ABSTRACT

Febriana Ernawati. K2214024. THE IMPLEMENTATION OF ONLINE TEST USING
SCHOOLOGY TO MONITOR STUDENTS’ GRAMMAR MASTERY (A Case Study at
the Structure Class of English Education Department in Sebelas Maret University).
Thesis. Surakarta: Teacher Training and Education Faculty of Sebelas Maret University,
2018.

The objectives of the research are: (1) to investigate the implementation of the online
test using Schoology, and (2) to know the effect of using Schoology in Structure class.

The research was conducted in Sebelas Maret University, Central Java province from
February 2018-October 2018. It is qualitative research in the form of descriptive case study.
The subject of the research is the fourth- semester students of English Education Departement
taking in Structure class who had been taught by a lecturer.

The data of this thesis were taken from several techniques including observing the
events, interviewing the respondents, and analyzing the documents. The technique of
analyzing the data were collecting the data, reducing the data, displaying the data, and
drawing conclusion.

Based on the result of this research, it can be concluded that the online test using
Schoology has been implemented in structure class of English Education Department made
the structure teaching-learning process more flexible and effective. Furthermore, the features
of Schoology support the quality of the teaching-learning process. In addition, the
implementation of online test using Schoology has the effects on the students’ performance in
structure class. The positive effects were its simpler implementation of online test using
Schoology, triggering the students to actively get into structure course, and improving
students’ grammar mastery. However, the negative effects such as on the bad internet
connection and the monotonous teaching-learning process.

At the end of the research, the researcher proposes several suggestions to the teachers
and other researchers. In general, it seems that, the research finding shows the
implementation of online test using Schoology has many positive effects for students and
lecturers in the structure teaching-learning process. It can be positive inputs and an
encouragement for the English lecturers/teachers to be more creative in designing the
learning tasks in which online test is the tool to measure the students’ learning outcome
during and after the learning process. It is also a reflective guidance for English
lecturer/teacher in university/school especially for those who prefer using the traditional test
in assessing the students’ language ability. In addition, further research regarding the role of
the implementation of online test using Schoology is strongly recommended. A number of
possible future studies using the same experimental set up are apparent.

Keywords: grammar, online test, Schoology, case study