

E-Class: Alternative for the Valuation of Foreign Student's Writing Competence Using "Learning Management System Schoology"

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Abstract. This research aimed to identify the effectiveness of the utilization of "learning management system schoology" in the valuation of foreign student's writing competence. The method used in this research was descriptive-qualitative by action research. Based on the result, it could be concluded that "learning management system schoology" is very effective to be used in the valuation of foreign student's writing competence. The effectiveness of "learning management system schoology" is shown in the following criteria: (1) the writing products of the foreign student is completely documented; (2) the lecturer is able to provide feedback to the script uploaded online; (3) the authenticity of the script written by the foreign student can be identified easily; and (4) paperless.

Keywords: *writing competence, foreign student's, schoology, learning management system*

INTRODUCTION

Writing is the most complex skill related to language competence compared to listening, speaking, and reading. The complexity of writing skill is influenced by the level in mastering the grammatical structure, vocabulary mastering, and understanding the context while presenting the ideas in a script since the writer is not face to face with the reader [1] [2]. The complexity of writing competence is the reason why valuation of writing competence needs to be carried out through an unsimple process, especially for the students who are learning a second language [3].

As the development of technology becomes more and more advanced, the valuation of writing competence should follow the progress [4]. Otherwise, the authenticity of the script produced by the learners of Indonesian as a foreign language may not be appropriate to the competence owned by the real students. In other word, the students may undertake plagiarism [5]. The student's habit in using e-dictionary is strongly influence the appropriateness of the selected diction in arranging sentences [6]. The utilisation of online translating tool frequently produces inscriptions which is appropriate with the target language [4].

An action by writing tutor is required in order to minimize the habit of the learners of Indonesian as foreign language in utilising technology based softwares which inhibit their improvement on writing competence [7]. The "E-learning management system schoology" is

one of the method which can be carried out. E-learning is an alternative method which could be utilized to document all the scripts produced by the students, thus the improvement on the level of the student's writing competence can be easily identified based on the portfolio recorded in the e-learning system [8].

RESEARCH METHOD

The research was carried out as qualitative method with action research. The object of this research was foreign student of BIPA participant who joined the writing class. The research was carried out from September to December 2018. The research was carried out through several steps, including: (1) identification of the problem's field focus; (2) data collection; (3) data analysis and interpretation; (4) planning; (5) implementation; and (6) evaluation of result. Data collection was carried out through observation, interview, and test. Data analysis was carried out by critical analysis technique. Data interpretation was carried out through FGD and theoretical triangulation.

RESULT AND DISCUSSION

The research was carried out through six steps, including: (1) identification of the problem's field focus; (2) data collection; (3) data analysis and interpretation; (4) planning; (5) implementation; and (6) evaluation of result. The result of respective step is explained below.

3.1 Identification of problem's field focus

Identification of problem's field focus was carried out by pre-test (initial examination) of the student's writing competence. The examination result of the student's initial writing competence is shown in the following table.

Table 1. The Initial Writing Competence of Foreign Student

No	Name	Originality	Writing Competence
1	OMEMA	Egypt	88
2	LYT	Chinese	97
3	MM	Thailand	20
4	RM	Russia	20
5	PV	Laos	77
6	AC	Mexico	20
7	AMYAA	Egypt	80
8	KP	Laos	20

Based on the obtained data, it could be concluded that the student's initial competence was vary, whereas 12.5% were highly competent, 25% were competent, 12.5% were fairly competent, and 50% were incompetent.

3.2 Data collection

Data collection was carried out by observation and interview. The observation was carried out during the writing lesson. The observation was conducted to all of the foreign student in the writing class to obtain data related to the student's habits during a writing practice. The

result of the observation showed that during the examination, the students were strongly dependent to dictionary to determine the appropriate diction while writing. The students also frequently used online translation software during the writing practice.

Interview was carried out to collect information regarding the underlying reasons of the students for their preference to use dictionary and translation software. Based on the result of the interview, the students' reason for using dictionary and translation software during the writing test was to know the translation of the words originated from their language in Indonesian.

3.3 Data analysis and interpretation

The result of the observation and interview showed that the students are strongly dependent to dictionary and translation software. This can be understood since it may favor the students during their early learning period because the learning materials is very simple. However, if the students always rely on the dictionary and translation software during the learning period of a more complex lessons, then the language in the inscription produced in the target language would more likely be inappropriate.

Understanding of context, mastering of vocabulary, and understanding of grammatical element become more important. Thus, it is necessary to carry out practice of writing habituation so that the students get used to write spontaneously and improve their vocabulary mastering.

3.4 Planning

Action planning during the research was relied on the identified problems. In order to develop student's writing habit, the students were asked to write their diary down on a specific book. After one week the task was given, the result showed that the students' daily activity reported in the diary were monotonous, including their activity from wake up, get bath, have breakfast, going to college, going home, studying, and back to sleep.

Other than that, the times required to evaluate the students' one-week diary was very long. The diaries even needed to be taken home so that the feedback could be provided immediately. As the impact, the students needed to use another book to do their assignments.

In order to anticipate the problem, the application of e-class was carried out by utilizing the "learning management system schoology". The "learning management system schoology" was chosen by considering the following aspects: (1) LMS Schoology is free; (2) there are plenty of menus which can be utilized in the learning process; (3) valuation can be carried out directly based on the pre-defined criteria; and (4) obtained data can be stored in the system for a very long period.

3.5 Implementation

The implementation of the valuation of foreign student's writing competence by the utilization of LMS Schoology was carried out through several steps, including: (1) the lecturer create a schoology account as an instructor; (2) the lecturer passed the class' access code to the students; (3) the students create schoology account as student using the access code provided by the instructor; (4) the lecturer explain the method to upload the writing task in their schoology account; (5) the students tried to upload their writing task both by typing directly on their account and by uploading their prepared document; (6) the lecturer commented on the student's uploaded manuscript from the writing task; (7) when the students understood thr

technique in using the Schoology, the students were obligated with a task to write down their diary in Schoology, including all of the writing practice assignments carried out in the class.

The following figures show the utilisation of LMS Schoology in the learning and evaluation of foreign student's writing competence.

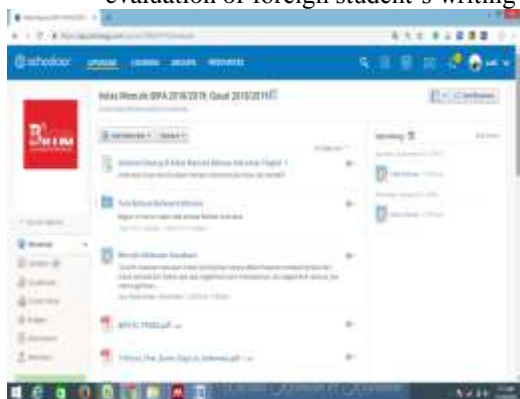


Figure 1. Writing class in Schoology

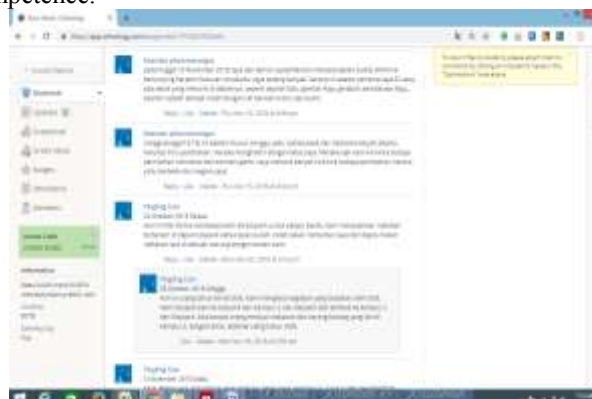


Figure 2. Results of student's diary writing task in Schoology

3.6 Evaluation of the Result

Evaluation was carried out through the identification of writing competence examination results at the end of the first and second learning sessions. The following table shows the score of writing competence obtained by the students at the end of first session.

Table 2. The Writing Competence of the Foreign Students at the End of the First Session

No	Name	Originality	Writing Competence
1	OMEMA	Egypt	70
2	LYT	Chinese	76
3	MM	Thailand	69
4	RM	Russia	93
5	PV	Laos	76
6	AC	Mexico	86
7	AMYAA	Egypt	66
8	KP	Laos	63

From the table above, it can be concluded that 12.5% of the students were highly competent, 12.5 were competent, and 75% were fairly competent. Even though there were four students who obtained decrease of scores, but four other students obtained significant score improvement. Interview was carried out to identify the cause of score decrease in the writing competence of the four students. OMEMA stated that during the test, he did not open the dictionary because he did not bring it, thus he undertook the task with the vocabulary he had mastered. LYT stated that during the test he was ill. AMYAA stated that he tried to arrange a sentence using the new words, thus a lot of his sentences were inappropriate to the

context of the target language. While PV stated that he had tried optimally but his score was decreased by one point compared to the pre-test.

Table 2. The Writing Competence of the Foreign Students at the End of the Second Session

No	Name	Orginality	Writing Competence
1	OMEMA	Egypt	75
2	LYT	Chinese	98
3	MM	Thailand	92
4	RM	Russia	92
5	PV	Laos	89
6	AC	Mexico	84
7	AMYAA	Egypt	90
8	KP	Laos	70

The table above informs that 50% of the students were categorised as highly competent, 25% were competent, and 25% were fairly competent. However, there were two students who obtained decrease of score, that is RM by one point and AC by two points. However, 75% of the students obtained significant increase of writing competence.

The utilization of LMS Schoology in the writing lesson is very effective to provide feedback and carry out evaluation on the development of foreign student's writing competence [8]. The result of this research is consistent to the research carried out by Hsu (2008) about the effectiveness of online learning in the identification of student's competence level development [9]. Based on the documentation technique, the utilisation of LMS Schoology is very good. This is appropriate to the research carried out by S. Seok and B. DaCosta (2016) who stated that "digital literacy goes beyond student competence and classroom integration" [10]. Plagiarism which may be undertaken by the students while writing can also be detected easily with LMS Schoology. Plagiarism is a behavior which needs to be wary about by the evaluator because of the existence of online translator software that is easily accessible to the students [5]. Paperles is one of the main reason in the application of e-class in writing. It is relevant to several researches conducted previously by A. Khalid (2014) [11]; T. Jones and C. Brown (2011) [12], and Wahyuni (2014) [13].

4. CONCLUSIONS

The result of this research showed that LMS Schoology is effective to be used in the valuation of foreign student's writing competence who learn Indonesian as the second language. Based on the outcome of the application of writing lesson with LMS Schoology could improve the writing competence of foreign students significantly. The effectiveness of the utilisation of "learning management system schoology" was shown in the following criteria: (1) all of the manuscript produced by the foreign students are completely documented; (2) the lecturer can provide feedback to the manuscript uploaded online; (3) the authenticnes of the manuscript produced by the foreign students can be identified easily; and (4) paperless.

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