

ABSTRACT

Kusnadi, Latifa Nurkhalisa, 2020: Online Collaborative Writing Using Schoology to Improve EFL Learners' Writing of Argumentative Paragraph: a Case Study at UIN Sunan Gunung Djati Bandung.

This study is intended to discover students' writing of argumentative paragraph by engaging in online collaborative writing activities using Schoology. It is written to find out: (1) the process of online collaborative writing on Schoology, and (2) the students' responses of using online collaborative writing on Schoology to improve EFL learner's writing of argumentative paragraph.

This study obtained qualitative research design with a case study. The participants were selected with purposeful sampling by choosing the participants that best described the research or relevant to the study, such as having an experience in learning argumentative paragraph, learning in an online writing class, and using Schoology as the learning platform. Therefore, thirty students of the second semester of English Education Department at UIN Sunan Gunung Djati Bandung were selected as the participants. The data were gathered from the observation and questionnaire. The observation was conducted online using Schoology to discover the process of online collaborative writing using Schoology. Meanwhile, the questionnaire was given through Google Form to know students' response of online collaborative writing process on Schoology.

The findings showed: (1) the process of OCW in Schoology was done by implementing the procedure of OCW, such as introducing the type of paragraph namely argumentative paragraph, doing brainstorming with group members, having discussion on Schoology, writing the paragraph on Schoology collaboratively, doing peer-feedback, revising the first draft based on the feedback, receiving feedback from teacher, reviewing the materials of argumentative paragraph, and editing the draft into final version of their argumentative paragraph after few days getting feedback. (2) the students' response to the process of OCW in Schoology was mostly positive in cognitive, conative, and affective response. In cognitive, students were able to stimulate their ideas and content, improve writing performance, improve vocabulary, and develop writing speed. In conative, students developed their awareness in writing, and felt motivated to learn writing and to engage in OCW. In affective, students arose their confidence, enjoyed learning using OCW on Schoology, and felt satisfied with the use of Schoology on OCW.

In conclusion, this research revealed that the process of online collaborative writing using Schoology was beneficial for students to develop their writing performance of argumentative paragraph and for teacher to teach writing in an online learning environment. Besides, it is recommended for a further researcher who wants to apply teaching writing with technology.