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THE EFFECTIVENESS OF SCHOOLGY TO TEACH WRITING VIEWED FROM STUDENTS' CREATIVITY

Research Article

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Abstract

This is a quasi-experimental research with a 2x2 factorial design that was conducted at even semester of tenth grade students of a Secondary School at Central Java, Indonesia in the academic year of 2017/2018. The sample of this research was two classes, namely, experimental class taught using Schoology (S1) and control class taught using Picture Series (P2). Each class consisted of 26 students, so the total sample is 52 students. The sample was obtained by using cluster random sampling technique. Each class was divided into two groups each of which consisted of 13 high creativity students (H) and 13 low creativity students (L). The data of this research were obtained from a writing test to find out students' writing scores. Then, the data were analyzed by using 2x2 Multifactor Analysis of Variance ANOVA and Tukey test. The results show that the mean scores of HS1 is 85, HP2 is 73.62, LS1 is 72.31, and LP2 is 72.69. As a result, the research findings reveal that: (1) Schoology is more effective than Picture Series to teach writing; (2) High creativity students have better writing skill than low creativity students; and (3) There is an interaction between teaching media and students' creativity in teaching writing.

Keywords: Schoology, picture series, writing skill, creativity, experimental study

1. Introduction

Weigle (2002) states that writing has become an essential tool for students in today's global community. Through writing, students can communicate with others in a written forum for exploring and sharing ideas, experiences, and knowledge. Besides, it gives a chance to the students to express their feeling and thinking. Moreover, it is very important since it is used by students in any fields involving academic study, business English, and examination preparation. Students always write notes in lessons, so; this skill is valuable focusing on.

Referring to that case, teachers must do their best in helping students produce a good writing. However, teaching writing can be quite challenging for the teachers because in English, writing is considered as the most difficult skill. As said by Celce-Murcia and Olshtain (2000) that writing is often categorized as the most difficult skill because it needs a

higher level of productive language control than other skills both for the first and second language.

Besides, Harmer (2007) argues that some students are not confident enough to write. They lose their enthusiasm in writing for some reasons such as lack of practice of writing in their first language or lack of ideas to write. In addition, Richard and Renandya (2002) propose that the difficulty of writing can be found when writers want to produce and organize ideas applying an appropriate choice of vocabulary, sentence, and paragraph organization and make these ideas become readable text. It proves that writing is a complex skill to obligate the students to use the high level skill such as planning and organizing ideas and low level skill such as deciding word choice, mechanics, and so on. The students will get more difficulty in writing if their level of language proficiency is in the low level.

Pertinent to English subject in senior high school, writing is one of the skills taught in the tenth grade of senior high school. Based on the 2006 English curriculum, the tenth grade students must be able to use rhetorical development steps accurately in writing descriptive, procedure, recount, and narrative texts. In addition, BSNP states that students must master four indicators in writing namely generic structure (organization), developing ideas (content), accuracy (grammar and vocabulary), as well as mechanics (spelling, capitalization, and punctuation). Due to those cases, teachers as facilitators and controllers must use an appropriate approach, strategy, method, technique, and media to teach writing that can affect students' writing skill. The teachers can benefit one of them in assisting his or her in delivering material in the classroom such as media so that the students can be more interested and understand the material well. According to Romiszowski (1998), media is a means that help teachers in teaching that are divided into two; instructional aids (enhancing or enriching the teacher's presentation), and instructional system (promoting individualization of instruction in both conventional and non-conventional setting).

One of the media that gains popularity among teachers in teaching writing is Schoology. Schoology is a free e-learning program categorized to Social Learning Networks (SLNs) gaining popularity among teachers (Low, 2017). It is a learning management system in which the design is parallel to Facebook where students and teachers are given chance to have a conversation, update status and information or share other media in a user friendly and secure environment (Sicat, 2015). They can have a discussion in Schoology anytime and anywhere through the posting of comments or response or through private message. The teachers can also give online assignment and assessment, instant feedback that can track the document workflow and badges, see the students' grade book and attendance, add the material, maintain the class calendar, collect a few resources, join a group or two within the application, and post the personal blog. Schoology also offers the parents account to update with the activity of their children and school event.

Another media in teaching writing is picture series. According to Yunus (1981), picture series is a series of composite pictures that represent a series of sequence of events or stories. It is appropriate to teach a text that requires sequences such as procedure, recount, and narrative. In addition, according to Harmer (2004) picture series can be used to teach writing in which the students may tell the story in a written form based on what the pictures say. It can help the students to provoke their creativity in expressing their ideas and to decide the theme and information based on what they have understood. Moreover, Raimes (1983) states that a valuable resource in pictures such as cartoons, drawings, posters, photographs, advertisements, slides, magazines, tables, diagrams, charts, maps, and graphs can be used by the teacher in teaching writing. He also says that students seem to be more enthusiastic and energetic in writing because pictures stimulate focus for students' attention. Therefore,

picture series are helpful media that can be used by the teacher to assist the students express their experiences and ideas either using common vocabulary or common language forms.

There are other factors that can influence students' writing skills besides teaching media, namely students' creativity. Suharnan (2012) says that creativity is a thinking process to create new ideas, approaches, and products that are very important for solving problem and environment. Creativity must involve new aspects such as an idea, thought, activity, action or product and a useful aspect. In addition, Naiman (2014) explains creativity as the act of digging new ideas and turning imaginative ideas into reality. By having creativity, students will be more motivated, curious, enthusiastic and energetic. They will also be open to experiences, commit to the tasks, and create novel ideas during the writing process. Therefore, high creativity students easily find unexpected idea better than low creativity students.

Pertinent to Schoology, there are previous studies that have been conducted by some researchers. Sicat (2015) was conducted a research entitled: "Enhancing College Students' Proficiency in Business Writing via Schoology." He compared the result of pre-test and post-test of the experimental and control group to determine the effectiveness of the Learning Management System (LMS) Schoology in enhancing the proficiency of the college students in business writing. The participants were 135 college students enrolled in Communication Skills 14-Writing Skills for Specific Purposes during the Second Semester, School Year 2013-2014 at Centro Escolar University, Makati City, Philippine. The results reveal that the traditional method is more effective in teaching business writing to the control group. However, mean scores of pre-test and post- test show that there is a significant difference of experimental group. This implies that through the LMS Schoology, teachers can enhance the proficiency of the subjects in Business Writing. Ultimately, Schoology can be used for the supplement of the traditional method to improve college students' proficiency in Business writing.

Then, a research was conducted by Ardi (2017) entitled: "Promoting Learner Autonomy through Schoology M-Learning Platform in an EAP class at an Indonesian University." He described how Schoology m-learning platform facilitated the exercise of learner autonomy in an EAP class at an Indonesian higher education. It is a qualitative case study that involved twenty one-students enrolled in an EAP course that adopted a blended learning method. The findings proved that Schoology as a m-learning platform helped the students to exercise autonomy in EAP. They can manage their learning, select learning materials, and control over the cognitive process. Thus, Schoology facilitates interaction and communication among students, facilitates students learning everywhere, anytime, and anywhen, and facilitates students to explore other material online.

Another research was conducted by Low (2017) entitled: "E-learning Implementation in Foundation English Class: Learners' Perspectives and Learning Achievement." She implemented Schoology as a learning platform in teaching English due to the relatively large class and limited opportunities for students to practice their English skill. The subjects of this research were 56 first-year students registering in Foundation English I course at Kasetsart University Si Racha Campus, Thailand. She gained the data by using questionnaire and test. Questionnaires with rating scale statements and open-ended questions were used to investigate their perspectives on the implementation of Schoology. Then, to investigate students' learning achievement, she compared the score of formative test and summative test. The results reveal that students have positive attitudes about the use of Schoology as e-learning platform at the high level ($M= 3.93$) and positive perception about Schoology as a tool of learning at the level ($M=3.86$). Students' learning achievement is also improved

through the implementation of Schoology as proved by many students (94.64%) who get high scores on the summative test.

Zainnuri and Cahyaningrum (2017) also conducted a research entitled: “Using Online Peer Review through Discussion via Schoology to Enhance College Students’ Proficiency in Argumentative Writing: A Case Study.” They review the use of Schoology, a Learning Management System (LMS) with its peer review and discussion feature to enhance the proficiency of students in argumentative writing. It is a case study in the second semester students of English Education Department in Sebelas Maret University, Indonesia. Generally, this research reveals the result of a case study research mainly talking about (1) how to enhance college students' proficiency in argumentative writing, (2) innovative teaching practice on argumentative writing for intermediate students by using the benefits of online peer review through discussion via Schoology.

From the previous research dealing with Schoology, the researcher sees that some studies only describe and evaluate different prospects of Schoology-supported classroom management. They do not investigate the influence of Schoology on students’ writing skill in relation to their creativity. So, the researcher conducts a further investigation about the effectiveness of Schoology to teach writing viewed from students' creativity.

2. Method

This research was conducted at a Secondary School at Central Java, Indonesia, from December 2017 to July 2018. This is a quasi-experimental research with a 2x2 factorial design. Fraenkel and Wallen (2000) assert that factorial design includes one treatment and one control group, and a moderator variable having two levels (Y_1 and Y_2). There were two groups that were involved as the subject of this research including experiment group taught by using Schoology and control group taught by using Picture Series. Then, writing test was given to both experimental and control group in the end of the treatment as a post-test. The result was then analyzed by comparing the scores of two groups by using ANOVA and then by using Tukey test. The researcher used Multifactor Analysis of Variance (ANOVA) 2x2 to know the effects of the independent variables (Schoology and Picture Series) and attributive variable (Students’ Creativity) toward the dependent variable (Writing skill). In addition, it functions to check if there is an interaction among those variables. If there is an interaction and effect of independent variable on the dependent variable, it is important to use Tukey test to compare the mean of every treatment with other means to find which means are significantly different from one another in the experimental group and control group.

Tenth grade students of a Secondary School at Central Java, Indonesia in the academic year 2017/2018 were the population of this research. There are 26 students, so the total sample were 52 students. In choosing the sample, the researcher used cluster random sampling. Ary, Jacobs, & Sorensen (2010) say that cluster random sampling is a kind of probability sampling in which the sample is chosen based on a group of individuals naturally together. The decision of choosing the class is based on the similar number of students and similar average previous score. Then, the researcher took two classes from all by using a lottery. From these two classes, the researcher asked one representative from each class to take a piece of paper with the name “control” or “experiment”, it is used to determine which of the class is taught using Schoology and which one is taught using Picture Series.

There are two research instruments to measure creativity and writing test in this research. The creativity test that was conducted before the treatment was used to decide the level of creativity of the students. And, the data of this research is based on the students’ scores of

writing test. In this research, the researcher used a teacher-made test. The students were asked to write a recount text based on the specific topic decided by the teacher. In addition, the researcher evaluated writing test through some criteria involving content, organization, vocabulary, grammar, and mechanics. Moreover, to minimize subjectivity in giving the score in writing, the researcher implemented inter rater (writing product scored by two different scorers inter rater). The final score was got from the average of the total score from the two scorers. In addition, to ensure that the test instructions are appropriately readable and understandable for the students, the researcher assessed it by employing questions to measure the readability of writing and creativity test instruction. Readability implies that some students out of the sample groups understand the instruction of the test and do as the instruction asks them to do. It is also used to know whether the writing test is clear or not, whether it can be understood or not and whether the time allocation is enough or not. Based on the result of the readability of creativity test and writing test instruction, more than 80% of the students could understand the test instruction. It can be concluded that the creativity and writing test is readable.

The researcher used descriptive analysis and inferential analysis as the technique of analyzing the data in this research. The researcher used descriptive analysis to know the result of the mean, mode, median, and standard deviation of the students' writing scores. Then, pre-requisite test comprising normality test and homogeneity test were done before testing hypothesis. Meanwhile, multifactor analysis of variance 2x2 that was categorized of inferential analysis was used in this research to test the hypothesis. H_0 is rejected if F_o is higher than F_t . If H_0 is rejected, Tukey test was then used to know which group is better.

3. Research Findings and Discussion

3.1. Research Findings

The data in this research are classified into four groups: (1) The data of the group of high creativity students taught by using Schoology (HS1); (2) The data of the group of low creativity students taught by using Schoology (LS1); (3) The data of the group of high creativity students taught by using Picture Series (HP2); (4) The data of the group of low creativity students taught by using Picture Series (LP2).

The normality test result of the four groups are: (1) The data of the group of high creativity students taught by using Schoology (HS1) reveals that the highest value of L_o is 0.121 with L_t (0. 234); (2) The data of the group of low creativity students taught by using Schoology (LS1) proves that the highest value of L_o is 0.125 with L_t (0. 234); (3) The data of the group of high creativity students taught by using Picture Series (HP2) describes that the highest value of L_o is 0.125 with L_t (0. 234); (4) The data of the group of low creativity students taught by using Picture Series (LP2) shows that the highest value of L_o is 0.153 with L_t (0. 234). It can be inferred that all the writing scores data of the four groups are in normal distribution because L_o of all data are lower than L_t ($L_o < L_t$) at the significance $\alpha=0.005$

Moreover, The data can be called homogeneous if χ_o^2 ($\chi_{obtained}$) is lower than χ_t^2 (χ_{table}) at the level of significance $\alpha= 0.05$. Because χ_o^2 (7.59) is lower than χ_t^2 (7.81), so the data are homogeneous. In other words, the research data are got from the homogenous sample.

After knowing the normality and the homogeneity of the data, the researcher used Multifactor Analysis of Variance (ANOVA) 2x2 to know the effects of the independent variables (Schoology and Picture Series) and attributive variable (Students' Creativity) toward the dependent variable (Writing skill). Moreover, ANOVA is used to know whether or not there is an interaction among those variables. Statistically, if F_o is higher than F_t ($F_o >$

F_t), so H_0 (null hypothesis) is rejected. The data result is shown in the following table 1 and 2.

Table 1. *The mean scores*

Creativity	Teaching Media		Total
	Schoology (S1)	Picture Series (P2)	
High Creativity (H)	86	73.62	79.81
Low Creativity (L)	72.31	72.69	72.50
Total	79.15	73.15	76.15

Table 2. *The summary of Multifactor Analysis of Variance (ANOVA) 2x2*

Source of Variance	SS	df	MS	F_0	$F_{t(0.05)}$
Between Columns	468.00	1	468.00	8.671	4.043
Between Rows	694.23	1	694.23	12.863	
Interaction	529.92	1	529.92	9.819	
Between Group	1692.15	3	564.0512821		
Within Group	2590.62	48	53.97115385		
Total Σ	4282.77	51			

- Because F_0 between columns (8.67) is higher than F_t at the level of significance $\alpha=0.05$ (4.04), H_0 is rejected and the difference between columns is significant. In addition, the mean of S1 (79.15) is higher than the mean of P2 (73.15), so that, it can be summarized that Schoology is more effective than Picture Series to teach writing.
- Because F_0 between rows (12.86) is higher than F_t at the level of significance $\alpha=0.05$ (4.04), H_0 is rejected and the difference between rows is significant. It can be said that the writing skill of students who have high creativity and those who have low creativity are significantly different. In addition, the mean of H (79.81) is higher than the mean of L (72.50), so that, it can be highlighted that high creativity students have better writing skill than low creativity students.
- Because F_0 columns by row (9.82) is higher than F_t at the level of significant $\alpha=0.05$ (4.04), H_0 is rejected and there is an interaction between teaching media and students' creativity to teach writing. Ultimately, it can be underlined that the effectiveness of teaching media is influenced by the levels of students' creativity.

The computation of ANOVA result indicates that there is an interaction and effect of the independent variable on the dependent variable. As a result, it is important to use the Tukey test to compare the mean of every treatment with other means. The summary of the computation result of the Tukey is provided in Table 3.

Table 3. *The summary of Tukey Test*

No	Data	Sample	q_0	$q_t (0.05)$	Status
1	S1 AND P2	26	4,16	2.89	Significant
2	H AND L	26	5,07	2.89	Significant
3	HS1 AND HP2	13	6,08	3.06	Significant
4	LS1 AND LP2	13	0,19	3.06	Not Significant

The result of the Tukey Test above shows the following influences:

- a. Because the result of q_0 between columns S1-P2 (4.16) is higher than q_t value at the level of significance $\alpha = 0.05$ (2.89), applying Schoology is significantly different from Picture Series to teach writing. In addition, because the mean of S1 (79.15) is higher than that of P2 (73.15), it can be concluded that Schoology is more effective than Picture Series to teach writing.
- b. Because the result of q_0 between columns H-L (5.07) is higher than q_t value at the level of significance $\alpha = 0.05$ (2.89), it can be concluded that the students who have high creativity and those who have low creativity are significantly different in writing skill. In addition, because the mean of H (79.81) is higher than that of L (72.50), it can be concluded that the difference of creativity level differentiates the writing skill of the students.
- c. Because the result of q_0 between cells HS1-HP2 (6.08) is higher than q_t value at the level of significance $\alpha = 0.05$ (3.06), applying Schoology is significantly different from Picture Series to teach writing for the students who have high creativity. In addition, because the mean of HS1 (86) is higher than that of HP2 (73.62), it can be concluded that Schoology is more effective than Picture Series to teach writing for students having high creativity.
- d. Because the result of q_0 between cells LS1-LP2 (0.19) is lower than q_t value at the level of significance $\alpha = 0.05$ (3.06), the difference between columns for students having low creativity is not significant. It can be concluded that Schoology is as effective as Picture Series to teach writing for students having low creativity.

3.2. Discussion

Considering the data analysis results above, the findings are elaborated in the following discussions:

3.2.1. The difference in effectiveness between Schoology and Picture Series

The research finding shows that there is a significant difference between teaching writing using Schoology and teaching writing using Picture Series. Schoology is more effective than picture series in teaching writing, as proved by the higher mean score of students who are taught by using Schoology than that those who are taught by using Picture Series.

Schoology is a media that can boost students' motivation, interaction, and learning achievement, notably in teaching writing. Teacher and students can stay connected all the time in this online class. The students can learn at their own pace that enables them to be active and autonomous learners under the guidance and instruction of the teacher. As stated by Zainnuri and Cahyaningrum (2017), Schoology serves two great benefits in the case of academic information exchange and interactive communication that enable teacher to upload material, discussion question, feedback, and assignment and possibly students to access them, as well as to ask question and to give comments on the students' work. Sicat (2015) also says

that Schoology can be an innovative media in teaching writing that can enhance students' writing skills. Students can improve their writing and knowledge through this interesting media from the class instruction and from cooperative learning in which they can help each other. Further, this integrated instruction results in enhancing their motivation and interest in learning.

Likewise, students' attitude in Schoology is rather positive and students are also active in giving the contribution. They can access the course material, can have a discussion in the course, can get comment and feedback from friends and teacher, and can boost their confidence and enthusiasm so that they can compare with their friends' skills. It is said by Lankshear and Knobel (2011) and Cummins, Brown, & Sayers (2007) that Schoology not only enhances the efficiency of teachers' teaching but also deepens students' learning and thinking for the various communities.

On the other hand, picture series is another media that can help the teacher in teaching writing. However, it has several weaknesses. It will be a big problem if the pictures are not unique, interesting, and do not represent the objects. It happens because the students will feel confused, bored, and uninterested in the classroom. Consequently, the students get difficulty in describing the pictures because depicting a specific purpose from the pictures may be difficult to locate that makes them face difficulty also in developing ideas. It happens because students with the various backgrounds cannot react much to pictures story that make them unable to develop the content of those picture series. Zenger and Zenger (1991) say that picture series limit the students' interest in creating a text.

From the discussion above and the research result, it can be inferred that Schoology is more effective than Picture Series in teaching writing for the tenth grade students of a Secondary School at Central Java, Indonesia in the academic year of 2017/2018.

3.2.2. The difference between high creativity students and low creativity students

The research finding shows that high creativity students have better writing skill than low creativity students. As proved by the higher mean score of high creativity students than low creativity students, high creativity students have better writing skill because they can create something new, develop novel and brilliant ideas, and solve the problem in teaching and learning process that make them energetic and enthusiastic in learning. They like and enjoy challenging situation and explore ideas and imagination to achieve the goal. As described by Csikszentmihalyi (1997), high creativity students will be passionate because, for them, the big challenge is the way to strengthen their ability. He also asserts that playfulness, discipline, and responsibility are the characteristics of high creativity students. Students with high creativity usually tend to be active in following the activities in the classroom. They also finish their assignment and do the entire teacher's instruction.

The characteristics of high creativity students are discipline, playfulness, and responsibility in producing good English text, students need not only good media but also creativity. There take an important role in writing because by having creativity the students can explore their ideas. In addition, the data analysis reveals that the high creativity students have better writing skill. It is highly needed for the students to have high creativity because they will come up with unpredictable ideas to make a good writing by considering complex notions. In other words, creativity is required for creating a good writing. Creativity determines students' writing skill. As supported by Jones and Wyse (2004) who states that the composition of writing usually requires considerable amounts of creativity.

On the other side, low creativity students are passive due to the monotonous concept, creation, and idea that they have. They are likely to produce conventional ideas rather than their own fresh ideas. They are afraid of making mistakes that make them limit their way of thinking to explore the ideas. In addition, students with low creativity cannot write beyond

what they see, read, and listen. Those are in line with Stenberg's statement (2006) that low creativity people have poorer ideas, get difficulty in expressing the opinion and solving the problem.

Low creativity students are reluctant in exploring their ability especially in producing a simple draft or sentence to create a good writing. Further, they prefer imitating to exploring novel ideas from the students or teacher during the writing process. As stated by Stenberg (1999), uncreative students focus their attention too much that makes them cannot think and produce original ideas. Those reasons make writing scores of low creativity students are less than high creativity students.

3.2.3. The interaction between teaching media and students' creativity on the students' writing skills

The research finding proves that there is an interaction between teaching media and students' creativity to teach writing skill. The result of the data analysis reveals that Schoology is significantly different from Picture Series to teach writing for high creativity students, but it is insignificantly different low creativity students.

Schoology is more effective in teaching writing to the students having high creativity because this media requires the students to engage actively in learning by following all activities, tasks, and evaluation clearly and precisely. They must use their technological knowledge to use Schoology by using their smartphones or laptops and focus themselves to achieve the goal. Further, in using this media, the dynamic interaction will increase by having a discussion, giving additional information, comments, and feedback that can be done by the students and teacher in the Schoology course that results in more self-directed learning for high creativity students. As said by Low (2017), Schoology can increase interaction between the teacher and students anytime and everywhere, increase motivation, and create an effective learning and environment.

As a result, students with high creativity can attain the maximum goal in using Schoology. They have high imagination, curiosity, initiative, self-confidence, and braveness, in expressing and exploring ideas. It is cleared by Helson, Agronick, & Roberts (1995) that creative students are defined as imaginative, clever, original, curious, and complicated.

Subsequently, students having high creativity also enjoy step-by-step in exploring ideas. They like challenges to push themselves to work hard and produce a good writing. They freely generate their original ideas and ignore the risk. This is in line with Munandar's statement (1999) who says that creative students will express their idea well, show flexibility, take the risk for new experiences, appreciate fantasy, and can provide consideration independently. High creativity students excavate their potential ideas to create a significant contribution to their writing. In other words, they cannot just make a simple and general writing. It is in line with Schoology that as the center point of the learning, students must be active while the teacher takes role as a manager, motivator, facilitator, and controller to manage, motivate, facilitate, and control the material as well as the process of learning in the classroom.

Low creativity students have opposite characteristics with high creativity students. They have no initiation and think only one possible answer in their mind when they are facing a problem. They also do the task based on the instruction and do not eagerly think beyond it. They are afraid of doing activities that relate to creativity so that they like simplicity and like being guided step by step in the writing process. As stated by Pope (2005), when uncreative students write, they do not think about the idea in their mind, problems, rules, and how things and language work. They receive what is told. In addition, they are usually given a task for which there is only one possible answer.

Students with the low level of creativity are not enthusiastic in the classroom because they cannot produce new ideas and share with others. Their ideas are ordinary and general that can be predicted easily. They will also get difficulty working in the challenging situation. Amabile (1996) says that some characteristics of uncreative students are less stimulants, motivations, and challenges.

Due to the characteristics of low creativity students, Schoology and picture series can be implemented to teach writing to the students with low creativity. Some of their characteristics are not advocating them to enhance their writing skill. Schoology can be used as a media to enhance students' motivation, creativity, and critical thinking in writing because low creativity students have low motivation and have limited idea that makes them having difficulty when they write. As stated by Joshua, Swastika, & Estiyanti (2015), Schoology can enhance motivation, interaction, collaboration and learning achievement. In addition, Sicut (2015) also says that it supports 21st century skill in which it increases students' critical thinking, creativity, and resourcefulness. By using Schoology, students can share their writing, can read and give comments to their friends' work, can have a discussion, and can get feedback from their friends and teacher that can improve their writing skill. Picture series can also be implemented for low creativity students. This media helps the students in expressing and exploring their ideas. Moreover, it improves students' positive attitudes in writing. Sa'diyah (2017) says that picture series enhances students' positive attitudes to the learning in teaching writing. Gutiérrez, Puello, & Galvis (2015) add that picture series can increase students' writing skill because it helps students stimulating their attention and creating their ideas. By using picture series, students can write stories based on those pictures.

From the discussion above, teachers can use Schoology and picture series in teaching writing to the students having low creativity. It happens because of their characteristics which hamper them in maximizing their potential competency to produce good writing. As stated by Fasko (2001: 3), a learning strategy is not successfully applied when it is used to teach students with low creativity. Ultimately, Schoology is as effective as picture series to teach writing for students who have low creativity.

4. Conclusion and Suggestions

The findings of this research can be summarized as follows: (1) Schoology is more effective than Picture Series to teach writing to the tenth grade students of A Secondary School at Central Java, Indonesia in the academic year of 2017/2018; (2) High creativity students have better writing skill than low creativity students for the tenth grade students of a Secondary School at Central Java, Indonesia in the academic year of 2017/2018; and (3) There is an interaction between teaching media and students' creativity in teaching writing to the tenth grade students of a Secondary School at Central Java, Indonesia in the academic year of 2017/2018. Based on the research findings above, Schoology is an effective media for teaching writing to the tenth grade students of a Secondary School at Central Java, Indonesia in the academic year of 2017/2018. Then, other researcher can conduct further research with the different variables including students' interest, motivation or curiosity, intelligence, self-confidence, self-esteem, and many others.

5. Implications

The result of this study indicates that Schoology is an effective teaching media for teaching writing. The result of the research findings shows that the students who are taught by using Schoology have better writing skill than those who are taught by using Picture

Series. This media is appropriate to the digital native students so they can benefit their laptop or gadgets to learn at their own pace. This media supports the idea of flexibility, student-centered learning, and effective learning. Students can open Schoology and learn or ask a question to the other students or teacher anytime, anywhere, and anywhen they are. As a consequence, they can be autonomous learners that can stay in touch with the teacher and classmates in the online class under the guidance of the teacher. Subsequently, students can be more confidence in writing class because they get feedback and comments from the teacher and classmates that enable them to compare their ability with their friends. Schoology also enhances interaction between students and teacher, provide active learning, and increase students' writing skills so that students will be more motivated in teaching and learning process. In using Schoology to teach writing, the teacher must understand and update their knowledge about the Information and Communication of Technology (ICT) development in ELT and must ensure themselves that they can use and operate internet and educational online platform so they will succeed in implementing Schoology.

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