some of the blank lyrics. The author suggests that this sub-section should be repeated two or three times.
e. Chapter V

The last chapter consists of four major section and two discussion section.

The picture below represents the chapter V looks like.

![Figure 4.25 The Display of Chapter V](image)

The guideline for conducting English teaching and learning process using this design would be presented as follows:

1. Continuous/Progressive Tense

   a. In this section, the teacher will find a material in a form of video. The material of the video is about how to learn continuous/progressive tenses in an easy way.

2. Present Continuous Tense

   a. This section will discuss present continuous tense in detail. The teacher will find the explanation of present continuous, the use of present continuous, and its examples.
b. The second phase of this section is the exercise of present continuous tense. This sub-section is used to measure the students’ knowledge about the material that has been studied before.

3. **Past Continuous Tense**
   
a. This section discusses past continuous in a detail explanation. This sub-section also provides how to use and the examples of past continuous tenses.

b. The next sub-section is the exercise of past continuous tense. This phase is used to know the students’ knowledge of the material that already studied before.

4. **Future Continuous Tense**
   
a. The first sub-section is the explanation of future continuous tense. In this sub-material, the teacher will find the form of future continuous with “will” and “be going to”. Not only about the form of future continuous with “will” and “be going to” but also how to use the future continuous tense.

b. The last sub-section in future continuous tense section is exercise to enhance the students’ knowledge. This exercise also be a measurement of students’ mastery of the materials that have been given before.

5. **Vocabulary Corner**
   
   This section comprises two sub-sections, namely the vocabulary corner and song lyrics. The first sub-section is vocabulary corner which consists of some vocabulary that are used in chapter V. The second sub-chapter is the reward of the students who have done all of the chapter V section. This sub-section would present a song with its lyrics, but there will be a little bit exercise to fill in some of
the blank lyrics. The author suggests that this sub-section should be repeated two or three times.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the researcher present two sections. The first section is the conclusions of this research. The conclusions cover the answers to the research questions. Meanwhile, the second section is about the recommendations for the teacher and future researchers who have the same concern on the study.

A. Conclusions

The study aims to design an integrated English material using Schoology to boost the students engagement. In order to reach the goals of the design the researcher provides two research questions. The first question was how the integrated English materials using Schoology to boost students’ engagement in SMP N 2 Klaten are designed. The second question was how the design of the integrated English to boost students’ engagement in SMP N 2 Klaten looks like. The answers to the questions were presented as follows.

1. The Process of Designing an Integrated Material Using Schoology Application

The researcher used two main theories in designing the integrated English material to boost the students’ engagement using Schoology application. The theories were ADDIE model by Rogers (2002) and the student engagement framework from Abas (2015). Actually the ADDIE model by Rogers (2002) was the abridgement of R&D cycle by Borg and Gall (2007). Therefore, in this research some of the R&D cycles were combined with the ADDIE model. The cycle used
were developing preliminary field form of products, preliminary field testing, and main product revision.

The researcher used ADDIE model as the main step in designing the integrated material. The steps which were used by the researcher were the analysis, design, development, implementation, and evaluation. In the development step, the researcher added some steps from R&D cycle. The steps were the developing preliminary form of product, preliminary field testing, and main product revision. Furthermore, the exercises and the assignment were made based on the school syllabus and students’ need analysis which were the part of analysis in ADDIE model.

The student engagement framework was implemented in the design phase of ADDIE model. There were four student engagement frameworks which were implemented in the design phase. The first was the personal engagement. This element was the students’ motivation, awareness, and intention to learn something in their school. The personal engagement was implemented in a form of material videos, songs, pictures, and colors. The second element of the student engagement framework was the academic engagement. This means that the students could control their learning by themselves. It is presented in a form of Schoology application and its features which promotes the students to learn by themselves. The third was the intellectual engagement. This was the involvement of the students towards their learning process. It is supported by Schoology’s updates, comments, and assignments features. The features allowed the students to communicate with the teachers or the other students. Lastly, the element of student engagement
framework was the social engagement. The social engagement was the ability of the students to enroll the diversity that they have and the interaction with the teachers or other students. It provided in Schoology features, namely the updates and comments. Through updates and comments the students could ask their teachers or the other students about the problem that they faced, or it might be they answer the question given by another students or teachers.

The result of preliminary field testing showed that the experts’ agreement mean was 4.134. It meant that all of the experts agreed that the designed materials was good enough. However, the designed materials still needed some revision in some parts which had been suggested by the experts.

2. The Result of Integrated English Materials Using Schoology Application

The designed materials consisted of five chapters. The first chapter consisted of the “Hope and Wish”, “Congratulating Others”, and “Vocabulary Corner”. Then, in chapter II there were “Agreement and Disagreement”, “Will and Be Going To”, and “Vocabulary Corner”. Furthermore, the chapter III comprised of “Short Functional Text; Label” and “Vocabulary Corner”. The next chapter comprised of “Procedure Text” and “Vocabulary Corner”. The last chapter consisted of “Present Continuous Tense”, “Past Continuous Tense”, “Future Continuous Tense”, and “Vocabulary Corner”.

In each chapters there would be four elements of the student engagement framework, namely the personal engagement, academic engagement, intellectual engagement, and social engagement. The designed materials could boost the students’ engagement through the four student engagement framework. The first
was the personal engagement, it had been implemented in the material in a form of videos, pictures, colors, and songs. This could help the students to boost students’ motivation, awareness, and intention to learn something in their school. The second was the academic engagement, which focuses on the students who could control their learning by themselves. By using the Schoology applications and its features the students could control their learning by themselves. The third was the intellectual engagement, this was the involvement of the students towards their learning process. It supported by Schoology with updates, comments, and assignments features. The features allowed the students to communicate with the teacher or the other students. Lastly, the element of the student engagement framework was social engagement. The social engagement was the ability of the students to enroll the diversity that they have and the interaction with the teachers or other students. It provided in the Schoology features, namely the updates and comments. Through the updates and comments the students could ask their teachers or the other students about the problem that they faced, or it might be the answer of the question given by another students or teacher.

B. Recommendations

The researcher has two recommendations for teachers who want to use the designed materials and future researchers who have the same concern with this research. The recommendations are related to the use of the designed materials and the continuity of this study which has the same concern in utilizing technology for education.
1. Teachers

For the teachers who want to use the designed materials as the tool in teaching and learning process, the researcher suggests that they use the Schoology Teacher Handbook given by the researcher. The handbook consists of the explanations on how to use the designed materials in a detailed way. The researcher also recommends the teachers to add some materials or edit them in order to fit the students’ needs.

2. Future Researchers

For the future researchers, who has the same concern with the designed materials, the researcher recommends to prepare any technical problems which are possible to occur. This is very important because if there is a problem and the teacher cannot fix it, the students would lose their interest and motivation in using the designed materials. The second recommendation is trying to find another application or software which could attract or engage the students to learn and involve in the design activity.
REFERENCES


APPENDICES
APPENDIX 01
The Questionnaire for Experts
Questionnaire for Designed Materials Evaluation

Nowadays, the technology development gives influences to the development of education in a form of giving information and space to study without boundaries. That’s why I decided to work on my bachelor degree thesis entitled Designing an Integrated English Materials using Schoology to Boost Students’ Engagement for Class IX D SMP N 2 Klaten. The observation and need analysis which have been done before shows that the students does not engage in the learning process. They said that they prefer to do anything such as playing their pen, looking outside the window, and drawing something in their book. The purpose of this research is to engage the students to learn English with the integrated English designed material using Schoology.

The topics of integrated English materials in Schoology were chosen based on the school syllabus and the students’ need. However, the designed materials is not only the material which given to the students but the classroom teacher also collaborates it with the English handbook that they have used before. In addition, the designed material in Schoology is an integrated material which contain four language skills namely the listening, speaking, writing, and reading.

In order to complete this research design, I need your help to evaluate the designed material that I have developed. Therefore, I have some questions in a form of questionnaire sheets. The questionnaire is divided into two sections. The first section is about your opinion on the materials which is provided in Schoology. In this section there would be five scales and you may choose it based on your own opinion. The second section is a section which aims to know about your comments and suggestion about the design product. This section is used to revise, evaluate, and develop the integrated English designed material.

I am very thankful that you are considering this letter. I look forward to hearing the response form you soon.

Regards,

Septian Hanung Dwi Atmoko

Attachments:
1. A tutorial on how to join Schoology class.
2. Guideline for teacher.
3. The school syllabus.
4. Questionnaire sheets
## Identities

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<thead>
<tr>
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<tr>
<td>Sex</td>
<td></td>
</tr>
<tr>
<td>Degree</td>
<td></td>
</tr>
<tr>
<td>Teaching Experience</td>
<td></td>
</tr>
</tbody>
</table>

### A. Closed Questions

Please give a (X) sign on the degree of agreement that best represent your position on the statement below:

1. Strongly Disagree
2. Disagree
3. Doubt
4. Agree
5. Strongly Agree

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<th>No.</th>
<th>Statements</th>
<th>Score</th>
</tr>
</thead>
<tbody>
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<td>1</td>
<td>The materials match with the syllabus</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2</td>
<td>The materials help the learner to engage with the teaching and learning process</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The materials are suitable for junior high school students</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The content of the materials are well organized</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The instruction for each task is clear and understandable</td>
<td></td>
</tr>
<tr>
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<td>The activities lead the learner to develop their four basic skills</td>
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<td>There is possibility of interactions between the learners to the teacher and the learners to the other learners</td>
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<td>In overall, the designed material is well organized and can help the students to engage with the teaching learning process.</td>
<td></td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
B. Open Questions
1. What are the strengths of the designed materials?

2. What are the weaknesses of the designed materials?

3. What is your general comment after trying this designed materials?

4. What should be improved in order to make the designed material better?
APPENDIX 02

The Feedback from Experts Questionnaire
Questionnaire for Designed Materials Evaluation

Nowadays, the technology development gives influences to the development of education in a form of giving information and space to study without boundaries. That’s why I decided to work on my bachelor degree thesis entitled Designing an Integrated English Materials using Schoology to Boost Students’ Engagement for Class IX E SMP N 2 Klaten. The observation and need analysis which have been done before shows that the students does not engage in the learning process. They said that they prefer to do anything such as playing their pen, looking outside the window, and drawing something in their book. The purpose of this research is to engage the students to learn English with the integrated English designed material using Schoology.

The topics of integrated English materials in Schoology were chosen based on the school syllabus and the students’ need. However, the designed materials is not only the material which given to the students but the classroom teacher also collaborates it with the English handbook that they have used before. In addition, the designed material in Schoology is an integrated material which contain four language skills namely the listening, speaking, writing, and reading.

In order to complete this research design, I need your help to evaluate the designed material that I have developed. Therefore, I have some questions in a form of questionnaire sheets. The questionnaire is divided into two sections. The first section is about your opinion on the materials which is provided in Schoology. In this section there would be five scales and you may choose it based on your own opinion. The second section is a section which aims to know about your comments and suggestion about the design product. This section is used to revise, evaluate, and develop the integrated English designed material.

I am very thankful that you are considering this letter. I look forward to hearing the response form you soon.

Regards,

Septian Hanung Dwi Atmoko

Attachments:
1. A tutorial on how to join Schoology class.
2. Guideline for teacher.
3. The school syllabus.
4. Questionnaire sheets
**Identities**
Name : Daniel Ari Widhiatama (R1)
Sex : Male
Degree : S2
Teaching Experience : 7 years

A. Closed Questions

Please give a (X) sign on the degree of agreement that best represent your position on the statement below:
1. Strongly Disagree
2. Disagree
3. Doubt
4. Agree
5. Strongly Agree

<table>
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<tr>
<th>No.</th>
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<td></td>
</tr>
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</table>
B. Open Questions

1. What are the strengths of the designed materials?
   - Congratulations, Hanung! The materials you presented are well arranged.
   - The two lessons already follow the same presentation order. It also accommodates the four language skills learning.
   - The time-based tasks make learning more challenging.
   - I believe that the quizzes would help students' understanding after learning from the previous explanations.
   - The size of the fonts make all the materials eligible. Great job!

2. What are the weaknesses of the designed materials?
   - I guess you need to recheck the instructions especially its grammar and spelling. Examples:
     a. Please make a conversation of congratulating someone.
     b. Choose one of the topic below and start make a conversation with your friend:
     c. Please make a congratulation card for everyone you like based on situations below:
        1. Rina is your best friend and she win the science competition.
        2. Acel is obtain a scholarship from government. She is your classmate.
        Thanks. I hope Tita like it too.
     d. Here we have some vocabularies in this chapter. plase translate it into Indonesian.
        - I could not find the relation between the song by Imagine Dragon with the lesson to learn. Can we find any phrases which match with the lesson?
        - You can provide a real cut of a movie when the actors make such expressions. It would provide a real example (authentic).

3. What is your general comment after trying this designed materials?
   - This learning model can be used as supplementary materials for students.
   - The teacher can implement flipped classroom and these materials would be good resources for students.
   - The difficulty level of the materials match with the grade of the students.

4. What should be improved in order to make the designed material better?
   - You can provide more pictures to make the learning more fun.
• You can provide more vocabulary learning and exercises.
• Make the instructions clearer!
• Don't forget to provide the reference under the videos taken from Youtube.
• I would recommend you to make the best use of Snag-it application to capture a title of an exercise written using Ms. Publisher to make the page a bit more sophisticated as follows:

![Vocabulary Learning Example]

• Vocabulary learning would be more appropriate if it was included in each lesson. Hence, it would not be separated as a single lesson.
Nowadays, the technology development gives influences to the development of education in a form of giving information and space to study without boundaries. That’s why I decided to work on my bachelor degree thesis entitled Designing an Integrated English Materials using Schoology to Boost Students’ Engagement for Class IX D SMP N 2 Klaten. The observation and need analysis which have been done before shows that the students does not engage in the learning process. They said that they prefer to do anything such as playing their pen, looking outside the window, and drawing something in their book. The purpose of this research is to engage the students to learn English with the integrated English designed material using Schoology.

The topics of integrated English materials in Schoology were chosen based on the school syllabus and the students’ need. However, the designed materials is not only the material which given to the students but the classroom teacher also collaborates it with the English handbook that they have used before. In addition, the designed material in Schoology is an integrated material which contain four language skills namely the listening, speaking, writing, and reading.

In order to complete this research design, I need your help to evaluate the designed material that I have developed. Therefore, I have some questions in a form of questionnaire sheets. The questionnaire is divided into two sections. The first section is about your opinion on the materials which is provided in Schoology. In this section there would be five scales and you may choose it based on your own opinion. The second section is a section which aims to know about your comments and suggestion about the design product. This section is used to revise, evaluate, and develop the integrated English designed material.

I am very thankful that you are considering this letter. I look forward to hearing the response form you soon.

Regards,

Septian Hanung Dwi Atmoko

Attachments:
1. A tutorial on how to join Schoology class.
2. Guideline for teacher.
3. The school syllabus.
4. Questionnaire sheets
**Identities**

Name : Patricia Angelina Lasut (R2)  
Sex : Female  
Degree : S1  
Teaching Experience : 8 years

A. Closed Questions

Please give a (X) sign on the degree of agreement that best represent your position on the statement below:

1. Strongly Disagree  
2. Disagree  
3. Doubt  
4. Agree  
5. Strongly Agree

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<td>X</td>
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</table>
B. Open Questions

1. What are the strengths of the designed materials?
   - The topics are organized really well.
   - Easy to locate the topics that we want to study.
   - This can attract the students to be more engaged on using technology for education purpose.

2. What are the weaknesses of the designed materials?
   - There is no logical flow between the topics that are learned with the exercises. (ex: hope vs wish with exercise 1)
   - No upload button for assignment 1 in which you ask them to record a video.

3. What is your general comment after trying this designed materials?
   - The layout is okay, but it will be better if you can add more colors / pictures so that the webpage doesn’t look too plain.
   - The materials can be studied quite easily because they are well-organized.

4. What should be improved in order to make the designed material better?
   - Grammatical mistakes in the instructions as well as the designed materials.
   - Spelling mistakes in the instructions.
Questionnaire for Designed Materials Evaluation

Nowadays, the technology development gives influences to the development of education in a form of giving information and space to study without boundaries. That’s why I decided to work on my bachelor degree thesis entitled *Designing an Integrated English Materials using Schoology to Boost Students’ Engagement for Class IX D SMP N 2 Klaten*. The observation and need analysis which have been done before shows that the students does not engage in the learning process. They said that they prefer to do anything such as playing their pen, looking outside the window, and drawing something in their book. The purpose of this research is to engage the students to learn English with the integrated English designed material using Schoology.

The topics of integrated English materials in Schoology were chosen based on the school syllabus and the students’ need. However, the designed materials is not only the material which given to the students but the classroom teacher also collaborates it with the English handbook that they have used before. In addition, the designed material in Schoology is an integrated material which contain four language skills namely the listening, speaking, writing, and reading.

In order to complete this research design, I need your help to evaluate the designed material that I have developed. Therefore, I have some questions in a form of questionnaire sheets. The questionnaire is divided into two sections. The first section is about your opinion on the materials which is provided in Schoology. In this section there would be five scales and you may choose it based on your own opinion. The second section is a section which aims to know about your comments and suggestion about the design product. This section is used to revise, evaluate, and develop the integrated English designed material.

I am very thankful that you are considering this letter. I look forward to hearing the response form you soon.

Regards,

Septian Hanung Dwi Atmoko

Attachments:
1. A tutorial on how to join Schoology class.
2. Guideline for teacher.
3. The school syllabus.
4. Questionnaire sheets
Identities

Name: Dra. Ch. Rusmini (R3)
Sex: Female
Degree: S1
Teaching Experience: 27 years

A. Closed Questions

Please give a (X) sign on the degree of agreement that best represent your position on the statement below:

1. Strongly Disagree
2. Disagree
3. Doubt
4. Agree
5. Strongly Agree

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<td>X</td>
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</table>
B. Open Questions

1. What are the strengths of the designed materials?
   - The materials are organized well and it easy to use. (as a teacher)
   - It can improve the students’ interest of learning English.
   - The exercises and assignment given will help the students’ understanding about the material.

2. What are the weaknesses of the designed materials?
   - Please recheck the grammar and spelling both in the instruction and material!
   - the layout of the design is plain. It could decrease the students’ interest on using the design.

3. What is your general comment after trying this designed materials?
   - The designed material can be used as an alternative way of learning instead of the real teaching and learning in the class.
   - This design could be used easily.

4. What should be improved in order to make the designed material better?
   - grammatical mistakes
   - provide more picture and color in the material
APPENDIX 03

The Layout of Questionnaire for Students
Questionnaire of Students' Opinion in Using English Learning Materials on Schoology

Dear Respondents,

Nowadays, the technology development gives influences to the development of education in a form of giving information and space to study without boundaries. That's why I decided to work on my bachelor degree thesis entitled Designing an Integrated English Materials on Schoology to Boost Students' Engagement for Class IX D SMP N 2 Klaten. The observation and need analysis which have been done before shows that the students do not engage in the learning process. They said that they prefer to do anything such as playing their pen, looking outside the window, and drawing something in their book. The purpose of this research is to engage the students to learn English with the integrated English materials design on Schoology.

The topics of integrated English materials in Schoology were chosen based on the school syllabus and the students' need. However, the design materials is not only the material which is given to the students but the classroom teacher also collaborates it with the English handbook that they have used before. In addition, the materials design in Schoology is an integrated materials which contain four language skills namely listening, speaking, writing, and reading.

In order to complete this research design, I need your help (as a student) to evaluate the materials design that I have developed. Therefore, I have some questions in a form of questionnaire sheets. In this questionnaire there would be five scales and you may choose it based on your own opinion. In the first section there would be 5 questions. In addition, there would be 3 questions in a form of open-ended questions.

I am very thankful that you are considering this letter. I look forward to hearing the response form you soon.

Hope you guys can give me some suggestion in order to develop our Schoology design material :) Regards,

Septian Hamung Dwi Atmeko

* Required

1. Email address *

2. Name: *

3. Class & Student number: *

4. This Schoology design material is easy to use. *

[ ] Strongly Disagree
[ ] Disagree
[ ] Doubt
[ ] Agree
[ ] Strongly Agree

https://docs.google.com/forms/d/e/1FAIpQLSdeWeQytG-Yan055x4tU2dGbFbOQmplayer=deformab
5. The Schoology design material help you to learn English in a fun way. *
Check all that apply:
- Strongly Disagree
- Disagree
- Doubt
- Agree
- Strongly Agree

6. The exercises and assignments help you to understand the topic well. *
Check all that apply:
- Strongly Disagree
- Disagree
- Doubt
- Agree
- Strongly Agree

7. The instruction for each task is clear and understandable *
Check all that apply:
- Strongly Disagree
- Disagree
- Doubt
- Agree
- Strongly Agree

8. This Schoology design material engages you to learn English. *
Check all that apply:
- Strongly Disagree
- Disagree
- Doubt
- Agree
- Strongly Agree

9. Does learning English with Schoology as the media make you engage to learn English and make it more interesting? *

https://docs.google.com/forms/d/e/1FAIpQLSsOVQ64F2Wb1xozIqDgwQuOIo4L2YS6oVe8t
10. Do you find any difficulties while using the Schoology design material? Share your experience.

11. What is your suggestion to make the Schoology design material better?
APPENDIX 04

The Summary of Questionnaire Results
Close-ended question number 1:

**This Schoology design material is easy to use.**

36 responses

- Strongly Disagree: 0 (0%)
- Disagree: 0 (0%)
- Doubtful: 5 (13.9%)
- Agree: 28 (77.8%)
- Strongly Agree: 4 (11.1%)

Close-ended question number 2:

**The Schoology design material help you to learn English in a fun way.**

36 responses

- Strongly Disagree: 0 (0%)
- Disagree: 1 (2.3%)
- Doubtful: 2 (5.6%)
- Agree: 30 (83.3%)
- Strongly Agree: 3 (8.3%)
Close-ended question number 3:

The exercises and assignments help you to understand the topic well.

- Strongly Disagree: 0 (0%)
- Disagree: 0 (0%)
- Doubt: 6 (10.7%)
- Agree: 24 (66.7%)
- Strongly Agree: 6 (16.7%)

Close-ended question number 4:

The instruction for each task are clear and understandable

- Strongly Disagree: 0 (0%)
- Disagree: 0 (0%)
- Doubt: 8 (22.2%)
- Agree: 23 (63.9%)
- Strongly Agree: 5 (13.9%)
Close-ended question number 5:

This Schoology design material engage you to learn English.

<table>
<thead>
<tr>
<th>Strongly Dis...</th>
<th>0 (0%)</th>
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<tr>
<td>Disagree</td>
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<tr>
<td>Doubt</td>
<td>-2 (5.6%)</td>
</tr>
<tr>
<td>Agree</td>
<td>30 (83.3%)</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>4 (11.1%)</td>
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</tbody>
</table>

Open-ended question number 6:

Does learning English with Schoology as the media make you engage to learn English and make it more interesting?

Yes (6)
Yes, learning English with schoology as the media make you engage to learn English and make it more interesting. (3)
Yes, it does (2)
Yes, it does (2)
Yes (2)

Em.. I think yes
Yes, I think learn English in schoology make it more interesting

Ya

Yes, it's more interesting, easy & fun

Yes, it is more interesting

Yes, learning with schoology is very interesting and fun
Yes.
Open-ended question number 7:

Do you find any difficulties while using the Schoology design material? Share your experience!

30 responses

No (4)
- no, I don't (2)
- No, I am not finding any difficulties while using the Schoology (2)
- Yes, I am, when I want to see my test mark
- saat mencari dan mengejaran tugas yang diberi waktu sehingga harus cepat
- Tidak kesulitan
- No I haven't
- No, I don't find any difficulties
- No, I have no trouble using Schoology, because the features in Schoology are easy to understand
- No, it's not easy
- No, because Schoology is easy to use
- No, I don't find difficulties while using Schoology

Open-ended question number 8:

What is your suggestion to make the Schoology design material better?

25 responses

I think Schoology needs wallpaper on the menu to make it more interesting (3)
- everything is okay (2)
- I think Schoology need some to make user is interested like “quizzer”
- maybe, make it more interesting and more fun,
- Menambah fitur menarik dan desain yang lezat baik
to make better
- To make better and easy
- Add exercise every week, if possible every day
- do not use words that are difficult to understand
- in the Schoology should be given an interesting game
- Please show the correct answer after I submit my task so that I can learn and know the topic better
- Make a unique design
APPENDIX 05

The Presentation of the Designed Material
SCHOOLOGY TEACHER HANDBOOK

“DESIGNING INTEGRATED ENGLISH MATERIALS USING SCHOOLOGY TO BOOST STUDENTS’ ENGAGEMENT FOR CLASS IX D OF SMPN 2 KLATEN”

By

Septian Hanung Dwi Atmoko

English Language Education Study Program

Sanata Dharma University

2017
PREFACE

The author is very thankful to Jesus Christ for His blessing so he can finish preparing the design of Integrated Material for Class IX E of SMP N 2 Klaten using Schoology and Schoology Teacher Handbook. The author hopes that those design can be one of the tools which contribute the development of English teaching and learning process.

The Schoology Handbook Teacher is used to be the guideline for the teacher to operate the integrated designed materials in Schoology application. This handbook is designed to help the teacher to conduct an English teaching and learning process in the class. The author suggests the teachers to follow the steps of using the integrated material in Schoology application to make the students engage in the teaching and learning process. However, the teachers are allowed to add some materials in order to achieve the teacher target learning.

The handbook design consist of the explanation of each material using Schoology application in a detail way. Therefore, by that detail explanation the teacher will know what is the target learning of integrated designed materials in Schoology.

The author hopes that this design will help the English teaching and learning process in achieving the goals of it. The author also hopes some constructive feedback for creating the better design from those who are willing to give.

Yogyakarta, September 2017

Septian Hanung Dwi Atmoko
HOW TO USE THIS HANDBOOK

This handbook is designed to guide the teachers in conducting the English teaching and learning process by using integrated designed materials using Schoology. The designed is the supplementary material used for even semester of class IX junior high school. The designed material provides four language skills, namely the listening, speaking, reading, and writing. Those four skills were implemented in a form of exercises and materials. There will be five chapters that will be discussed in this handbook which each of them has two up to five subchapters. The first chapter called as “Chapter I” which discusses about “Hope and Wish”, “Congratulating Others”, and “Vocabulary Corner”. The second chapter namely “Chapter II” consists of “Agreement and Disagreement”, “Will and Be Going To”, and “Vocabulary Corner”. The third chapter is “Chapter III” which comprises “Short Functional Text; Label” and “Vocabulary Corner”. The next chapter is “Chapter IV” which consists of “Procedure Text”, “Conjunction”, and “Vocabulary Corner”. The last chapter is “Chapter V” which comprises “Continuous/Progressive Tenses”, “Present Continuous Tense”, “Past Continuous Tense”, “Future Continuous Tense”, and “Vocabulary Corner”. As you can see that each of the chapters will have a vocabulary exercises namely “Vocabulary Corner”. This subchapter gives the students chance to enrich their vocabularies knowledge by giving a lot of vocabulary drills.

Yogyakarta, September 2017
Septian Hanung Dwi Atmoko
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CHAPTER I

This chapter consists of three sub-chapters namely “Hope vs. Wish”, “Congratulating Others”, and “Vocabulary Corner”. The picture below is the representation of chapter I look like.

The guideline for conducting English teaching and learning process using this design would be present as follows:

- **HOPE VS. WISH**
  
g. Open the “Hope vs. Wish” section and the teacher will find five sub-sections which would be presents like what the picture below.
h. When the “Hope vs. Wish” section is open the teaching learning process can be started with open the material in hope vs. wish sub-section.

i. When the hope vs. wish sub-section have already read, the teacher may ask the students to open hope vs. wish video in order to get deeper understanding.

j. After watching the video the teacher and the students can have a discussion in what did you get? 😊 sub-section. This section allows an interaction between the teacher and students.

k. The next, the students are asked to do exercise one and two in order to check their understanding about the material.

l. The last phase in this section is assignment one. This sub-section is used to be the exercise of the students in their home. The students are expected to make a conversation which consists of hope and wish sentences at least 5 in each.

bullet CONGRATULATING OTHERS

1. Open the “Congratulating Others” section then the teacher will find five sub-sections as presents in the picture below.
2. Then the teacher will find congratulating others sub-chapter which is the explanation of how to congratulate others, the example, and also compliment and gratitude explanation.

3. After the students read the first section they are asked to watch a video that will give them explanation and example of how to congratulate other people in order to get deeper understanding about the material.

4. The next step is “what did you get?”. This step allows an interaction between the teacher and students and checks the students' opinion about the material that have been studied before.

5. The exercise one is used in order to check the students’ understanding about the materials. After that, exercise two is the practice for the students to make a conversation with some topic which determined before. Then, the students will present their work in front of the class.

6. The assignment one is used to practice the students’ creativity with making a congratulation card with the topic that has been determined before.

- **VOCABULARY CORNER**

c. This section comprises of two sub-sections which is vocabulary corner and song lyric. The first sub-section is vocabulary corner which consists of some vocabularies that used in chapter I.
d. The second sub-chapter is the reward of the students who have done all of the chapter I section. This sub-section will present a song with its lyric, but there will be a little bit exercise to fill in some of the blank lyric. The author suggest that this sub-section should be repeated two or three times. The picture below represents the song lyric sub-section.
CHAPTER II

This chapter consists of three sections which comprises of Agreement & Disagreement, Will and Be Going To, and Vocabulary Corner. The following picture shows the chapter II looks like.

The guideline for conducting English teaching and learning process using this design would be present as follows:

- AGREEMENT & DISAGREEMENT

a. First step to conduct teaching and learning process using this section is opening the agreement & disagreement folder then the teacher will find five sub-sections which describes as the picture below.
b. The second step is opening the agreement & disagreement sub-section which is the main material of this section.

c. After reading the material teacher and students are expected to watch agreement and disagreement discussion in the second sub-section. There will be a video which represents the example of agreement and disagreement conversation. In this section the author gives the video subtitle as if the students need it.

d. Then, after the students get all of the material, the students are expected to answer the question in what did you get? sub-section in a brief sentences in order to know whether they are already understand the material or not.

e. The next step is some exercises to check the students understanding. The first
is exercise one this exercise gives some agreement and disagreement statements and the students are asked to match up whether it is agreement or disagreement statements. The second exercise is defining the expression whether it is agreement or disagreement in the form of multiple choice. The last exercise in this section is about making a conversation in group and the students are expected to perform it in the next day.

- WILL AND BE GOING TO

e. The first step after opening this section is “will and be going to” sub-section. This sub-section tells about how to use will and be going to and its examples.
f. Then, the second sub-section is here we come with the difference between will and be going to which discuss about how to use will and be going to properly.

g. The next sub-section is what did you get? this sub-section are asked the students to tell about what they have get from the materials that has been studied in this section in brief sentences.

h. The last sub-section is the exercise. This sub-section is used to check the students’ understanding. The students are expected to fill the blank word in the sentences with will or be going to form.

- VOCABULARY CORNER

1. This section comprises of two sub-sections which is vocabulary corner and song lyric. The first sub-section is vocabulary corner which consists of some vocabularies that used in chapter II.

2. The second sub-chapter is the reward of the students who have done all of the chapter II section. This sub-section will present a song with its lyric, but there will be a little bit exercise to fill in some of the blank lyric. The author suggest that this sub-section should be repeated two or three times. The picture below represents the song lyric sub-section.
CHAPTER III

This chapter consists of two major section, namely the short functional; label and vocabulary corner. The picture below shows chapter III looks like.

The guideline for conducting English teaching and learning process using this design would be present as follows:

- **SHORT FUNCTIONAL TEXT; LABEL**
  
g. The first step is opening the short functional text; label folder and the teacher will find seven sub-sections which will be the parts of this section.
  
h. In the beginning of this section the teacher could find the material in label information sub-chapter. This sub-section gives the definition and examples of label information especially nutrition fact.
  
i. The second sub-chapter will give information about list of terms that usually used in nutrition fact label.
  
j. After that the students are expected to watch a video about how to read a nutrition fact in correct way.
  
k. Then, the students are asked to give comments in “what did you get?” sub-section in order to know how far the students understand the material that has been given before.
1. The next are exercises and assignments. Those sub-sections are used to give practices to the students.

- **VOCABULARY CORNER**

1. This section comprises of two sub-sections which is vocabulary corner and song lyric. The first sub-section is vocabulary corner which consists of some vocabularies that used in chapter III.
2. The second sub-chapter is the reward of the students who have done all of the chapter III section. This sub-section will present a song with its lyric, but there will be a little bit exercise to fill in some of the blank lyric. The author suggest that this sub-section should be repeated two or three times. The picture below represents the song lyric sub-section.
CHAPTER IV

This chapter comprises of three major sections that are Procedure Text, Conjunction, and Vocabulary Corner. The picture below shows how the chapter IV looks like.

The guideline for conducting English teaching and learning process using this design would be present as follows:

- PROCEDURE TEXT
  
  f. The first step is the material about procedure text. There the teacher will find the definition, language features, generic structure, and the purpose of procedure text.
  
  g. After reading the material the students are asked to watch a video about procedure text. The video is the example of procedure which talks about how to make a milk coffee.
  
  h. Then, the students are asked to give comments in “what did you get?” sub-section in order to know how far the students understand the material that has been given before.
i. The next sub-section is the exercise one which is used to know how far the students know about the material that has studied before.

j. The last sub-section is used to practice the students’ knowledge in a real task. The students has to make a video of procedure text which made by themselves. Therefore, this assignment gives them a chance to implement their knowledge in the real life.

• CONJUNCTION

d. The first step of this section is the types of conjunction. This sub-section gives a material about the definition of conjunction and the variation of it.

e. The second step is the summary of conjunction types. In this sub-section the teacher will find all of the material which the first sub-section provides in a form of table. This material will help the students to memorize and understand the material.

f. The last material in this section is a discussion about what have the students learn before and this sub-section will be the tool for knowing the students mastery of the material.

• VOCABULARY CORNER

1. This section comprises of two sub-sections which is vocabulary corner and song lyric. The first sub-section is vocabulary corner which consists of some vocabularies that used in chapter IV.

2. The second sub-chapter is the reward of the students who have done all of the chapter IV section. This sub-section will present a song with its lyric, but there will be a little bit exercise to fill in some of the blank lyric. The author suggest that this sub-section should be repeated two or three times. The picture below represents the song lyric sub-section.
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
CHAPTER V

This chapter consists of four major section and two discussion section. The picture below represents the chapter v looks like.

The guideline for conducting English teaching and learning process using this design would be present as follows:

- **CONTINUOUS/PROGRESSIVE TENSES (DISCUSSION)**

6. In this section the teacher will find a material in a form of video. The material of the video is about how to learn continuous/progressive tenses in an easy way.

- **PRESENT CONTINUOUS TENSE**

c. This section will discuss about present continuous tense in a detail. The teacher will find the explanation of present continuous, the use of present continuous, and its examples.

d. The second phase of this section is the exercise of present continuous tense. This sub-section is used to measure the students’ knowledge about the material that have been studied.
• PAST CONTINUOUS TENSE

c. This section is discuss about past continuous in a detail explanation. This sub-section also provides how to use and the examples of past continuous tenses.
d. The next sub-section is the exercise of past continuous tense. This phase is used to know the students’ knowledge of the material that already studied before.

• FUTURE CONTINUOUS TENSE

7. The first sub-section is the explanation of future continuous tense. In this sub-material the teacher will find the form of future continuous with “will” and “be going to”. Not only about the form of future continuous with “will” and “be going to” but also how to use the future continuous tense.
8. The last sub-section in future continuous tense section is exercise to enhance the students’ knowledge. This exercise also be a measurement of students’ mastery of the material that have been given before.

• VOCABULARY CORNER

a. This section comprises of two sub-sections which is vocabulary corner and song lyric. The first sub-section is vocabulary corner which consists of some vocabularies that used in chapter V.
b. The second sub-chapter is the reward of the students who have done all of the chapter V section. This sub-section will present a song with its lyric, but there will be a little bit exercise to fill in some of the blank lyric. The author suggest that this sub-section should be repeated two or three times. The picture below represents the song lyric sub-section.
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI