BLACKBOARD AND ITS IMPLICATION TOWARD SENIOR HIGH SCHOOL STUDENTS' WRITING SKILL IN PALEMBANG

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Abstract: The purpose of this study was to improve the writing skills of ninth grade high school students in Palembang. This quasi-experimental method involved two groups (experimental group and control group). The results of the study were (1) the lowest score of pre-test in experimental group was 21 and the highest score was 63, while the control group got the lowest score of 23 and the highest score of 70, (2) the result of post-test obtained that the experimental group was able to obtain a mean value greater than that of control group and (3) there was a very significant increase in the experimental group as a result of the implementation of LMS in writing class. The results of the independent t-test showed that the mean value of the experimental group was greater than the mean value of the control group. Based on the results independent test analysis, it was found that the sig. (two-tailed) which is 0.000 with t-obtained 14.433. Then, it can be seen that the F test value is 0.379 with sig. 0.539. It can be interpreted that there was a positive influence on the application of LMS-based learning methods for improving the students' writing skill.

Keywords: *blackboard application, writing*

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INTRODUCTION
Education is a change in behaviour, or in the capacity to behave in a given way, resulting from a practice or other form of experience (Schunk, 2012). Learning also educates someone to know something. Education is the process of knowing something that must be known. We, as educators, really need creativity and innovation, because education is getting more and more advanced (Schunk, 2012). Most students use social media to share information in a matter of minutes. In line with it, they can make status updates and upload their photos with a beautiful caption, it is the result of their ideas and creativity. But sometimes, students have some problems in their writing on social media. They find it difficult to express their ideas quickly, and they do not have the writing etiquette they have written on social media. Not only do they write what they want to write and read, but they also don't think about what risks after their status and information are spread to the wider community.

The learning system in the virtual era is a process of transitioning curriculum development which requires schools to change the teacher-centered learning approach to being student-centered (Khvilon: 2002). This means that in learning activities, students must be actively involved and in the end, they will be able to find learning experiences that match what they need in real life creatively and critically. The author is interested in using technology applications that are suitable for teaching in this era. Blackboard application technology is a learning application that teachers can use in the teaching and learning process. This app is specially designed for students to content and participate in courses (http://blackboardsupport.calpoly.edu/content/about/whatis.html). The app version is currently availableon iOS and Android mobile devices. The Blackboard app provides an intuitive way for users to interact with classes, content, instructors, and other students. The Blackboard application only shows classes in which students are registered as learners. Teachers use the Blackboard Instructor app to access courage.

METHODOLOGY
Subjects
In this study, the researcher applied a quasi-research design involving randomly selected students of class XI from five (5) high schools in Palembang. Each school was selected into the experimental group and the control group. The following table is the Description of the research sample.

Table 1. Sample

No.	Name of School	Experimental Group	Control Group	Students Number
1	SMA Negeri 8 Palembang	20	20	40
2	SMA Negeri 4 Palembang	20	20	40
3	SMA Negeri 19 Palembang	20	20	40
4	SMA PGRI 2 Palembang	20	20	40
5	SMA Nahdatul Ulama	20	20	40
	TOTAL	100	100	200

Design and Procedures
The research team gave an assessment or pretest to the experimental group and the control group. This was done to determine the initial ability of high school students involved in the study. Furthermore, the research team provided treatment in the form of using the Blackboard application in learning activities to the experimental group only, while the control group used conventional treatment. After completing several treatments, the research team then gave a final assessment (posttest) to the two groups. The results of the pretest and posttest of the two groups were measured for the improvement. This is done using the t-test. Table 2 below describes the research design.

Table 2. Research design

Experiment Group	Pre Test	Blackbord/ LMS Application	Post Test
Control Group	Post Test	Convensional	Pre Test

Data Collection and Data Analysis

In this study, first of all, the research team distributed a questionnaire for students' perceptions about the learning process that had been taking place. This aims to determine the needs (Needs) of students and teachers. With the results of the initial questionnaire distribution, the researcher then designed the learning material, the initial and final assessment tools, and the final questionnaire of students' perceptions about the application of the Blackboard application in English lessons.

FINDINGS AND DISCUSSION

Students' Perceptions of Learning Activities Using Existing Methods

From the distribution of the questionnaire conducted, the researcher found that there were 89% of all respondents stated that the teacher had not provided clear instructions in doing exercises and assignments. Meanwhile, 11% of other respondents stated that clear instructions have been given by the teacher. More detailed data can be seen in table 3 below.

Tabel 3. Teacher's instruction is clear in giving the exercise and task

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Disagree	52	52.0	52.0	52.0
	Disagree	37	37.0	37.0	89.0
	Agree	11	11.0	11.0	100.0
	Total	100	100.0	100.0	

Furthermore, the researcher also found that all respondents thought that the stages of learning imposed by the teacher in the classroom were unclear and very unclear. Data can be seen in table 4 below.

Table 4. The learning stages that the teacher applies to the classroom are very clear

	Frequency	Percent	Valid Percent	Cumulative Percent
Very Disagree	49	49.0	49.0	49.0
Valid Disagree	51	51.0	51.0	100.0
Total	100	100.0	100.0	

Then, based on the results of the calculation of responses given by respondents regarding the use of the latest learning technology, all respondents stated that the teacher did not use the latest learning technology to help students do assignments and exercises. The data can be seen in Table 5 below.

Table 5. Teachers always use the latest learning technology (assisted by LMS) to make it easier for students to do exercises and assignments

		Frequency	Percent	Valid Percent	Cumulative Percent
	Very Disagree	52	52.0	52.0	52.0
Valid	Disagree	48	48.0	48.0	100.0
	Total	100	100.0	100.0	

Furthermore, when asked for their opinion whether the learning that had been going on was fun, only 7% of all respondents stated that learning was fun, while 93% stated that learning was not fun (Table 6).

Table 6. Writing Activity is very interesting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Disagree	47	47.0	47.0	47.0
	Disagree	46	46.0	46.0	93.0
	Agree	7	7.0	7.0	100.0
	Total	100	100.0	100.0	

Furthermore, when respondents were asked whether they were given the opportunity to ask questions when they experienced problems in doing the exercises and assignments, all respondents stated that they were not given the opportunity to do that in learning. Detailed data can be seen in Table 7 below.

Table 7. Teachers always provide opportunities for students to ask questions when they experience problems in doing exercises and assignments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Disagree	60	60.0	60.0	60.0
	Disagree	40	40.0	40.0	100.0
	Total	100	100.0	100.0	

Furthermore, respondents also stated that they were not given the opportunity to interact and collaborate in understanding the learning material. Data can be seen in Table 8 below.

Table 8. Teachers always provide opportunities for students to interact and collaborate in understanding learning material

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Disagree	45	45.0	45.0	45.0
	Disagree	55	55.0	55.0	100.0
	Total	100	100.0	100.0	

In line with the conditions above, there are 10% of respondents who stated that teachers always provide assistance (roles) to students in the process of doing exercises and assignments, while 90% of other respondents stated that they did not get help from the teacher when doing the exercises and assignments given . Data can be seen in Table 9 below.

Table 9. Teachers always provide assistance (roles) to students in the process of doing exercises and assignments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Disagree	45	45.0	45.0	45.0
	Disagree	45	45.0	45.0	90.0
	Agree	10	10.0	10.0	100
	Total	100	100	100.0	

Furthermore, all respondents stated that they did not get supporting materials such as videos, powerpoints, pictures and audio to help them understand the learning materials. The data can be seen in table 10 below.

Table 10. The teacher always provides learning support materials such as videos, Powerpoints, pictures, audio, to help students understand the learning material

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Disagree	47	47.0	47.0	47.0
	Disagree	53	53.0	53.0	100.0
	Total	100	100.0	100.0	

Then, when asked whether the teacher always gives clear assessments of the exercises and assignments performed by students, all respondents stated that clear assessments of the exercises and assignments performed by students have not been given by the teacher. The data can be seen in Table 11.

Table 11. The teacher always provides a clear assessment of the exercises and assignments that students are doing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Disagree	63	63.0	63.0	63.0
	Disagree	37	37.0	37.0	100.0
	Total	100	100.0	100.0	

With the above conditions, all respondents also stated that they did not get feedback on the work done on the exercises and tasks that were carried out. Data can be seen in table 12 below.

Table 12. The teacher always provides feedback on the progress of the exercises and assignments performed by students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Disagree	32	32.0	32.0	32.0
	Disagree	68	68.0	68.0	100.0
	Total	100	100.0	100.0	

Students' Perceptions of Learning Activities Using Existing Methods

After implementing the LMS balckboard assisted learning method, the researcher distributed a perception questionnaire related to the application of the LMS-based learning method, found several important points.

First, there are 97% of respondents who stated that the instructions given by the teacher were clear regarding carrying out the exercises and assignments. Only 3% of respondents stated that the instructions were not clear. Data can be seen in table 13 below.

Table 13. The teacher provides clear instructions regarding the use of the LMS application in doing exercises and assignments to students

		Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	3	3.0	3.0	3.0
	Agree	86	86.0	86.0	89.0
Valid	Very Agree	11	11.0	11.0	100.0
	Total	100	100.0	100.0	

Second, there are 95% of respondents who stated that the stages of LMS assisted learning were very clear, while 5% stated that they were not clear. Data can be seen in table 14 below.

Table 14. The stages of LMS assisted learning that the teacher applies in the classroom are very clear

		Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	5	5.0	5.0	5.0
	Agree	77	77.0	77.0	82.0
Valid	Very Agree	18	18.0	18.0	100.0
	Total	100	100.0	100.0	

Third, there are 95% of respondents agree that teachers always help students use the learning platform to make it easier to do exercises and assignments. Meanwhile, another 5% stated that the teacher had not helped them. The data can be seen in table 15 below.

Table 15. The teacher always helps students use the learning platform to make it easier to do exercises and assignments

		Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	5	5.0	5.0	5.0
	Agree	76	76.0	76.0	81.0
Valid	Very Agree	19	19.0	19.0	100.0
	Total	100	100.0	100.0	

Fourth, as presented in table 16, there are 96% of respondents agree that LMS-assisted writing learning activities are very fun. Meanwhile, 4% of other respondents stated that learning activities were not fun.

Table 16. LMS-assisted writing learning activities are very fun

		Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	4	4.0	4.0	4.0
	Agree	68	68.0	68.0	72.0
Valid	Very Agree	28	28.0	28.0	100.0
	Total	100	100.0	100.0	

Fifth, 99% of respondents stated that the features contained in the LMS application are very easy to understand. Meanwhile, only 1% of all respondents considered the features in the LMS application difficult to understand (Table 17).

Table 17. The features in the LMS application are very easy to understand

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Disagree	1	1.0	1.0	1.0
	Agree	75	75.0	75.0	76.0
	Very Agree	24	24.0	24.0	100.0
	Total	100	100.0	100.0	

Sixth, all respondents (100%) stated that they were always given the opportunity to collaborate with other students through learning assisted by the LMS application. The data can be seen in table 18 below.

Table 18. Students are always given the opportunity to collaborate with other students through learning with the LMS application

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	77	77.0	77.0	77.0
	Very Agree	23	23.0	23.0	100.0
	Total	100	100.0	100.0	

Seventh, all respondents (100%) stated that the teacher always monitors the students' writing activities with the help of the LMS application. The data can be seen in table 19 below.

Table 19. The teacher always monitors the process of students' writing activities with the help of the LMS application

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	74	74.0	74.0	74.0
	Very Agree	26	26.0	26.0	100.0
	Total	100	100.0	100.0	

Eighth, all respondents stated that the teacher always provides attractive learning support materials such as online dictionaries, videos, Powerpoints, pictures, audio, in helping students understand learning material.

Table 20. Teachers always provide attractive learning support materials such as online dictionaries, videos, Powerpoints, pictures, audio, in helping students understand learning material

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	82	82.0	82.0	82.0
	Very Agree	18	18.0	18.0	100.0
	Total	100	100.0	100.0	

Ninth, all respondents stated that the assessment given by the teacher in writing learning activities assisted by the LMS application was very clear. This can be seen in table 21 below.

Table 21. The assessment given by the teacher in writing learning activities assisted by the LMS application is very clear

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	77	77.0	77.0	77.0
	Very Agree	23	23.0	23.0	100.0
	Total	100	100.0	100.0	

Tenth, all respondents stated that the feedback given by the teacher on the work of the LMS application assisted exercises and assignments carried out by students was very clear. This can be seen in the following table 22.

Table 22. The feedback given by the teacher on the work of the LMS application assisted exercises and assignments carried out by students is very clear

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	63	63.0	63.0	63.0
	Very Agree	37	37.0	37.0	100.0
	Total	100	100.0	100.0	

Statistical Analysis of Initial and Final Test Values of Experiment Group and Control Group

Initial Test (Pretest) Experiment Group and Control Group

After conducting statistical tests related to the initial test data (pretest) in the two groups (experimental and control), it was found that the experimental group obtained the lowest score of 21 and the highest was 63, while the control group received the lowest score of 23 and the highest score of 70.This can be interpreted that the initial ability writing owned by the control group was better than the control group. Then, when seen in table 21 below, it is also found that the mean value of the control group is greater than the value of the experimental group, namely 41.54 for the control group and 27.87 for the experimental group.

Final Test (Posttest) Experiment Group and Control Group

After applying the Blackboard LMS-based writing learning method to the experimental group students, the researcher then performed a statistical analysis to compare the gains obtained by the experimental group with the control group. The results obtained were that the experimental group was able to obtain a mean value greater than the mean value of the control group. The mean value for the experimental group was 62, while the mean value for the control group was 44.78. The lowest score in the experimental group was 37 and the highest score was 77, while the lowest score for the control group was 30 and the highest score was 64.

Furthermore, the researcher also analyzed the percentage of writing scores for the experimental group and the control group. From the results of statistical analysis, it was found that only 9% of the total experimental group got scores below 50.While 91% of the total number of students in the experimental group were able to get scores above 50. This indicates that LMS assisted learning has had a positive impact. on the improvement of students' writing ability in the experimental group.

Then, in addition to analyzing the results of the experimental group posttest, the researcher also analyzed the results of the control group whose learning to write was not used by LMS Blackboard. The results found were 75% of the control group students were only able to get a final test score (posttest) below 50.While 25% of all control

group students were able to get a score above 50.This means that the increase that occurred in the control group was felt to be very small. compared to the increase in the experimental group.

Paired t-test
Pre-test – Post-test Experimental Group
To see in more detail the improvement in writing skills of high school students, the researcher conducted a statistical analysis related to the results of the initial and final tests in each group. Based on table 27 below, it can be seen that the mean value of the experimental group in the initial test was 27.87, while the mean value in the final test was 62.18. It can be seen clearly that there was a very significant increase that occurred in the experimental group as a result of the application of LMS to students' writing learning in the experimental group.

After analyzing the mean value, the researcher then also analyzed the t-obtained and sig values. clearly seen that the sig. that is 0,000 with the t-obtained 30,885. Due to the sig. less than 0.005, this suggests that there is a significant effect of LMS integration on the experimental group students' writing learning.

Discussion
Based on the Statistical Analysis of Initial and Final Test Values of Experiment Group and Control Group we can disscuss that the LMS assisted learning has had a positive impact on the improvement of students' writing ability in the experimental group. We can see that only 9% of the total experimental group got scores below 50.While 91% of the total number of students in the experimental group were able to get scores above 50. We can say that this LMS assisted are really effactive to improve the students writing skill.

CONCLUSION AND SUGGESTION
Conclusion
Based on research findings and interpretations, researchers made several conclusions. First, the experimental group pre-test and the control group found that the experimental group got the lowest score of 21 and the highest was 63, while the control group got the lowest score of 23 and the highest score was 70. Then, the post-test of the experimental group and the Control Group, the results obtained were that the experimental group was able to obtain a mean value greater than the mean value of the control group. Last, the results of paired t-test the pre-test – post-test Experimental Group showed that there was a very significant increase that occurred in the experimental group as a result of the implementation of LMS in the experimental group students' writing learning, the results of the Independent t-Test were obtained that the mean value of the experimental group was greater than the mean value of the control group, based on the results independent test analysis, it was found that the sig. (two-tailed) which is 0.000 with t-obtained 14,433. This can be interpreted that there is a positive influence on the application of LMS-based learning methods for the writing ability of high school students

Suggestions
Based on the results of the above studies, some suggestions can be given. First, English teachers need to be creative in teaching English in virtual class. Then, schools should provide adequate facilities so that the virtual learning can work well and attract students' interest in learning.

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