



**FINAL PROJECT**

**THE USE OF MOODLE AS A MEDIUM OF TEACHING WRITING  
DESCRIPTIVE TEXT IN A FLIPPED CLASSROOM**

**(an Experimental Study of Tenth Year Students of SMAN 1 Bangsri, Jepara, in the  
Academic Year of 2015/2016)**

a final project  
submitted in partial fulfillment of the requirements  
for the degree of *Sarjana Pendidikan*  
in English

by

Yustiaji Nur Laely

2201412072

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
UNIVERSITAS NEGERI SEMARANG**

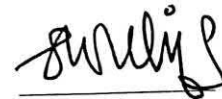
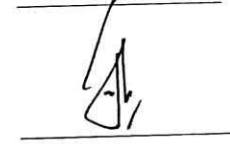
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## APPROVAL

This final project entitled *The Use of Moodle as a Medium for Teaching Writing Descriptive Text in a Flipped Classroom* has been approved by board of examiners and officially verified by the Dean of English Department of Faculty of Languages and Arts of Semarang State University on August 19 2019.

### Board of Examiners:

1. Chairman  
Dr. Syahrul S. Sinaga, M.Hum.  
NIP. 196408041991021001
2. Secretary  
Galuh Kirana D.A, S.S, M.Pd.  
NIP. 197411042006042001
3. First Examiner  
Arif Suryo Priyatmojo, S.Pd, M.Pd.  
NIP. 198306102010121002
4. Second Examiner/Second Advisor  
Fatma Hetami, S.S, M.Hum.  
NIP. 197708272008122002
5. Third Examiner/First Advisor  
Sri Wuli Fitriati, S.Pd, M.Pd, Ph.D.  
NIP. 197510262005012001



Approved by

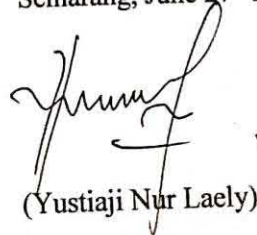
Dr. Sri Rejeki Urip M.Hum.

NIP. 196202211989012001

### STATEMENT OF ORIGINALITY

I Yustiaji Nur Laely hereby declare that this final project titled *The Use of Moodle As A Medium in Teaching Writing Descriptive Text in A Flipped Classroom (an Experimental Study of Tenth Year Students of SMAN 1 Bangsri, Jepara, In the Academic Year of 2015/2016)* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, June 27<sup>th</sup> 2019



(Yustiaji Nur Laely)

## **MOTTO AND DEDICATION**

Do not be afraid of what you're doing.

Do not be afraid of what you're confronting.

Do not be afraid of tomorrow.

ALLAH will always be right beside you.

To my first beloved Man and my super Mom for their never ending support and pray.

To my beloved sister, Wimmi Arisa Aji and Catur Rahmatika aji.

To my beloved younger brother, Satriyo Aji Pamungkas.

To all my teachers and lecturers.

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Finally, I realize that this final project is still far from being perfect. Hence, critics and suggestions are expected in making this final project better. I have a great expectation that my study will be beneficial and give contribution for English Department and others.

## ABSTRACT

**Laely, Yustiaji Nur.** 2017. *The Use of Moodle As A Medium in Teaching Writing Descriptive Text in A Flipped Classroom (an Experimental Study of Tenth Year Students of SMAN 1 Bangsri, Jepara, In the Academic Year of 2015/2016)* Final project. English Department. Faculty of Languages and Arts. Semarang State University. First Advisor: Sri Wuli Fitriati, S.Pd., M.Pd., Ph.D., Second Advisor: Fatma Hetami, S.S., M.HUM.

**Key Words:** Moodle, Writing, Descriptive text, Flipped Classroom.

This study aims to find out the effectiveness of Moodle as a medium in teaching writing of descriptive text in a flipped classroom. A further concern of this study is to find out the significant difference of students' achievement of writing descriptive text before and after using Moodle as a medium in a flipped classroom. I used one group pre-test post-test experimental research where it belongs to the quasy experimental research. The population of this study was the tenth year students of SMAN 1 Bangsri, Jepara in the academic year of 2015/2016. Because of some consideration, 34 students of English across curricular class was chosen as the sample of this study. This study was started by giving try-out test, pre-test, treatment, and post-test. The experimental group was taught using Moodle as a medium during the learning process. The data in this study was obtained by giving writing tests to the experimental group. Questionnaire and interview were also conducted to obtain the supporting data. The result analysis of the quantitative data showed that the mean score of students' achievement was increased from 58.56 to 77.00 after using Moodle as a medium in a flipped classroom. Then the T-test showed that  $\text{sig} = 0.003 = 0.3\%$ . Sig value here is lower than 5%. Then it can be conclude that the null hypotheses was rejected. It means that There is significant difference achievement of writing descriptive text before and after using Moodle as media in Flipped classroom. Based on the result above, Moodle could be one of effective media to improve the students' ability in writing descriptive text. This study suggested the teachers to use Moodle web as one of media in teaching writing, especially in writing descriptive text. Although, there were still necessary to have proper planning and arrangement to

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# **CHAPTER I**

## **INTRODUCTION**

This chapter presents background of the study, reasons for choosing the topic, research questions, purposes of the study, hypotheses, limitation of the study, significance of the study, and outline of the report.

### **1.1 Background of the Study**

Generally, in learning languages there are four basic skills which every learner needs to learn. They are listening, speaking, reading and writing. Writing is considered as “the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text” Richards & Renandya (2002). Writing is about generating ideas into sentences or paragraph. However, it needs ability to express those ideas. In writing our ideas, we need to consider the sentence pattern, punctuation, organization of text, cohesion, and vocabulary. Brown (2001) states that writing was culturally specific, learned behaviour. It is considered as a language skill which needs more examples and practices. Writing is talking about the way a writer explains his/her idea in form of written words. Observing and analysing the examples or materials before working in class is expected to help students to prepare themselves for writing since they have good prior knowledge. Writing might also be considered as the most difficult language skill since it has several steps in composing writing product. Learners need to find their idea and

think about how to start writing. Besides, it is also necessary for them to elaborate the ideas, then arrange those ideas into good paragraphs using sentence patterns and punctuation correctly.

According to my observation in SMAN 1 Bangsri, most students need learned skills to deliver their ideas in well-organized paragraphs. However, the most difficult thing faced by students is gaining ideas at the beginning of writing process. It is also necessary for them to arrange the words into a good text by considering the grammar, punctuation, diction, language features and the organization of the text. After doing a preliminary research in SMAN 1 Bangsri, the fact is known that actually students feel difficult when they are asked to write an English text because they do not know how to write a good text. It takes long time for them to begin writing. Gaining the idea and arranging the sentences in writing seems very hard for students. This challenging problems should be a central interest for teacher to create better teaching and learning process.

However, in teaching writing, teacher should be optimistic that students ability can improve if students have a willingness to learn and practice continuously. Therefore, it is necessary for teachers to create an interesting teaching and learning process in order to get students' interest and motivation in writing. Each teacher is possible to use any kind of techniques or media to enhance students' learning process. The new technology can be suggested to be an interesting media nowadays. The technology supports students/learners and

presents an alternatives for those who want to strike balance between private, life, career, and continuing studies (Grogan, 2015).

The way of how teacher delivers the lesson is important to be improved. Because of that reason, I attempted to experiment a medium named Moodle which was used as a medium in flipped classroom. Moodle is an online application used in education which help educators and learners to create effective online courses. Some features in Moodle are able to provide discussion forum, chat and other synchronous or asynchronous communication which enable educators and learners to exchange information. In this case, synchronous means “an interaction between one component and other components which takes place in the same time. Meanwhile, asynchronous means an interaction between one component and other components which does not take place in the same time” Munir (2009). It is possible for educators to combine e-learning using Moodle and conventional (face-to-face) classes. The combination of online class and face-to-face class is usually called blended learning. Blended courses integrate the best of face-to-face and online learning while reducing the duration of direct interactions in classes. In contrast to the conventional learning processes, course materials are conveyed by teachers through lectures. The teacher determines the content and the learning process has to be done during a specified duration of time (Adisucipto, Efendi, Hanif, & Budiyanto, 2017)

“Blended learning offers flexibility because a part of learning is carried out face-to-face and other part is online” (Hartoyo, 2012, p.82). Some courses are

possible to be organized outside the classroom since Moodle can be accessed easily using internet.

The excellence of Moodle can be adopted in the flipped classroom. A flipped classroom means that the lecturing activity such as giving materials in form of texts, videos, and pictures are given outside the classroom. Meanwhile, students solve any problems when they gather in face-to-face class. In a flipped classroom, students learn the materials at home. When they are in the class, students have already known what they are going to discuss. Thus, students would be easier to join the activities in class. Fulton (2012) asserts that “If several students are stuck on a problem, he might work through more examples on the board at the front of the class.” The process of working through examples can be seen from part of online learning. It offers several sources for students which help them to do their work inside the classroom.

It is considerable that creating descriptive text can help students to develop their writing ability. It is one of the simple text types which learned by students, since they can start writing by describing anything around them. The ideas and topics are not really difficult to find. It can be describing about a person, a thing, or a place. Those objects have already been seen in our surrounding where each student can find it easily. However, the most difficult thing faced by most of the students of SMAN 1 Bangsri is the lack of ideas when they are trying to write an English text. The English teacher of the school stated that students' ability in arranging sentences into paragraph is low. It means that students also have



difficulty in transferring their ideas into written language. They often work individually and in pairs in order to share and develop their ideas. That activity was very meaningful to discover ideas for writing. Unfortunately, most of students are difficult to elaborate their ideas into the written form.

Based on the problem faced by the students of SMAN 1 Bangsri, I delimitate my research on the use of Moodle as a medium in flipped classroom to improve student's writing skill, especially writing descriptive texts. Hopefully, Moodle as a medium and flipped classroom as a teaching technique can be used as an alternative way to create interesting teaching and learning writing.

## **1.2 Reasons for Choosing the Topic**

In this study, I chose the topic "The Use of Moodle as A Medium for Teaching Writing of Descriptive Text in A Flipped Classroom", with the following considerations:

This topic is talking about Moodle as a medium which is used in a flipped classroom for teaching writing descriptive text. Descriptive text is chosen in this study because this genre is considered to help students learning English language by describing simple things around them. In describing something, actually it is not something which make students think very hard. They have already known what object they want to describe. However, they often feel difficult in arranging the text with correct and acceptable grammar. It is very hard for them to arrange sentences, so it become a good paragraph. Sometimes, they also come to rest and do not continue writing because they don't know what to say and what to write.

Meaning that they come to the trouble in elaborating the ideas. But then, the teachers do not have an alternative solution to build up students' interest and motivation in writing an English text.

Actually, there are many alternatives and interesting media that can be used for teaching. One of them is Moodle. Moodle is not something new in education world. Unfortunately, there are many teachers which are not familiar with Moodle, especially they who are not too close to technology. This study aimed at introducing this kind of open source software which usually called as Learning Management System, so that the teachers can utilize it effectively to enhance their teaching and learning activity. For example, some features in Moodle can assist the processes of learning writing. Those processes involve multiple opportunities to plan, discuss and revise writing. They can be assisted by some features available in Learning Management System especially Moodle such as Chat, Forum and News which support students and teacher for having either communication in the real time (synchronous) or communication in different time (asynchronous) to discuss and revise their ideas.

Writing is considered as learned skill which can be improved by ongoing process. If there is progression in students' descriptive writing, this study might give a new reference for teachers to use Moodle and flipped classroom as an alternative way in teaching writing of descriptive text.

### **1.3 Research Questions**

Based on the background above, the formulation of the research questions are as follows:

- a. Is there any significant difference in the students' achievement on writing descriptive texts, before and after being taught using Moodle as the medium in Flipped classroom?
- b. Is Moodle effective as the medium in a flipped classroom to teach descriptive text for the tenth grade students of SMAN 1 Bangsri, Jepara in the academic year of 2015/2016?

### **1.4 Objectives of the Study**

The objectives of this study are as follows:

- a. to find out the significant difference between teaching writing of descriptive text before and after using Moodle as a medium in flipped classroom.
- b. to find out how effective Moodle in flipped classroom for teaching writing of descriptive text.

### **1.5 Hypotheses**

There are two hypotheses in this research. These hypotheses have function to give tentative answer for the research questions in this study. The hypothesis in this study are as follows:

- a. The null hypotheses states that there is no significant difference between the students' achievement before and after using moodle in a flipped classroom.
- b. The alternative hypotheses predicts that there is significant difference between the students' achievement before and after using moodle in a flipped classroom.

### **1.6 Limitation of the Study**

In this study, I focus on the use of Moodle as a medium of teaching writing descriptive text in a flipped classroom. This study aims to find out whether Moodle can be used for teaching descriptive text in a flipped classroom or not. In this case, writing is the skill that I focused with. Besides, this research was conducted at the tenth year students of senior high school in SMA Negeri 1 Bangsri in the academic year of 2015/2016. Therefore, the result of this study can not be generalized for other subjects and populations. This may only be applied in the subjects and context of this present study.

### **1.7 Significance of the Study**

These are the significances of the study as the following:

- a. Theoretical significance

Theoretically, this study finds out how effective is the use of Moodle in flipped classroom for teaching writing of descriptive text. The result was an evident after doing a treatment in the experimental group.

b. Practical significance

Practically, this study might give reference of medium for teaching descriptive text by using Moodle as e-learning software. It can be used by teachers to enrich their teaching media. Hopefully, this medium can stimulate students during their learning process.

c. Pedagogical significance

Pedagogically, Moodle as medium in flipped classroom can enhance students' learning activity. All features in Moodle assisted students to have more practice in writing descriptive text and associating either with other students or teachers. Therefore, students have more chances in solving their problem of writing when they use the medium. It will be easier for students to have deeper understanding in learning their materials.

## **1.8 Outline of the Report**

This final project report has five chapters as the following:

Chapter I is an introduction, I presents background of the study, reasons for choosing the topic, research problems, purposes of the study, statement of the hypotheses, significance of the study, and outline of the report.

Chapter II is review of related literature. It consists of previous studies, theoretical review and theoretical framework.

Chapter III presents research methodology. It presents research design, research object, research variables, hypotheses, research instruments, method of collecting data, and method of analysing data.

Chapter IV is an analysis of data and discussion. It presents the research results and discussion.

Chapter V is conclusions and suggestions.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

There are three subchapters in this chapter. They are review of previous studies, review of theoretical study, and theoretical framework.

#### **2.1 Review of the Previous Studies**

There are some similar researches that have been conducted by other researchers. Related to this study, the writer choose some references about previous studies which are close to those previous studies. Those previous studies discuss about descriptive text, Moodle, and Flipped classroom.

Aini (2015) conducted a research to improve students' achievement in writing descriptive text. This previous study talked about Running Dictation Technique for teaching descriptive text. The aim of this study was to find out students' responses in writing descriptive text using running dictation technique and to find out how running dictation technique improve students' writing in descriptive texts. It was an action research where the sample were ten students of SMAN 1 Bawang Banjarnegara. The result of this study showed that there is improvement in student's score after using running dictation technique. This technique gave good contribution for student's writing in descriptive text. The conclusion drawn from the study was that running dictation technique gives good contribution to improve the writing ability of X Social 1 students of SMAN 1 Bawang-Banjarnegara in the academic year 2014/2015.

Improving students' writing skill using several attractive media is becoming a big issue in language teaching strategy. Talking about media in teaching and learning process nowadays, many studies have already discussed about using technology as the medium especially internet. An interesting study was discussed about the implemetation of internet-based program to support students' reading and writing skill in english department of Universitas Negeri Semarang. The study showed that the availability of internet facility in English Department still needed improvement along with the extended requirements for the internet-based learning process. The study involved the students from the reading and writing classes during the data collection by having questionnaires, discussion and observation to each class blog. The descriptive-qualitative approach was used with regards to quantitative outputs from the questionnaires. According to this study (Utami & Fitriati, 2011), proper planning should be arranged in the learning process that uses blogs as the media by emphasizing value, character, novelty of the ideas revealed in the students writing works.

Nugroho (2013) conducted a research about improving students' outcomes in ICT class using Moodle. The objective of this study was to analyse and describe the effectiveness of Moodle to students' outcomes in Information Communication and Technology (ICT) class. It was an experimental study which carried out random control group pre-test post-test technique. The study was conducted in SMAN 5 Semarang where the ten grade studets' achievements in ICT lesson were analysed. The result of this study gave an evidence that students who learn ICT using Moodle has higher score than they who learn ICT without



Moodle as media in e-learning. The utilization of Moodle is needed because it was proven that Moodle can improve student's outcomes in ICT class.

Comas-Quinn (2011) argued that the implementation of blended learning performance depends to the teacher as the facilitator. This study evaluates the impact that the introduction of blended learning in a distance language learning course has had on teachers. It presents and discusses findings from a small scale evaluation study which compared quantitative and qualitative data gathered through a survey and a small number of interviews with participant observations from the researcher and the institutional end-of-course debriefing report. The paper argues that whilst technological challenges and the sheer amount of change that teachers were faced with were largely responsible for some of the negative attitudes reflected in teachers' opinions about the course, a less obvious, broader explanation for the difficulties that teachers encountered might be found in the way that learning, teaching and training are conceptualised by both teachers and the institution. The technological challenges makes amount of changes in learning the situation. Teachers faced large responsible in presenting either the traditional classroom or online teaching. It was reflected in teachers' opinions about the course, a less obvious knowledge of technology, and a limited explanation for the difficulties that teachers found. It is proposed that a transmission of knowledge approach to training fails to acknowledge and properly support the transformation of teachers' identity that results from moving from traditional classroom-based teaching to online teaching. The shift goes beyond the acquisition of ICT skills

and requires a pedagogical understanding of the affordances of the new medium and an acceptance by the teacher of his or her new role and identity.

Shen (2006) took a study which had an issue about technology and EFL learning and teaching. This study examined the impact of Computer Assisted Language Learning (CALL) on Korean TAFE (Technical and Further Education) college students in an English as a Foreign Language (EFL) reading classroom in terms of their perceptions of learning environment and their reading performance. This study shows that computer technology had a positive impact on students' perceptions of their learning environment, especially in relation to learning materials and tasks, and with regard to interaction and collaboration with the tutor and other students.

In addition, a study about Flipped classroom evaluation was conducted by Thompson and Mombourquette (2014). This study examined the effectiveness of flipped classroom in an undergraduate business course. Dr. Findlay-Thompson taught three sections of Business 1112 and used the flipped classroom style for one of the three sections and the traditional lecture-style teaching methodology for the other two. Post-term interviews were conducted with the students in the flipped classroom to gather information on their views of the learning environment in a flipped classroom. As well, a comparison of the quantitative results of the grades between the three sections was used to compare the academic outcomes between the two teaching methodologies. Student views on the flipped classroom were mixed and the academic outcomes were identical between the three classrooms. These findings were discussed in terms of how the flipped

classroom teaching methodology needs to be implemented properly and whether or not it is an effective way to engage students in the learning process. The researcher used flipped classroom style for two classes and traditional lecture for one class. This study found that there was significant difference between the class which use flipped classroom style and the other class which use traditional lecture. Some students felt that they did it better in using flipped classroom style.

Another study was conducted by Ajlan and Zedan (2008). This paper proposed a comparative study between Moodle and other VLE systems that will aid Qassim University in determining the best system to meet its needs. They did a comparative study between Moodle and another open source software such as Desire2learn, KEWL, blackboard learning system, learning management suite, and eCollege. This study focused on one platform with another platform in order to discover the strengths and limitations of each platform. This study was conducted in two phases. The first was based on features and capabilities of each Virtual Learning Environment. The second was a phase that based on the technical aspects of the Virtual Learning Environment systems. According to the result of this study, it can be concluded that Moodle was a kind of VLE and it was widely used all over the world by schools, institutes, universities, companies, independent educators, and home schooling parents. It has great potential for creating a successful e-learning experience by providing an abundance of excellent tools that can be used to enhance conventional classroom instruction in any VLE system.

The study that talks about flipped classroom was also conducted by Szafir and Mutlu (2013). In their study, they stated that the aim of the study was finding out the adaptive review technology for flipped classroom. Their work sought to explore and develop technology in improving students' learning. They developed their design based on the technique of adaptive content review. It was a computer based education system where teacher monitors student attention during educational presentations and determines which lecture topic students might benefit the most from reviewing. This innovative education technology was applied in flipped learning. Szafir and Mutlu (2013) said that flipped learning was an innovative practice in which students watch lectures at home and engage in hands-on problem solving activities in class. The finding of their study showed that their design in dynamic educational technology might support both teachers and online tutoring system. It demonstrated that adaptively reviewing lesson content improved student recall abilities 29% over a baseline system and was able to match recall gains achieved by a full lesson review in less time.

The previous studies above generally talked about technology in teaching writing. Some strategies and media was carried out such as moodle, flipped classroom strategies, and other learning management systems implemented in e-learning program. Based on the previous studies discussed above, strategies and techniques in teaching are needed in order to enhance teaching and learning process. One of the alternative ways which can be used is using Information Communication and Technology (ICT). Even so, Looking at the result of some previous studies, it was necessary to have proper condition in implementing

learning media for teaching and learning process especially the availability of internet facility and technological equipments that support ICT media. In addition, Moodle is one of ICT medium which can assist class electronically. Because of the flexibility, Moodle is often used as media in flipped classroom. Therefore, I am interested to conduct a study related to the use of interesting media and strategies in teaching English. The study will be focused on improving students' mastery in writing descriptive text. This recent study gave a some differences from the previous studies which are mentioned above, especially in term of the instruments of the study and also teaching strategy to conduct the study.

## **2.2 Review of Theoretical Study**

### ***2.2.1 General Concept of Writing***

According to Warschauer, Shetzer, and Meloni (2000), writing needs several processes which can be assisted by electronic communication. A good writing process involves multiple opportunities to plan, discuss, and revise writing. Electronic communication can assist this process. Based on this theory, the process of writing is an important activity to create a good writing. Many tools can be used to support writing process. One of them is electronic communication. Not only make marks on paper but also in computer screen. Technology can enhance writing processes by using various features from internet.

According to Boardman and Frydenberg (2002), good writers think, plan, write a draft, think, rewrite, think, and rewrite until they are satisfied. Writing is a continuous process of thinking and organizing, rethinking and reorganizing. Good writers go through six basic steps. Each step can be repeated as many times as

necessary. There are several steps in writing processes: 1) Assessing assignment, 2) Generating ideas, 3) Organizing your ideas, 4) Writing the first draft, 5) Rewriting, and 6) Writing the final draft. Otherwise, Williams (2005) emphasizes that writing involves more than text production; “it is also a learning and thinking process”

Those steps of writing engage students in delivering their ideas into written form. Boardman and Frydenberg (2002) explain that the first step in composing writing is assessing assignment. This step influences the purpose of writing. Usually, every assignment has different purposes. The second step is generating ideas. The purpose of this step is to think about certain topic and generate as many ideas as possible. There are many ways to do this; two of the most effective are brainstorming and free writing. The third step is organizing ideas. It aims to prevent writer from writing out of the topic. In organizing the ideas, writer can use topic outlines or tree diagram. The fourth step is writing the first draft. After generating and organizing ideas, writer can elaborate the ideas into a text. It is called the first draft. The next step is rewriting. In this step, the writer can revise the first draft before they write it into the final draft. This step aims to know whether the content of the text is clear or not. The last step is writing the final draft. This is a final step of writing.

From the statement above, it can be inferred that there are several processes in writing. In arranging a written text, it is necessary to know the steps of how to write a good text. Because writing is a composing process and usually requires multiple drafts before an effective product is created, teachers should

make sure that students are carefully led through appropriate stages in the process of composing (Brown, 2001). In composing the writing product, writer needs time to prepare what they want to write, elaborate the ideas, consider the grammar, and revise the result of writing. Besides, it is also necessary to make sure that the writing product is reliable with the writing purpose because the writing purpose will lead the writer to organize their writing product into an understandable text. Thus, it can not be said that composing writing is easy to do.

### **2.2.2 *Descriptive text***

#### 2.2.2.1 Definition

Boardman and Frydenberg (2002) state that descriptive text delivers clear explanation to the reader about what is being described. It can be said that descriptive text explain about certain object. It describes anything about the object, thus the readers could draw in their imagination about the object based on the explanation of descriptive text.

Another definition also comes from Siahaan and Shinoda (2008). According to them, descriptive text is a text which is used to describe what something looks like. Description is a written text in which the writer describes an object. In this text, the object can be concrete or abstract. It can be a person, animal, tree, house or camping. It can be about any topic. Thus, a descriptive text is a kind of text that describes certain object such as person, animal, thing, and place. It describes what the object looks like.

### 2.2.2.2 Language Features of Descriptive Text

According to (Siahaan & Shinoda, 2008), language feature of descriptive text can be summarized as follow: (1) Focus on specific participants, (2) Use of attributive and identifying processes, (3) Frequent use of Epithets and classifier in nominal groups, and (4) Use of simple present tense.

Those are the language features of descriptive text. In this case, what the writer meant by focus on specific participants in the first point is focusing on one object when describing something. The second point is use of attributive and identifying processes.

### 2.2.2.3 Organization of Descriptive Text

The organization of descriptive text are:

1. Identification: Identifies phenomenon to be described
2. Description: Describes parts, qualities, characteristics

#### Example of Descriptive Text

#### **Rafflesia Arnoldi**



**Picture 2.1 Rafflesia Arnoldi**

**Source:** [https://id.wikipedia.org/wiki/Berkas:Rafflesia\\_sumatra.jpg](https://id.wikipedia.org/wiki/Berkas:Rafflesia_sumatra.jpg)

Rafflesia arnoldi is one of the rare plants in Indonesia. It can be found only in Bengkulu, one of Indonesia's provinces. It is an almost extinct plant that should



be conserved. It is tremendous and high. It can be four meters height. This plant grows up in the wild area such as in the jungle. It cannot be planted by human since it grows naturally. It has a wide and large leaves. The leaves can be three meters length. It usually has five big size leaves. The leaves are usually patterned and colourful. The most colour is maroon and it contains white spots to make it interesting to look at. The mid part is the trunk. This part is the highest part. It can be two or three meters height. This part soars up to the sky since this plant grows up following the sun light. Actually it cannot be called as trunk since it is the leaf that has form like a trunk. It is harder than the other leaves and it is only one without branches. When we approach it, it has a bad smell. The smell is carrion-like. It spreads up to ten meters surround. The bad smell functions to protect itself from any disturbance such as animals, insects, etc.

#### 2.2.2.4 Text Structure Analysis

Based on the example above, the text can be analysed as the following analysis.

##### **a. Identification**

Raflesia arnoldi is one of the rare plants in Indonesia. It can be found only in Bengkulu, one of Indonesia's provinces.

##### **b. Description**

It is an almost extinct plant that should be conserved.

##### **c. Part 1**

It is tremendous and high.

##### **(1) Quality**

It can be four meters height.

**(2) Characteristics**

This plant grows up in the wild area such as in the jungle. It cannot be planted by human since it grows naturally.

**d. Part 2**

It has a wide and large leaves.

**(1) Quality**

The leaves can be three meters length. It usually has five big size leaves.

**(2) Characteristics**

The leaves are usually patterned and colourful. The most colour is maroon and it contains white spots to make it interesting to look at.

**e. Part 3**

The mid part is the trunk.

**(1) Quality**

This part is the highest part. It can be two or three meters height.

**(2) Characteristics**

This part soars up to the sky since this plant grows up following the sun light. Actually it cannot be called as trunk since it is the leaf that has form like a trunk. It is harder than the other leaves and it is only one without branches.

**f. Part 4**

When we approach it, it has a bad smell.

**(1) Quality**

The smell is carrion-like. It spreads up to ten meters surround.

**(2) Characteristics**

The bad smell functions to protect itself from any disturbance such as animals, insects, etc.

### **2.2.3 *Flipped Classroom***

#### 2.2.3.1 Definition

Flipped classroom is the learning concept that encourages to flip between students activities at home and those of activities at school. It is a pedagogical approach in which the learning is more student-centered rather than teacher-centered (Reyna, 2015). Bishop (2013) states that flipped classroom often deal with e-learning. The flipped classroom label is most often assigned to courses that use activities made up of asynchronous web-based video lectures and closed-ended problems or quizzes. He defines the flipped classroom as an educational technique that consists of two parts: interactive group learning activities inside the classroom and direct computer-based individual instruction outside the classroom.

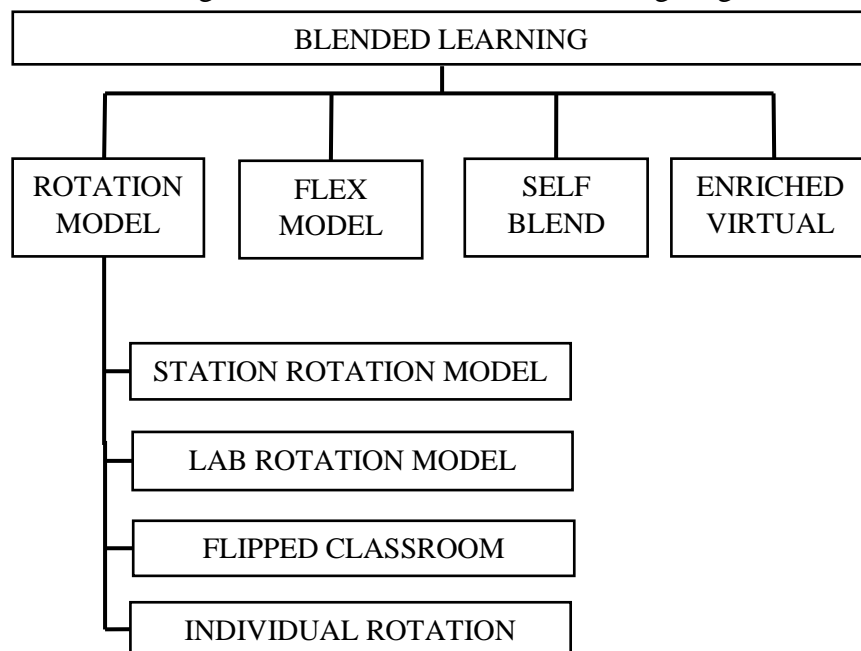
The argumentation that is also supported by Bergman and Sams (2012). Basically, the concept of a flipped class is that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class. The idea of flipped classroom basically aims at adapting some digital technology into learners' environment that is well-suited for home use (Katchamat, 2018). Mean while, The main aims of a flipped classroom according to (Chandra & Nugroho, 2016) are: 1) to devote more time in classroom to assimilating the materials in the form of exercises, or other activities, and 2) to accommodate the differences in the students' levels of motivation, understanding, and previous knowledge.

Meanwhile, Halili and Zainuddin (2015) has another definition of flipped classroom. Flipped classroom is the reverse of the traditional classroom and it is also called the reverse classroom. Students follow the lectures outside the classroom with the instruction of video and do interactive discussion while in the class.

According to Staker and Horn (2012), flipped classroom belongs to blended learning. They also state that blended learning has some models. One of them is rotation-model:

Rotation-model implementation in which within a given course or subject (e.g., math), students rotate on a fixed schedule between face-to-face teacher-guided practice (or projects) on campus during the standard school day and online delivery of content and instruction of the same subject from a remote location (often home) after school.

The blended learning model can be seen in the following diagram



2.2

Blended Learning

Source: (Staker & Horn, 2012, p.5)

Flipped classroom has two part of processes. The first is face-to-face communication inside the classroom. The aim of this activity is to have further discussion and problem solving. The second is lectures outside the classroom. It needs student's effort to work individually or in group in order to understand the materials given by teacher electronically.

According to the statements above, it can be concluded that flipped classroom is an educational technique that has two main activities. The first activities is done at home and the other one is done at class. This technique combine traditional lecture and computer-based learning. It belongs to blended learning where teaching and learning process has done in face-to-face class and online class.

#### 2.2.3.2 Benefits of Flipped Classroom

(Roehl, Reddy, and Shannon, 2013) stated that flipped classroom has some benefits.

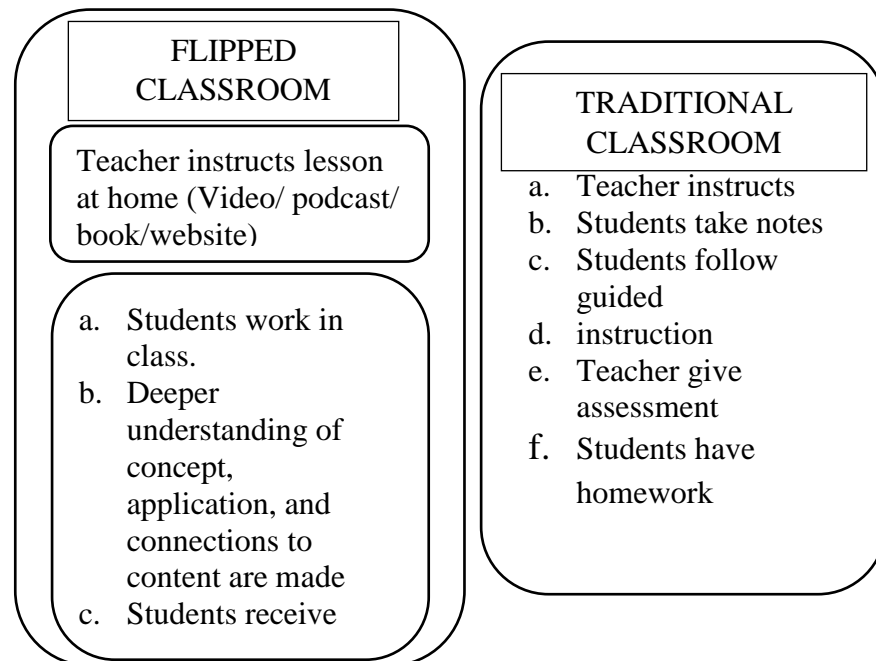
(Roehl, Reddy, and Shannon, 2013)

... When the focus of the flipped classroom is on. Giving students the freedom to interact with the content according to their own learning style, the flip seems to be more successful. Due to the structural differences of the flipped classroom model, students becoming more aware of their own learning process than do students in more traditional settings. ... This allows instructors to improve communication and connection with students possessing a broad range of abilities. ... Additional benefits of the flipped classroom model include the ability for the class to move forward despite both teacher and student absences. Flipped classroom pedagogy has the potential to address situations in which students miss lectures due to illness and for students who are engaged in University-supported activities such as athletics

Based on the statement above, it could be inferred that there are some benefits of flipped classroom. The first benefit that the students are becoming more aware of their own learning. In flipped classroom, students are demanded to do self-study at home. This activity is surely becoming the responsibility of students because in class activity there would be only activities dealing with problem solving. There is no time to read the materials anymore. Therefore, surely students become more aware of their own learning. The second benefit is that it allows teacher to improve communication with students. The communication between teacher and students also can be done outside the class. Thus, it can be said that the communication can be improved when using flipped classroom. The third benefit is the ability for the class to move forward despite both teacher and students' absence. When teacher and students could not attend the class, they can still make a class although it is not a face-to-face class.

#### 2.2.3.3 The distinction between the flipped classroom and traditional classroom

The following is the diagram of the difference between flipped classroom and traditional classroom:



Flipped classroom diagram 2.3  
Source: (Halili & Zainuddin, 2015, p.18)

Based on the table above, it can be inferred that there are some differences between flipped classroom and traditional classroom. In flipped classroom, teacher instruct students at home. It usually uses certain media such as Video, podcast, book, and website. Then, students work in class to solve their problem. This activity could deeper students' understanding of concept, application, and connections to content are made. Because they have already learned at home, students has connection to content of the lesson's topic. In this activity, teacher acts as facilitator. He or she needs to support students if it is needed. Because students learn at home individually, it is afraid that they have different preception about the content of the topic. Therefore, it is important for teacher to straighten students' perception toward the content. Meanwhile, the traditional classroom has

different way to flipped classroom. Learning process is done during in the classroom activity. Teacher instruct students, He or She explains about the topic. Then, students take notes and follow teacher's guide. Students receive some exercise in class, so that teacher can give assessment. Whereas, the activity at home is doing their homework. It can be said that between flipped classroom and traditional classroom have contradictory activities.

#### 2.2.3.4 Flip mastery classroom

A flipped-mastery classroom takes the principles of mastery learning and marries them with modern technology to make a sustainable, reproducible, and manageable environment for learning. In order to function as an effective teacher in the flipped-mastery environment. According to Halili and Zainuddin (2015), a few characteristics are necessary as follows:

- a. The teacher should be a content master.
- b. The teacher must be able to admit when he or she does not know the answer to student questions and must be willing to research an answer with the student.
- c. The teacher must be able to flow through a class period in a nonlinear fashion.
- d. The teacher must be able to relinquish control of the learning process to the students. Control freaks need not apply.

A teacher who is not proficient in his content area cannot operate in a flipped-mastery class. The ability to mentally move from one topic to another is necessary, and a comprehensive understanding of the interconnectedness of the content is essential. Pride will only slow the teacher down and prove to be a detriment to student learning. The teacher should take these opportunities to demonstrate what it means to be a learner. The teacher is the lead learner in a classroom. Teachers should show students what adults do when they do not know



an answer, teach them how to collaborate, and guide them through the vast ocean of information in which we swim in our interconnected world. All the students are at different places in their mastery and understanding of the learning objectives, and it is the role of the teacher to meet each student where she or he is. The mastery model hinges entirely on the teacher meeting the student at the point of need, not the student meeting the teacher at the prescribed place in the curriculum.

#### **2.2.4 Moodle**

##### 2.2.4.1 Definition

Moodle has features which enable students and teacher exchange information through open source e-learning. (Costa, Alvelos, & Teixeira, 2012, p.335) state that Moodle has some configurable features as the following:

The Moodle represents one of the most widely used open-source e-learning platforms that enables the creation of a course website ensuring their access only to enrolled students [15]. This platform allows the exchange of information among users geographically dispersed, through mechanisms of synchronous (chats) and asynchronous communication (discussion forums). In a functional perspective, it has easily configurable features, allowing the creation of student assessment processes (quizzes, online tests and surveys)

(Costa, Alvelos, & Texiera, 2012, p.335)

Moodle has two meanings. First, it's an acronym for Modular Object-Oriented Dynamic Learning Environment. Second, Moodle is also a verb that describes the process of lazily meandering through something, doing things as it occurs to you to do them, an enjoyable tinkering that often leads to insight and creativity (cole & foster, 2008). It supports to create an environment that allows for collaborative interaction among students as a standalone or in addition to conventional

classroom instruction (Brandl, 2005). In addition, This type of platforms have two roles: on the one hand, they enable the content management (courses, homework), ensure synchronised collaboration (by chat, video conferences), as well as non-synchronised collaboration (forum, messages, blog.) and, on the other hand, they can be used in managing the courses and the students that applied for these courses (Weller, 2007).

#### 2.2.4.2The Excellence of Moodle

This e-learning platform provides users with a series of communication facilities, such as forum, chat and message system, wiki space and so on ([www.docs.moodle.org](http://www.docs.moodle.org)). By means of forums we can communicate in a non-synchronised manner, which can enable students to communicate with their mates or their professors at any time, provided an Internet connection exists (Oproiu, 2015). Moodle also carries other excellence as an effective teaching medium by utilizing technology.

According to cole and foster (2008) some of those excellence are:

a. Free and open source

Open source software is aligned with the academic communitiy's values of freedom, peer review, and knowledge sharing. Moodles also costs nothing to download and you can install it on as many servers you want.

b. Educational philosophy

Moodle builds the tools into an interface that makes the learning task central. You can organize your Moodle course by week, topic, or social arrangement. Additionally, while other CMS's support a content model that encourages

instructors to upload a lot of static content, Moodle focuses on tools for discussion and sharing artifacts. The focus isn't on delivering information, it's on sharing ideas and engaging the construction of knowledge.

c. Community

The Moodle community has been indispensable to the success of the system. With so many global users, there is always someone who can answer a question or give advice. At the same time, the Moodle developers and users work together to ensure quality, add new modules and features, and suggest new ideas for development.

#### 2.2.4.3 Administration Procedures of Moodle

1. Creating an account

- a. Click the "Create new account" button.
- b. Fill in the new account form by creating a username and password for yourself.
- c. Enter a valid email address. The system will send you an email to confirm your account. You won't be able to log in again until you confirm your account.
- d. Click "Create my new account."
- e. Within a few minutes, you should receive an email at the account you specified on the form.
- f. Click the link in the email (or copy and paste it into the address window in your browser) to confirm your account.

My Moodle You are not logged in.

[Home](#) ▶ [Login to the site.](#)

**Returning to this web site?**

Login here using your username and password  
(Cookies must be enabled in your browser) ?

Username   
 Password

Remember username  
[Forgotten your username or password?](#)

---

Some courses may allow guest access

You are not logged in.

Picture 2.4  
 Returning to Moodle Site  
 Source: (Cole & Foster, 2008, p.10)

General

Username\*

Choose an authentication method  ?

Suspended account ?

Generate password and notify user

The password must have at least 8 characters, at least 1 digit(s), at least 1 lower case letter(s), at least 1 upper case letter(s), at least 1 non-alphanumeric character(s)

New password ?   Unmask

Force password change ?

First name\*

Surname\*

Email address\*

Picture 2.5  
 Creating Moodle Account  
 Source: (Cole and Foster, 2008, p.10)

## 2. Editing user profile

- a. Select the “Edit profile” tab in your personal profile page. The profile options with a red star next to them are required fields; they must contain some data in order for you to submit the form. On the right side of the profile form, you’ll see a Show Advanced button. There are a number of profile options that are hidden by default. These are not changed very often and can be a bit confusing for a new user. In the description of the options below, we’ve marked the advanced options with an asterisk.
- b. If you wish, you can change the first name and surname the system has stored for you.
- c. You can edit any of the following fields:

### *a. Email address*

Make sure this is an address you check frequently and that it is correct. Moodle has a lot of important email features, and you wouldn’t want to miss out because your email address has a typo or is not an address you check frequently.

### *b. Email display*

You can choose who can see your email address. Your choices are to hide your email from everyone, allow only the people in your courses to see it, or display it to everyone who logs in to the site. If you choose to hide your email from other people, they will not be able to send you email directly from Moodle.

**c. *Email activated***

This toggle will disable or enable Moodle's ability to send email to the address in your profile. If you never want to receive email from Moodle, disable your email address here.

**d. *Email format***

Here you can select whether mail sent from Moodle is formatted using HTML or is sent in plain text. Most modern email clients can receive and properly display HTML mail, although this may be a setting you have to enable in your email preferences. If you have a slow connection, or you simply prefer your email plain and simple, the plain-text option is probably a good choice.

**e. *Forum auto-subscribe***

Moodle forums are a powerful communication tool for classes. the option of "subscribing" to forums, which means that new forum posts will be sent to you via email. This is a great way of keeping current with your course discussions without having to log in and look at the forums every day. Of course, if your discussions really get cooking, you'll end up with a lot of email, but at least it won't be spam.

**f. *Forum tracking***

If you choose to enable forum tracking, Moodle will highlight posts added since the last time you read the forum. This is a useful way of quickly identifying new content in a forum.

**g. *When editing text***

This option lets you choose whether to use Moodle's native HTML editor to enter text or to use plain text. Moodle's HTML editor is an easy way to enter formatted text into your course site.

**h. *Ajax and JavaScript***

Ajax is the set of programming tools that enables dynamic web interfaces. Moodle developers are beginning to experiment with new interface techniques to make Moodle easier to use. If options are not available here, your system administrator has not yet enabled the experimental Ajax interface.

**i. *Screen reader***

Selecting this option lets Moodle know you are using a screen reader. In the near future, this will change the layout of Moodle pages to make it easier for the screen reader to interact with Moodle.

**(2) *Time zone***

The time zone setting can be very important, especially if you're working with an international audience or if you will be traveling. Be sure to set the time zone to your local time, not the server's local time. *Jason*: I almost missed a meeting because I didn't set my time zone. The Moodle server we were using was in another country and I had left my profile setting on the default server's local time. The meeting was set for 11 p.m., which seemed odd to me. Then I realized I had the wrong time zone. When I changed the setting, I realized the meeting was scheduled for 8 a.m. my time!

**a. Preferred language**

Setting your language here makes it your default language for all pages.

**b. Description**

The description box gives you a place to tell your Moodle community a little about yourself. If you don't feel comfortable writing a description, just put a space in here so you're allowed to submit the form.

Picture 2.6  
Editing User Profile  
Source: (Cole and Foster, 2008, p.12)

3. Setting course format
  - a. Click Settings in the Administration block.
  - b. Select the course format from the drop-down list just below the course summary
  - c. Enter the parameters for your course:



- For the weekly format, set the start date and the number of weeks.
- For the topic format, set the number of topics.
- For the social format, set the course start date. You don't need to worry about the number of weeks or topics.

The following the picture of course in weekly format:



Picture 2.7  
Setting Course Format  
Source: (Cole and Foster, 2008, p.18)

#### 2.2.4.4 Several Options in Moodle

##### a. Forum

Forums allow you and your students to communicate with each other at any time, from anywhere with an Internet connection. Students don't have to be logged in at the same time you are to communicate with you or their classmates. Figure 5-1 demonstrates how conversations are tracked through time, and readers can review the history of a conversation simply by reading the page. The technical term for this type of communication is

*asynchronous*, meaning “not at the same time.” Asynchronous communications are contrasted with synchronous forms such as chat rooms, instant messaging, or face-to-face conversations.

b. Chat

The Moodle chat module is a simple synchronous communication tool allowing you and your students to communicate in real time. In the forums, you and your students don't have to be logged in at the same time. In a chat, everyone needs to be logged in at the same time in order to communicate.

c. Messaging

Unlike forums and chats, messaging is not course-specific; users may send messages to each other regardless of whether they are enrolled in the same course. Your profile page contains a Messages button for opening the Messages window

d. Quizzes

Moodle's quiz module is one of the most complex pieces of the system. The community has added a large number of options and tools to the quiz engine, making it extremely flexible. You can create quizzes with different question types, randomly generate quizzes from pools of questions, allow students to re-take quizzes multiple times, and have the computer score everything.

e. Assignment

The assignment module gives you an easy way to allow students to upload digital content for grading. You can ask them to submit essays, spreadsheets presentations, web pages, photographs, or small audio or video clips. Anything they can store on their hard drives can be submitted in response to an assignment.

f. Glossaries

On the surface, the glossary module doesn't seem to be more than a fancy word list. In practice, however, it's a powerful tool for learning. The glossary module has a number of features that make it easy for you and your class to develop shared vocabulary lists, add comments to definitions, and even link every appearance of a word in a course to its glossary entry.

g. Lessons

The Moodle lesson tool is a lot like the *Choose Your Own Adventure* books. Each page in the lesson can have a question at the bottom of the page. The resulting page depends on the answer the student gives. You can create branching paths through the material based on the selections students make at each page.

h. Wikis

A wiki is a collection of collaboratively authored web pages. A wiki starts with one front page. Students can edit the page or add more pages to the wiki by creating links to new pages that don't yet exist. Old versions of each page can be viewed by checking the page history. In Moodle, wikis

can be a powerful tool for collaborative work. The entire class can edit a document together, or you can create group wikis which are only editable by group members.

i. Blogs

The word “blog” is a contraction of “web log.” Blogs are a form of online journal that millions of people around the world use for self-expression and communicating with family and friends. Blogs in Moodle are user-based, each user has his own blog, which is non-coursespecific.

### **2.3 Theoretical Framework**

Descriptive text is one of the writing genres that I concerns to. I found that in writing descriptive text, students have some difficulties. First, students feel difficult to gain idea when they start writing. They don’t know what they want to talk about in their writing. It could be caused by lack of examples and exercises. Second, composing sentences in writing seems to be difficult for students. It takes long time for them in writing a text. Those difficulties make students lack of motivation in learning writing in the classroom.

The existance of technology can help teachers to deliver their lesson interestingly. This statement was proved by the previous studies that showed that multimedia can improve students’ learning outcome in learning English skills. One of some ways to improve students’ outcomes is using media.

In this present study, I conducted a study to utilize Moodle as a medium in flipped classroom for teaching writing of descriptive text. Hopefully, this study

could help students and raises students' motivation in learning writing of descriptive text. The other expectation is teachers can utilize Moodle as a medium in their teaching and learning process. Thus, they can create more interesting class. The following is theoretical framework design diagram:

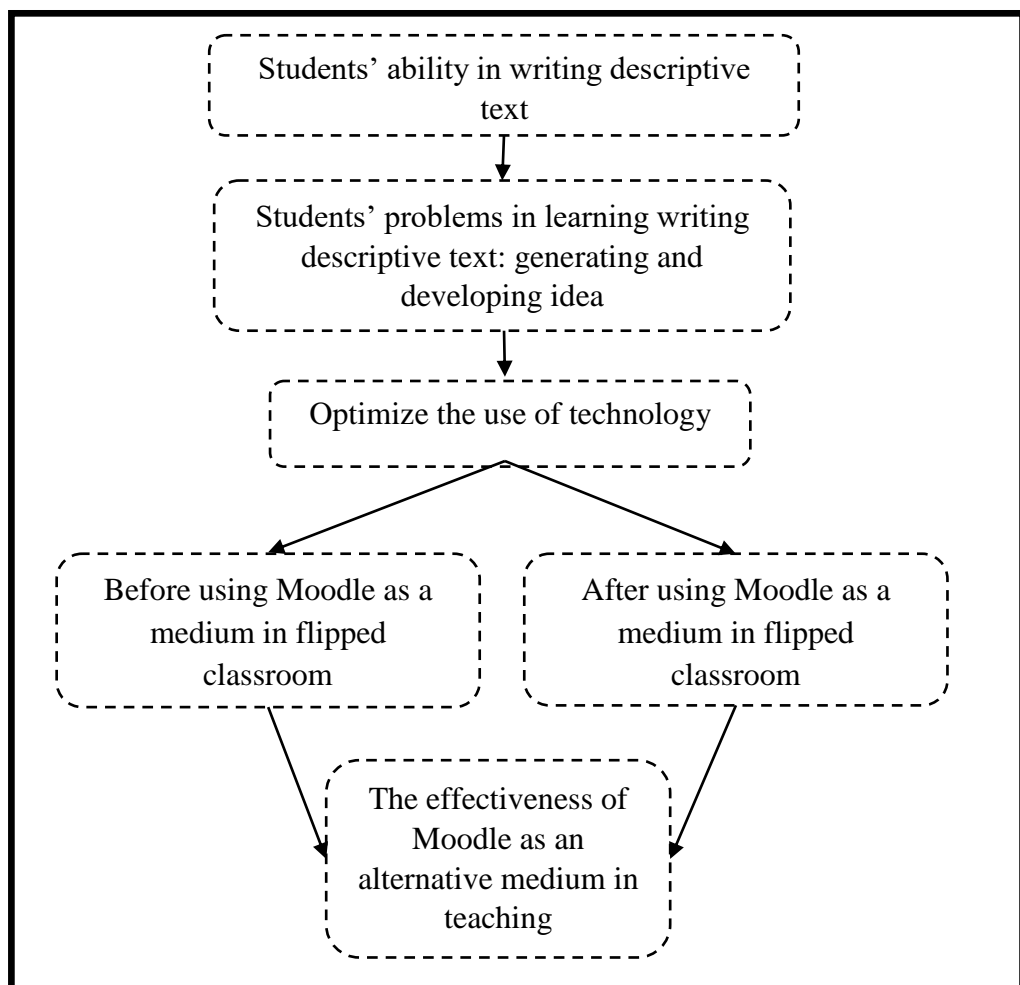


Diagram 2.8  
Theoretical Framework of the Study

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter briefly discusses conclusions and suggestions based on the results and discussions of the research in the previous chapter.

#### **5.1 Conclusions**

The main objective of this study was to find out whether or not Moodle was significantly effective to be used for teaching writing of descriptive text in a flipped classroom. The result showed that the average score of pre-test and post-test was significantly increased from 58.56 to 77.00.

Paired-sample t-test was applied to know the significant difference before and after the treatment. The result of t-test calculation showed that  $\text{sig} = 0.003 = 0.3\%$ . Sig value here is lower than 5%, then the null hypothesis (There is no significance difference achievement of writing descriptive text before and after using Moodle as media in Flipped classroom) was rejected. Thus, the use of Moodle as a medium in a flipped classroom was effective for teaching writing of descriptive text.

The finding of interview in this study also showed how students' opinions about Moodle as a medium in teaching writing of a descriptive text in a flipped classroom was. The utilization of Moodle during teaching and learning process could increase students' interest. As a medium in flipped classroom, Moodle was very practical because it could be accessed anywhere using any kind of gadget. Besides that, the discussion both in face-to-face class and online forum made students had many ideas to compose a descriptive text. It helped them to generate the ideas. In additional, students stated that it was possible to implement Moodle

and flipped classroom because it was very practical, interesting, effective, and helpful medium.

The result of interview was also strengthened by the result of questionnaire. In questionnaire's result, students' responses showed that most of them was feeling fun when learning using Moodle. Because the medium was interesting, they were motivated to open their source and learn the materials using Moodle.

## **5.2 Suggestions**

Referring to the result of the study, I would like to offer some suggestions for teachers, students, and future researchers.

For English teachers, they should find out interesting media that can assist students during teaching and learning process. It is necessary for them to create an innovative teaching and learning, so that students are able to enjoy the class and get easy in learning writing. As the globalization era comes and it brings technology to be utilized, it is recommended for teachers especially the English teacher of SMAN 1 Bangsri to use Moodle as a medium in teaching writing of a descriptive text in a flipped classroom. Although there were some limitations during the utilization of Moodle in this study, Moodle is reasonable to be used because it gives chance for students in developing themselves by doing self-study using Moodle.

For students, they should have more practice to write. As we know that writing is not something that can be learned in a glance, they need to practise writing regularly, so that they finally can find their best writing product. Although

writing is a difficult skill in learning language, students need to feel confident when they are learning to write. Asking friends and teachers will help them when they find difficulties in writing.

The last is a suggestion for future researchers. Although this research had some limitations, I do hope that this experimental research can be used as a reference for their future research.



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