

## ABSTRACT

Wulandari, Mega. 2013. *A Moodle Learning Model of Paragraph Writing at the University Level*. Yogyakarta: Graduate Program on English Language Studies, Sanata Dharma University.

Today's language classroom is vastly different from that of the twentieth century. The trends in language learning are moving forward in a way as to empower language learners to interact with others. Time and place boundaries are transcended by internet-based media to facilitate the interaction they are eager to make. Language teachers must now be able to utilize internet for language learning, especially in writing class because most learners assume that writing skill is the hardest part of language to learn, which require learners to practice intensively in order to gain mastery.

Moodle (Modular, Object-Oriented, Dynamic, and Learning Environment) is one of many internet-based media through which teachers can work with students, whether in distance mode or as a supplement to face-to-face teaching. There are four basic things teachers and students can do with Moodle, namely: storing, communicating, collaborating, and evaluating. Considering those potentials, this research aimed at developing a Moodle learning model of Paragraph Writing at the university level.

Two research problems were formulated, as follows: (1) *What is the theoretical Moodle learning model of Paragraph Writing at the university level like?*, (2) *What is the iconic Moodle learning model of Paragraph Writing at the university level like?* To answer the research questions, the ADDIE Instructional Design model consisting of five phases: Analysis, Design, Development, Implementation and Evaluation was employed. The phases were incorporated into the Borg and Gall's cycles of Research and Development. The researcher administered two surveys in the development process. The first survey or the needs analysis was conducted by interviewing the Paragraph Writing Lecturer and distributing questionnaires to thirty students of ELESP Sanata Dharma University. The evaluative questionnaires were then employed in the second survey to gain feedback from four lecturers of the ELESP Sanata Dharma University and one Moodle user from which the researcher revised the designed product. At the end, the researcher conducted an in-depth interview with students having experienced Moodle for their Paragraph writing class to gather information on the students' response toward the implementation.

The result of the research was the theoretical model and the iconic Moodle learning model. The theoretical model presents the Moodle features that were selected according to their suitability with the theory of paragraph writing as well as with the CALL principles and Gagne's nine events of instruction. The iconic model was developed by making some revisions based on the results of the expert validation and the user validation. The iconic learning model could be accessed on [www.writing2pbi.mdl2.com](http://www.writing2pbi.mdl2.com).

The result of the evaluation showed that the Moodle-based Learning Model was acceptable and considered as a comprehensive learning resource for Paragraph Writing. Students enrolled in the online course used it to engage in collaborative forums where

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they presented and shared their paragraphs, offered suggestion to their peers, and raised critical questions that were meant to help themselves and their peers think more critically about the assigned writing genres.

Keywords : *Internet, CALL, writing proficiency, teaching/learning aid.*



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E-learning muncul sebagai paradigma baru pendidikan modern. Internet menawarkan banyak Sistem Manajemen Pembelajaran (LMS) berbasis web yang mendukung proses belajar mengajar. MOODLE (Modular, Lingkungan Object-Oriented, Dinamis, dan Belajar) adalah salah satu dari banyak LMS berbasis web dimana guru dapat bekerja dengan siswa, baik secara jarak jauh atau sebagai suplemen untuk pengajaran tatap muka. Ada empat hal dasar yang guru dan siswa dapat lakukan dengan Moodle, yaitu: menyimpan, berkomunikasi, bekerja sama, dan evaluasi. Mempertimbangkan potensi tersebut, penelitian ini bertujuan untuk merancang sebuah model pembelajaran dengan Moodle untuk menulis paragraf di tingkat universitas.

Dua masalah penelitian dirumuskan, yaitu: (1) Seperti apakah model teoritis dari model pembelajaran dengan Moodle untuk menulis paragraf di tingkat universitas?, (2) seperti apakah model ikonik dari model pembelajaran dengan Moodle untuk menulis paragraf di tingkat universitas? Untuk menjawab pertanyaan tersebut, Instruksional Desain ADDIE yang terdiri dari lima tahap: Analisis, Desain, Pengembangan, Implementasi dan Evaluasi digunakan. Tahapan-tahapan tersebut digabungkan ke dalam siklus Penelitian dan Pengembangan (R & D) milik Borg dan Gall. Penelitian dilakukan melalui dua survei dalam proses pengembangan. Survei pertama atau analisis kebutuhan dilakukan dengan mewawancarai dosen mata kuliah *Paragraph Writing* dan membagikan kuesioner kepada tiga puluh mahasiswa PBI Universitas Sanata Dharma. Kemudian, kuesioner evaluatif digunakan dalam survei kedua untuk mendapatkan saran dan kritik dari empat dosen PBI Universitas Sanata Dharma dan satu pengguna Moodle. Masukan tersebut digunakan untuk merevisi produk yang dirancang. Pada fase akhir, peneliti melakukan wawancara mendalam dengan siswa yang memiliki pengalaman menggunakan Moodle untuk kelas *Paragraph Writing* untuk mengumpulkan informasi tentang respon siswa terhadap pelaksanaan.

Hasil dari penelitian ini adalah model teoritis dan model ikonik dari model pembelajaran Moodle. Model teoritis memaparkan fitur dan aplikasi yang dipilih sesuai dengan teori penulisan paragraf dan prinsip CALL dan sembilan peristiwa instruksi oleh Gagne ini. Model ikonik dikembangkan dengan membuat beberapa revisi berdasarkan hasil validasi ahli dan validasi pengguna. Model pembelajaran ikonik dapat diakses pada [www.writing2pbi.mdl2.com](http://www.writing2pbi.mdl2.com).

Hasil evaluasi menunjukkan bahwa Model Pembelajaran berbasis Moodle dapat diterima dan dianggap sebagai sumber belajar yang komprehensif untuk menulis paragraf. Mahasiswa yang terdaftar dalam kelas online ini menggunakannya untuk terlibat dalam forum kolaboratif di mana mereka dapat mengunggah ke dalam halaman website dan paragraf mereka dapat dibaca oleh semua anggota kelas, memberikan masukan untuk rekan-rekan mereka, dan mengajukan pertanyaan kritis yang dimaksudkan untuk membantu rekan-rekan mereka berpikir lebih kritis tentang genre penulisan yang ditugaskan.