

CHAPTER I

INTRODUCTION

A. Research Background

E-learning is learning at a distance that uses computer technology (usually the internet). In addition it is said that E-learning enables employee to learn at their work computers without traveling to a classroom. E-learning can be a scheduled session with an instructor and other students, or it can be an on-demand course that the employee can take for self-directed learning at a time when it is convenient.¹

In addition, in a broader view, e-learning can be seen as a transformation process that must align with the organization's capacity to deploy learning.² E-learning involves all forms of ICT, across all dimensions of the learning process. E-learning can be both a distinct area of study and part of the wider mosaic of learning, knowledge management and information exchange within electronic environment.³ E-learning is a journey by different individuals, at different stages of progress and in different directions, with different capabilities and very few common elements to allow comparative positioning.⁴

E-Learning environments may contribute to the teaching and learning process if the integration is done within the framework of proper pedagogy. Building customized E-learning programs places high demands on design, programming skills, and time.⁵

¹ Allan J. Henderson, *The E-Learning Question and Answer Book*, (New York: Amacom, 2003), p. 2

² Marcus, Bowles, *Relearning to E-learning strategy*, (Australia: Melbourne University Press, 2004), p.1

³ Marcus, Bowles, *Relearning to E-learning strategy*, p. 18

⁴ Marcus, Bowles, *Relearning to E-learning strategy*, p.1

⁵ Shulamit Kotzer¹, Yossi Elran², "1st Moodle Research Conference Heraklion, Crete-Greece, September, 14 - 15, 2012" *Davidson Institute of Science Education, Weizmann Institute of Science, Rehovot: Israel in "Digital Literacies for Learning"* by Allan Martin (Editor) and Dan Madigan (Editor), Facet Publishing, 2006. p.122.

Today e-learning refers to a mixture of technologies that are often encapsulated within an environment or management system. Early online or virtual learning environments allowed students to interact with content, fellow students, and faculty within the one web site. Today these environments have grown to include other functions such as student tracking, grade management, and interoperation with databases of resources and records. In addition, students can create content within the virtual environment. These are now referred to as learning management systems (LMS), virtual learning environments, or course management systems.⁶

Around this time, and probably due to the wide spread use of LMSs, the parlance changed from flexible learning to online learning or e-learning. This probably reflects the immense impact of LMSs on mainstream education. It is argued that the impact of LMSs is the greatest that any technology has had on higher education at least in breadth if not in depth.⁷

The list of the activities students includes: create powerful learning content using a variety of Web-based tools develop custom learning paths for individual students or groups, facilitate student participation communication and collaboration evaluate, students' work using a rich set of assessment capabilities, bring top publisher content into e-learning⁸

English is one of the international language is used in country throughout the world, including Indonesia. As the first language, English is taught as a compulsory subject from the junior high school up to senior high school in today's Indonesian educational system. But in fact, English as a foreign language considering as one of the most difficult lessons. In our country, "students are usually afraid of joining foreign language classes".⁹

⁶ Richard Caladine , *Enhancing E-Learning with Media-Rich Content and Interactions*, (New York: Information Science Publishing, 2008), p. 17

⁷ Richard Caladine , *Enhancing E-Learning with Media-Rich Content and Interactions*, p. 17

⁸ Richard Caladine, *Enhancing E-Learning with Media-Rich Content and Interactions*, p. 3

⁹ Tarwiyah, Siti, *Modul Game and Songs, Practical Ideas to Teach Language*. (Semarang, unpublisher, 2008). P. 4

In applied language over the last decades, it has been common to divide language into the four skills and then to add grammar, vocabulary and phonology to them.¹⁰ It is applied in teaching language at senior high school includes four language skills; listening, speaking, reading, and writing. Those four skills are taught in an integrated manner.

Reading is important in English teaching for Indonesian student, because it helps them to understand many books written English. It is either to obtain information and message for scientific purpose or just for relaxation. Success in reading is very important for students, both for academic and vocational achievement. Success in reading is very important for students, both for academic and vocational achievement. For more than a quarter of a century language teachers have been dominated by the idea that speech is the primary form of language, writing is secondary. So, it is logic that there is such a common sense that teaching language is nothing more than a remedial stage of preparation to the more rigorous.¹¹

Allah explained in the holy Qur'an that the first divine revelation is a command to read.

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Read the name of your Lord who created, created man from clots of congealed blood. Read! Your Lord is the Most Beautiful One, who taught by the pen, taught man what he did not know.¹²

Theses verses from the earliest Revelation to the Prophet Muhammad (peace and blessings be upon him) succinctly capture the perennial tension of the human situation: man's cravings for the knowledge of Reality; his soul's longings for rapport with the Divine; and the biases,

¹⁰ Lynne Cameron, Teaching Language to Young Learners, (Cambridge: Cambridge university press, t.t), p. 17.

¹¹ Alice C Omaggio, Language Teaching in Context, Proficiency-Oriented Instruction, (Boston: Heinle & Heinle, 1986), p. 99

¹² Mahmud Y. Zayid, The Qur'an: An English Translation of the Meaning of the Qur'an, (Lebanon: Dar al Chaura, 1980), p. 457.

complexes and misconceptions that frustrate his efforts and drive him away from the Straight Path.¹³

This verse as a proposition shows reading, writing and knowledge excellence. God commands to the prophet to read although he is not able to write. The prophet is supplied by the ability to dominate this world. And because of his knowledge, he is able to dominate everything to human importance in the world. So, God commanded the prophet to read first.¹⁴

This verse told to the prophet to read the environment, society and written text which is holy or not.¹⁵ The next order to read has the meaning to read, study, and observe the world more. And it was ordered to read written text and unwritten text to be ready to go to the society.¹⁶ The sentence of written text which is not holy is also related to teaching and learning textbooks which is prepared to the students as a part of the society. In Indonesia English is one of the subjects in the school. So, to read and teach English is as a part of read order in this verse in generally.

Indonesian's students who are learning English are forced to face new vocabulary and grammar that are definitely different from their mother language. It is hard for them to guess and predict the correct cues behind the texts because of their imperfect knowledge of the language. Rather recalling cues with which they are familiar, they are forced to recall cues that either do not know or know imperfectly. Because of this, readers will forget those cues much faster than they would cues in their native language.¹⁷

¹³ Thomas Ballantine Irving, et al, *The Qur'an Basic Teachings*, (The Islamic Foundation: London), 1979. p. 21

¹⁴ Ahmad Musthafa al Maraghi, *Terjemah Tafsir al Maraghi* 30,(Semarang: PT. Karya Toha Putra, 1993), p. 346

¹⁵ M. Quraish Shihab, *Tafsir al Misbah Pesan, Kesan, dan Keserasian al Qur'an*, (Ciputat: Lentera Hati, 2010), p. 454

¹⁶ M. Quraish Shihab, p. 461

¹⁷ Alice C Omaggio, *Language Teaching in Context, Proficiency-Oriented Instruction*, p. 100.

The writer interested to do a research in SMA Negeri 13 Semarang because there are facilities in the school especially in using e-learning system, but the teacher did not use it effectively. There is host pot area but it did not be use well in teaching and learning process. The computer laboratory also connected to internet which has 35 personal computers. There are 10 computers which connect to internet in the teacher's room and 2 computers which connect to internet in the library. Beside the computer laboratory, internet also could be accessed in almost of the areas in the school which would be the main proponent in this research.¹⁸ As we know that internet had many benefits such applications as e-mail, instant messaging, audio and video streaming, Web browsing, and e-commerce and others.¹⁹ But, the teachers only asked students to search the tasks from the internet and then sending it by email.

The other reason of choosing the school was caused the teacher of English subject used explaining method, repeating words or sentences and then answer questions. It made not all of students did not enjoy the teaching and learning process. So they did not understand the material and they did not get the minimum score (75) when they did the test.

Based on the theory of the importance of e-learning, the internet advantages and the problem of teaching reading, the writer would make a research about applying e-learning by using a Learning Management System to solve those problems. It was chosen by applying Moodle - based to teach narrative reading in SMA Negeri 13 Semarang for tenth grade.

¹⁸ The result of interview with Vice principal of curriculum areas on February, 6th 2014 at SMA Negeri 13 Semarang.

¹⁹ Apostolis K. Salkintzis (Ed.) *Mobile internet Enabling Technologies and Services*, (Washington: CRC PRESS, 2004), p. vi

B. Research Questions

1. How is moodle - based interactive online media to teach Narrative reading for tenth grade students of SMA Negeri 13 Semarang in the academic year 2014/2015 developed?
2. How suitable is the moodle - based interactive online media to teach Narrative reading for tenth grade students of SMA Negeri 13 Semarang in the academic year 2014/2015?

C. Objectives of Research

The objectives of this research are

1. To know how the developing process of moodle-based interactive online media to teach Narrative reading for tenth grade students of SMA Negeri 13 Semarang in the academic year 2014/2015.
2. To know the suitable of the moodle-based interactive online media to teach Narrative reading for tenth grade students of SMA Negeri 13 Semarang in the academic year 2014/2015.

D. Pedagogical and Significances

The result of this research is expected to be useful for school, teacher and students as a contribution to teach using moodle. The following explanations are the particular benefits for school, teacher and students. Firstly for the school; this research is hoped as a reference to develop the school's website of SMA Negeri 13 Semarang, <http://sma13.sch.id> as a portal site to develop e learning site. Secondly, for teacher, this research product is hoped as a learning media in teaching English, especially in narrative reading. It also helps the teacher to develop their ability in using technology, especially in internet-based media.

For the students, the research product will help them to be more active during the learning process. It will created student - centered atmosphere. It can also be used to improve and develop their abilities in learning reading text especially on narrative text.

E. Specification of Product

This research would develop a web of moodle-based learning with the specification as follows:

1. This Moodle version is 2.7.2.
2. This Moodle loads narrative material in reading skill.
3. This Moodle is designed for X grade. It is hoped that they are able to be more understand in narrative text.
4. This Moodle is developed based on basic competence 3.9; analyzing the social function, generic structure, and language feature of narrative legend based on its used. And based on basic competence 4.15; comprehending the meaning of narrative legend in oral and written forms.
5. This product is developed with other material beside on narrative text.
6. Moodle is designed by some activities. They are:
 - a. Assignment: this facility is used to provide assignments to online learning students. They can access the learning material task assignment of Narrative text and collect their results by sending files. It consists of individual, pair and group work.
 - b. Chat: This facility is used to conduct the chat (online chat). Between teacher and students can dialogue about difficulty in Narrative text.
 - c. Forum: This is online discussion forums to discuss the learning material. Between teachers and learning participants can discuss some topics in a forum of learning about Narrative text. Each participant can give his opinion and answer related to the topic. And teacher will conclude from each session.
 - d. Quiz: This facility is able to give online test. They will get score after they do their tests automatically. Then the teacher just takes their score into score draft. It will very helpful to the teacher.

F. Assumption of Development

This model can be called as an interactive way of learning. Essentially, all learning is interactive. We are learning with an interaction with a social

agent of learning who informs about the results of learning or at least about some form of informative event (implicit feedback), e.g. by observing the results and outcomes of own doing and acting.²⁰ It is approved that in this product there is an interaction between teacher and students or student and student in forum or chat activity.

Activities are presented, include of quiz and assignment within Moodle-based developed product. Quizzes and assignments consist of several activities which consist of images. Research investigating the effects of images on vocabulary or other textual meaning retention has indicated that images and video can be effective. A study was conducted on second year German learners' vocabulary retention after reading a story in which 82 of the 762 words had been glossed either with English text and an image, or with video, or with English text alone.²¹ So, the students would be more interest to do it. The quiz also could be made using other software. It was hot potatoes software module.

By using Research and Development methodology based on Borg and Gall models and waterfall software model, the step-by-step development of Moodle can be implemented according to expected target in the narrative material being taught. However, even the Moodle developed by a variety of functions, there are some materials that cannot be taught using it. The training requires a lot of physical activities, such as practicing dialogue. It is difficult to practice both in pairs and in groups.

²⁰ Colin Harrison (Ed.), *Interactive learning and new technologies: a report of the Educational Research Workshop held in Eindhoven, the Netherlands, 2–5 June 1987*, (Amsterdam: Taylor & Francis e-Library, 2005), p. 57

²¹ Carol A. Chapelle, *English Language Learning and Technology*, (Amsterdam/ Philadelphia : John Benjamins Publishing Company, 2003).p.47