



**IMPROVING STUDENTS' ABILITY IN WRITING RECOUNT
TEXT BY FOLLOWING THE PROCEDURES
OF MOODLE APPLICATION PROGRAM
(A Classroom Action Research on the Eighth Grade Students
of SMP N 13 Semarang in the Academic Year of 2010/2011)**

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

by
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2011**

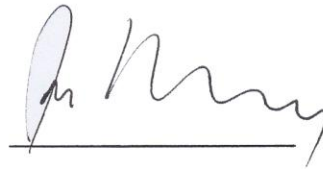
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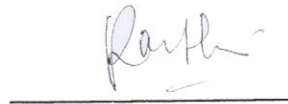
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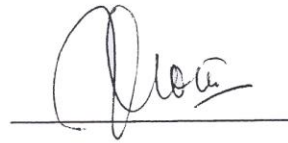
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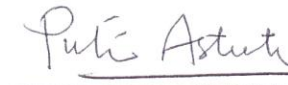
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Menyatakan dengan sungguh-sungguh bahwa skripsi / tugas akhir/ *final project* yang berjudul:

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Yang saya tulis dalam rangka memenuhi salah satu syarat memperoleh gelar sarjana ini merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, dan pemaparan atau ujian. Semua kutipan, baik langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, media elektronik, maupun sumber-sumber lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana lazimnya dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulis *final project* ini membubuhkan tanda tangan sebagaimana keabsahannya, seluruh karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika dikemudian hari ditemukan ketidakberesan, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini dapat digunakan seperlunya.

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Yang membuat pernyataan,

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Life isn't about finding yourself. Life is about creating your self.

(George Bernard Shaw)



To My lovely parents and brothers.

To Anas Fauzi.

To Mahfudh and Isna.

ACKNOWLEDGEMENTS

First of all, I would like to express my highest gratitude to Allah SWT for the mighty hands that I can finish my study.

In the process of writing this final project, I am very thankful to Dr. Dwi Anggani L.B., M.Pd. as the first advisor and Puji Astuti, S.Pd., M.Pd. as the second advisor for their guidance and suggestion in finishing this final project.

Moreover, my thanks are extended to the Head of the English Department and to all the lecturers of the English Department for sharing the valuable knowledge during my study at the English Department.

I express my sincere thanks to the Headmaster of SMP N 13 Semarang who permitted me to conduct an action research. I also wish to thank all of the greatest students in 8A of SMP N 13 Semarang participated fully from the beginning of the research to the last work of this final project.

Finally, my deepest gratitude goes to my parents, my brothers, my boy friend, and my friends for their support and their help in making this study complete.

ABSTRACT

Nurkhamidah, Neni. 2011. *Improving Students' Ability in Writing Recount Text by Following the Procedure of Moodle Application Program (A Classroom Action Research on the Eighth Grade of SMP N 13 Semarang in the Academic Year of 2010/2011)*. Final Project. English Department. Faculty of Language and Art. Semarang State University. First supervisor: Dr. Dwi Anggani L.B., M.Pd. Second advisor: Puji Astuti, S.pd., M.Pd

Key words: writing, recount text, Moodle, and action research.

This final project is entitled *Improving Students' Ability in Writing Recount Text by Following the Procedure of Moodle Application Program (A Classroom Action Research on the Eighth Grade of SMP N 13 Semarang in the Academic Year of 2010/2011)*. It is an action research. The objective of the study was to find whether teaching writing report by following the procedure of Moodle application is able to improve the students' achievement in writing recount text. The population of this study was the eight grade students of SMP N 13 Semarang. The subject of the study was 20 students. There were five meetings in the research. One meeting was for the pre-test, two meetings for cycle 1 and another two meetings for cycle 2. The post test was hold in the last meeting. In the pre-test, the students were asked to write a recount text. The average of the students' score was 68.90%. In the first activity of cycle 1, the students were given material to be learnt. They had to do independent study because this is one of the characteristics of E-learning. In the second meeting, they were asked to write a recount text. This activity was considered as cycle 1 test. The average of the students' score was 77.10%. In the first meeting of cycle 2, the students were asked to analyze the errors and mistakes of their recount texts. In the second meeting of cycle 2, the students were asked to revise their recount texts based on the worksheets. This activity was considered as the post test. The average of the students' score in post test was 80.75%. It means that the students' achievement in writing recount texts was improved because the post-test result was better than the pre-test result. The study demonstrates that teaching and learning by following the procedure of Moodle application program is considerably effective for improving the students' ability in writing recount. I hope this medium can be used by other teachers to enable students to write recount texts.

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CHAPTER I

INTRODUCTION

This chapter deals with what is to be discussed in this final project. This chapter consists of the background of the study, the reason for choosing the topic, statements of the problem, the objectives of the study, the significance of the study, and the outline of the study. Here is the discussion of each part of this chapter.

1.1 Background of the Study

In daily life, people usually share information and everything in their minds through either spoken or written language. When they use spoken language, it means that they communicate with one another orally, directly or face-to-face. While written language means that they express their ideas through writing. English as an important means of communication, which is used by many countries in this world, plays a very important role in the process of modernization as an international language. That is why the Indonesian government chooses English as the first foreign language to be taught at schools. Realizing these facts, Indonesian government has tried many endeavors such as changing and making the curriculum better and also introducing new approaches (methods) of teaching to the English teachers.

According to its process of teaching, learning English must cover the four language skills namely listening, speaking, reading and writing. Even though writing

may be considered the last skill, we cannot ignore this skill because it is also as important as the other skills. Moreover, it is not a simple thing to teach writing skill because we do not only pay attention about punctuation and the capital letters but also how to develop their ideas, and how to teach them to use correct punctuation and the capital letters, how to develop their ideas, and how to motivate them.

There are some kinds of genre in English. The genres which should be taught in junior high school are procedure, descriptive, recount, and narrative. Recount is a spoken or written text, which is used to tell other people about their experiences.

Based on the result of interviews to the English teachers of SMP N 13 Semarang, the students' ability in writing especially in writing recount text is low, and it needs improvement because there are many students who can not achieve the targeted mark, 69. Some reasons of the case are students often feel bored when they learn in the classroom with conventional teaching and the students have lack of time to read the material. The other reason is there is no motivation from the students to study, so a teacher needs to give a students' motivation. Teacher has to be creative in developing technique and method in teaching writing to overcome this problem.

The growth of information and communication technologies has brought advantages in education system. Especially on these days, many schools utilize information and communication technologies in their teaching and learning process. The use of information and communication technologies in teaching and learning process is known as E-learning. ICT used in delivering materials in E-learning is Web browser, through the Internet or an intranet, or through multimedia platforms such as

CD-ROM or DVD (Hall, 1997) in Rosen (2005:11) . By this media the students are able to access the material everywhere they want and everywhere they are.

The main difference between conventional learning and E-learning is that in the conventional class, teachers' main role is as the sources of knowledge, which know everything about the lesson and are required to transfer their knowledge to the students. However, in the E-learning the main focus is on the students' outcomes (Burchum, 2007:5). It means that the students do the independent learning during a certain time and are responsible for their learning. The E-learning situation will force the students to play their role actively in the learning process. The students will manage their time as efficiently as possible to reach the goals that were stated in the class.

The needs in E-learning currently are available in software of Learning Management System (LMS) such as Moodle, ATutor., eXe, Dokeos, Ilias, Angel and Olat. Moodle has the largest user among another LMS (Bri G et al 2009:33). This application has three types of management: site management, user management, and course management, and it has several modules to improve interaction between users.

In this study, the writer discusses teaching writing by following the procedure of Moodle application program. The reason of choosing Moodle as the medium is based on some cases; ease of use, available support, suitability for language learning (Stanford, 2009:11).

In order to write well students must have some ideas about the topic that they are going to write. The ideas may come from listening to any news, discussing some

topics with friends or reading some texts. All of those need to be fulfilled in order to guide the students to be good writers. Besides, the teachers need to use a really good tool to teach writing. Since naturally writing comes after reading, students need to have sufficient reading materials in order to be good writers. It means that the teachers also need to emphasize reading skills. Classroom that integrates reading and writing lend encouragement to students who are maturing as readers and writers and provide instructional supports so that they can play with ideas, explore concepts, clarify meanings, and elaborate on what they are learning Vacca (2009:246).

An English teacher of SMP N 13 Semarang said that she uses conventional method in teaching learning process. Therefore, the writer intends to introduce the new medium that is using Moodle. By using this medium, it is expected that students are more interested in learning, have much time to learn and communicate with the teacher out of the class, and improve their ability in writing recount text.

1.2 Reasons for Choosing the Topic

The reasons for choosing the topic are as follows:

- (1) SMP 13 Semarang is a RSBI / (Piloting International Standardize School) school that is supported by internet connection in teaching and learning process but the teachers have not maximized the use of E-learning in their teaching.
- (2) Writing is one of the language skills that is difficult to be taught and learned (Heaton, 1975: 138). The students often feel bored in writing class. The writer

intends to make writing classes more interesting and enjoyable to learn through Moodle.

- (3) Based on the writer's experiences in Praktek Pengalaman Lapangan (PPL) / Teaching Practice, recount is one kind of genre that the students of SMP N 13 Semarang got the lowest score. Therefore, following the procedure of Moodle application program, it is expected that the student can reach better understanding and high score especially in writing recount.
- (4) Learning method that is used doesn't fully provide the students to access materials outside classes. By E-learning, it is expected that students have more time to access the materials.
- (5) Moodle is a kind of free LMS which brings many advantages that is for teacher and students in teaching and learning activities especially in learning writing recount text.

1.3 Statements of the Problems

Problems discussed in this study are:

- (1) How is the implementation of teaching writing recount text by following the procedure of Moodle application program for the eighth grade students of SMP N 13 Semarang in the academic year of 2010/2011?
- (2) How can teaching and learning by following the procedure of Moodle application program improve the students' skill in writing recount text for the eighth grade students of SMP N 13 Semarang in the academic year of 2010/2011?

1.4 Objectives of the Study

This study is intended to achieve the following objectives:

- (1) To give a model on how Moodle is used to teach writing recount text for the eighth grade students of SMP N 13 Semarang in the academic year of 2010/2011.
- (2) To find out whether or not teaching writing recount by following the procedure of Moodle application program can improve students' ability in writing recount text for the students of SMP N 13 Semarang in the academic year of 2010/2011.

1.5 Significance of the Study

The writer believes that, to some degree, the result of this study will be useful for teaching and learning English, especially for: students, teachers and the readers.

- (1) For the students.

Students are expected to be able to develop their ability in writing a recount text by following the procedure of Moodle application program.

- (2) For the teachers

Teachers are expected to increase their knowledge on how to teach their students by following the procedure of Moodle application program.

- (3) For the reader

This study could facilitate the readers to enrich their knowledge about teaching writing by following the procedure of Moodle application program. Moodle as a medium in teaching and learning especially in writing recount text are able to inspire the reader to find another medium.

1.6 Outline of the Report

This final project is divided into five chapters. Chapter I is introduction. It consists of background of the study, reasons for choosing the topic, statements of the problem, objectives of study, and significances of the study.

Chapter II presents review of related literature, which presents general concept of writing, purposes of writing, writing process, curriculum in Junior High School, general concept of recount text, what E-learning is, the implementation of E-learning in Indonesia, E-learning by using Web, Learning Management System, the definition of Moodle, the function of Moodle, the feature of Moodle and classroom action research.

Chapter III deals with method of investigation, which presents, design of the study, subject of the study, objects of the study, method of collecting data, instrument of collecting data, and method analyzing the data.

Chapter IV explains the result of the research.

Chapter V is conclusion and suggestion. It consists of conclusion and suggestions related to the results of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

Every piece of research will include a review of related literature. It is intended as a significant and necessary part of the research process. In this chapter the writer presents discussion on writing, curriculum in junior high school, general concept of recount text, E-learning, E-learning through Web, Learning Management System, and Moodle

2.1 Writing

As an essential language skill, writing demands students to master it well. This skill will help them to express their thoughts, feelings, ideas and knowledge. It is not an easy job to implement the best method in improving students' writing skills.

2.1.1 General Meaning of Writing

Writing is one way to communicate with other people. It is the representation of language which is used to express and explain ideas in a textual medium through the use of signs or symbols.

There are several definitions of writing, as Meyers (2005:2) states that writing is an action, a process of discovering and organizing your ideas, putting them on the paper and reshaping and revising them. While Boardman (2002:84) says that writing is a continuous process of thinking and organizing, rethinking and reorganizing. The explanation above shows that writing is a process to produce language. We can take

more time to think and choose words in order to express our idea. We can still make a revision if it is not so clear to express what we intend to write.

Writing is a complex skill, it involves a complex process done step by step to pass on knowledge or messages in our mind in a written form, in which it must have been used certain grammatical rules and choose the right words in the sentences. Each of sentences in a paragraph must have certain correlation with each other and organize in a good order.

Actually, paragraphs discuss the main ideas of the essay. Oshima and Hogue (2006: 16) states that a paragraph is a basic unit of organization in writing in which a group of related sentences develop one main idea.

A well-written paragraph contains six elements. They are:

- (1) Topic sentence. It states the main idea of the paragraph.
- (2) Supporting sentences which develop the topic sentence.
- (3) Concluding sentence. It indicates the end of the paragraph and leaves the reader with important points to remember.
- (4) Unity. It means that the discussion in the paragraph is only one main idea, which is stated in the topic sentence, and then each and every supporting sentence develops that idea.
- (5) Coherence. It means that the paragraph is easy to read and understand and using appropriate transition signals connects the ideas.
- (6) Cohesion. It means that all supporting sentences “stick together” in their support of the topic sentence.

2.1.2 Purpose of Writing

There are many purposes of writing, such as to complete the assignment, to earn a good grade, to publish their writing, and so on. Hugo (1986:24) in Sari (2008:8) states that the purposes in writing activities are as follows:

(1) Assignment Purpose

In term of this purpose, the writer actually doesn't have the purpose of writing. It is just for completing the task given.

(2) Altruistic Purpose

Here, the writer intends to entertain the reader through his writing order so they can serve the life in the easy, simple and enjoyable way.

(3) Informative Purpose

The writer introduces and expresses what he really feels or thinks to the readers.

(4) Creative Purpose

Through his/her writing, the writer wants to perform artistic norms by him/herself.

(5) Problem Solving Purpose

The writer wants to explain and analyze the problem in his/her mind so that the reader understands it.

(6) Persuasive Purpose

The writer wants to persuade or convince the reader about his/her idea.

(7) Self Expression Purpose

The writer introduces and expresses what he/she really thinks to the reader.

2.1.3 Writing Process

Writing is the combination among the aspects of brain, ideas, what a writer already knows about the topic or subject and what the writer writes. A writer who wants to produce a piece of writing must think how to make them work together in writing process. It can be said that there is no writing without a process.

Boardman (2002:11) states that writing is a continuous process of thinking and organizing. She suggests six basic steps into writing as follows:

(1) Assessing the assignment

Every student has writing assignments with different purpose, so the first step in the writing process is to understand exactly what the teacher wants on a particular assignment. The most important piece of information for you to know is the topic and purpose of the assignment.

(2) Generating ideas

The purpose of this step is to think about a certain topic and generate as many ideas as possible.

(3) Organizing your ideas

After getting some ideas for composing paragraph, now students need to organize those ideas. In organizing the ideas, the students need to make a topic outline.

Here, the students at first have to decide the main idea of the paragraph. After that, they need to consider which points to include in order supporting the main point.

(4) Writing the first draft

Before writing the first draft the students have to generate the idea and organize the pattern of writing. Good writer should make sure to read their writing carefully in order to make changes and corrections before they consider it finished.

(5) Rewriting

It is critical part of the writing process and consists of two separate processes revising and editing.

(a) Revising is the first part of rewriting. The students can start revising as soon as they finish writing, or, better yet, set their paragraph aside for a while and go back to it later.

(b) Editing: the students make sure the spelling, capitalization, punctuation, vocabulary and grammar. Editing is somewhat mechanical because they are basically following rules. The rules of spelling, for example, are clear; a word is either right or wrong.

(6) Writing the final draft

It is the last step in the writing process. In the final draft, the students write correct paragraph format based on the result of the revising step. It should have correct grammar, spelling, capitalization, punctuation and vocabulary. Keep in mind that any of the steps can be repeated at any time.

2.2 Curriculum of Junior High School

Teaching English at junior high school encompasses the four language skills. They are taught in an integrated manner; therefore they can not be separated from one another because they are related to each other. Writing is the last skill in English that cannot be ignored.

English literacy covers four levels; they are performative, functional, informational, and epistemic. At performative level, people can read, write, listen, and talk by using symbols. At functional level, people can use language to fulfill their need like reading a newspaper. At informational level, people can access knowledge by using the target language, and the last, at epistemic level people can share knowledge with the target language.

The objective of the English teaching at Junior High School is enabling students to reach functional level. In other words, they can use English for communication both in spoken and written to solve their problem.

Based on Kurikulum Tingkat Satuan Pendidikan 2006 (KTSP 2006)/ School Based Curriculum 2006, students in Junior High School are expected to write several texts. In this study, the writer focuses on recount text, specifically recount text which is taught in 8th grade in the second semester. The competence standard and basic competence are as follows:

Competence Standard

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive, dan recount untuk berinteraksi dengan lingkungan sekitar

Basic Competence

6.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount

From the description above, in this grade students are expected to be able to write descriptive text and recount text. See Appendix 1 to see complete Competence Standard and Basic Competence related to recount text.

2.3 General Concept of Recount Text

Recount is one of the examples of story genres. In a recount text, it reconstructs past experience. It means that recount text tells about something that has happened.

Anderson and Anderson (1997:50) state that recount is a piece of text that retells past events, usually in the order in which they happened; it could be speaking or writing. The purpose of a recount text is to give the audience a description of what occurred and when it occurred.

Hartono (2005:6-9) gives clear description about schematic structures and language features of a recount:

Schematic structure of recount text is as follows:

- (1) Orientation: provide the setting and introduces participants.
- (2) Events: tell what happened, in what sequence
- (3) Re – orientation: optional – closure of events

Language features of recount text are as follows:

- (1) Focus on individual participant
- (2) Use of past tense to indicate the events in the past time.
- (3) Focus on temporal sequence of events.
- (4) Use material and action clause.

From the explanation above it can be stated that recount text deals with series of events that retell about something happened in the past. It is needed to be taught to grade VIII students of Junior High School because it is one of the requirements in the curriculum. At this level, students are expected to be able to write a text in the form of recount. However, students often face difficulties in writing carrying out the task.

2.4 E-learning

Nowadays, many schools and universities use E-learning in their teaching and learning activities. Although the word E-learning is very often to be found, people sometimes only emphasize E-learning as a distance learning using internet. E-learning is defined by many people and in many ways. To gain a clear understanding

of what E-learning is, the writer presents general meaning of E-learning, the implementation of E-learning in Indonesia, and E-learning through web.

2.4.1 What is E-learning?

E-learning is a means of education that incorporates self-motivation, communication, efficiency, and technology. Students are the key entity and the nucleus of the education (Berman et al, 1991:96). (Hall 1997) as quoted by Clarey (2007:11) gives more description about E-learning:

E-learning is instruction that is delivered electronically, in part or wholly – via a Web browser, through the Internet or an intranet, or through multimedia platforms such as CD-ROM or DVD .

Meanwhile, Clark and Mayer (2003:10) define E-learning as instruction delivered on a computer by way of CD-ROM, Internet, or intranet with the following features:

- (1) Includes content relevant to the learning objective.
- (2) Uses instructional methods such as examples and practice to help learning.
- (3) Uses media elements such as words and pictures to deliver the content and methods.
- (4) May be instructor-led (synchronous E-learning) or designed for individual study (asynchronous E-learning).
- (5) Builds new knowledge and skills linked to individual learning goals or to improved organizational performance.

From some definitions above, the writer concludes that E-learning is not only referring to distance learning by using the internet. E-learning means utilizing information and communications technology in teaching and learning activities. Content is delivered via the internet, intranet, extranet, satellite TV, and CD-ROM with multimedia capabilities.

There are many terms to show the ideas about E-learning, for example: standalone course, virtual classroom, blended learning, embedded learning and mobile learning (Horton, 2006:2). The design of E-learning depends on the purpose and the condition of the schools, the teachers and the students. Therefore teachers should be able to choose what kinds and types of E-learning appropriate for his teaching control.

Rosen (2009:60) states that there are two main types of E-learning. Those two types are as follows:

(1) Synchronous training.

The students and teachers meet at the same time for an instructor-led session. The meeting can be done through video conference and chat so that the teacher and the students are able to do direct communication.

(2) Asynchronous training.

In asynchronous training the material are available to be accessed by the students through the web anytime they want. Therefore, there is no live meeting between the teacher and the students. Rosen (2009:60) affirms that synchronous E-

learning tends to be more effective because there is a live meeting and communication directly between the teacher and the students.

2.4.2 The Implementation of E-learning In Indonesia

In Indonesia, there are three functions of E-learning, they are supplement, complement, and substitution (Siahaan: 2002) in Muzid and Munir (2005:27).

Supplement means the students have freedom to choose whether they would like to use E-learning materials or not. Therefore, it is not an obligation for the students to access E-learning materials. Complement means the E-learning materials are programmed for completing the material in classroom. E-learning called as substitution if it used to take place all teaching and learning activities.

2.5 E-learning by Using Web

Boettcher (1999) explains the possibilities of implementing E-learning.

(1) Web-presence courses

Web-presence courses are courses where basic materials about the course and / or instructor are placed on a web site to provide the course information.

(2) Web-enhanced courses

Web-enhanced courses follow a traditional curricular design but incorporate various online activities to enhance learning and support class management and delivery.

(3) Web-centric courses

Hybrid Blended or Web Centric Courses are courses which some of learning activities have been moved to online learning. Face to face meeting in classroom is reduced but it is not eliminated.

(4) Web courses

Web Courses are courses where the majority of class interaction and management takes place in the online class; there are no physical class attendances.

2.6 Learning Management System

Learning Management System (LMS) is a software application for the administration, documentation, tracking, and reporting E-learning programs. All students' activities and course activities are recorded in LMS. Ellis (2009:1) states that a good LMS should be able to do the following:

- (1) Centralize and automate administration
- (2) Use self-service and self-guided services
- (3) Assemble and deliver learning content rapidly
- (4) Consolidate training initiatives on a scalable web-based platform
- (5) Support portability and standards
- (6) Personalize content and enable knowledge reuse

As E-learning tool, LMS has many functions in teaching learning process.

Cole (2005:1) mentions the main functions of LMS as follows:

(1) Uploading and sharing materials.

The teacher uploads their material, assignments, and articles.

(2) Forums and chats.

Online forums and chats provide a communication outside of classroom meetings.

Forums and chats enable the students and teacher to do discussion.

(3) Quizzes and surveys

Online quizzes and surveys can be graded instantaneously.

(4) Gathering and reviewing assignments

Online assignment submissions are an easy way to track and grade student assignments.

(5) Recording grades

Online grades are able to help the teacher to prevent posting grades with personal feedback in public places.

E-learning necessity now is fulfilled by both commercial LMS and free LMS. The example of commercial LMS are webCT, blackboard. Free LMS are Moodle, ATutor, Sakai, Dokeos, Claroline, and ILIAS.

2.7 Moodle

The following part discusses about Moodle as one kind of free Learning Management System (LMS)

2.7.1 Definition of Moodle

The word Moodle is originally an acronym for Modular Object-Oriented Dynamic Learning Environment. Moodle was created by Martin Dougiamas, a former WebCT

administrator at Curtin University of Technology, Perth, Australia, who has graduate degrees in Computer Science and Education.

The application of Moodle to an EFL learning environment is not new; it has been conducted by many language practitioners and linguistic researchers. Some specialists also apply Moodle to ESP teaching practices (Baskerville & Robb, 2005) in Wu (2007:51).

William Rich (2006:5) explains the definition of Moodle:

Moodle is a free learning management system that enables you to create powerful, flexible, and engaging online learning experiences. I use the phrase "online learning experiences" instead of "online courses" deliberately. The phrase "online course" often connotes a sequential series of web pages, some images, maybe a few animations, and a quiz put online. There might be some email or bulletin board communication between the teacher and students. However, online learning can be much more engaging than that.

Moodle is a free LMS so that everyone is able to download and install this application program. The official site of moodle is www.moodle.org. from which we can get all information about Moodle.

2.7.2 The Function of Moodle

Bri et al (2009:35) states that there are three types of management in Moodle. There are site management, user management, and course management.

(1) Site Management.

(a) Web is arranged by admin that is established when he/she makes web site

- (b) Admin are able to choose the theme, display, color, font, and layout as he or she needs

(2) User Management.

- (a) Every user has username and password to login in to their account. The function of this username and password is to avoid the strangers to login in to someone's account. This following pictures show Moodle display to login:

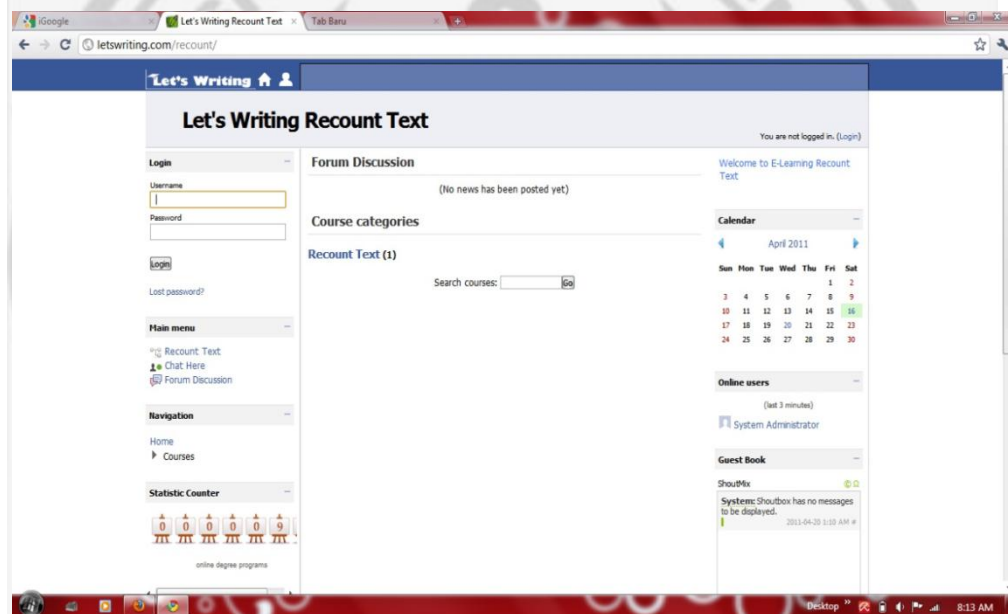


Figure 2.1 Moodle Display.

- (b) There are three kinds of user : administrator, teacher and student.
- (c) Every user is able to make and edit their personal data and add their photo.
- (d) Every user is able to choose the language he or she wants.
- (3) Course Management.

- (a) The teacher is able to fully control the deadline for assignments, quizzes, forums, chats, etc.
- (b) The teacher is able to choose course activity. The activities could be: chat, forum glossary, wiki, and workshop.
- (c) All online activities are recorded in Moodle. The teacher has special right to see this recording. The recording records both course activities and student's activities. Students' activities are kept in logs so that teachers can check later what students have done on the Moodle. The activity report can be shown in many different formats such as outline report, complete report, all logs, and grade. From these automatic log reports, teachers know not only when students have completed or uploaded an assignment, but also how much time they spent on an assigned task or quiz (Wu, 2008:50). How Moodle records both course and students activities can be seen in the following figures:

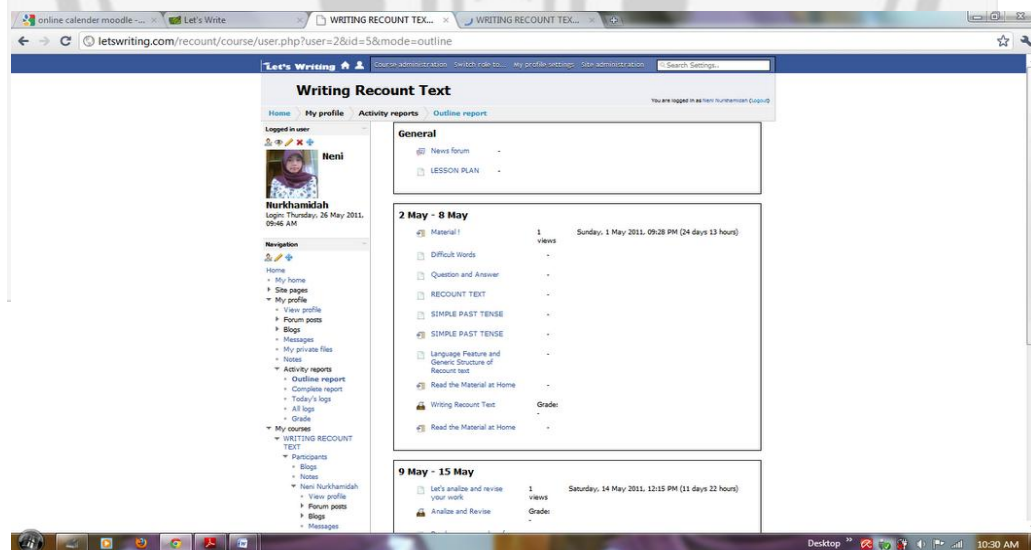


Figure 2.2 Recorded Course Activities

The screenshot shows a Moodle course page titled 'Writing Recount Text'. The user is logged in as 'Neni Nurkhamidah'. The page displays a log of activities for 'Auliya Putri' over 'All days'. The log shows 34 records, with the following data visible:

Time	IP address	Full name	Action	Information
Wed 25 May 2011, 11:21 AM	118.97.12.3	Auliya Putri	assignment view	Writing Recount Text
Wed 25 May 2011, 11:21 AM	118.97.12.3	Auliya Putri	course view	Writing Recount Text
Tue 24 May 2011, 07:54 PM	118.97.12.43	Auliya Putri	assignment view	Writing Recount Text
Tue 24 May 2011, 07:45 PM	118.97.12.43	Auliya Putri	course view	Writing Recount Text
Sat 14 May 2011, 11:34 AM	118.97.12.50	Auliya Putri	assignment view	Writing Recount Text
Sat 14 May 2011, 11:34 AM	118.97.12.50	Auliya Putri	assignment upload	Writing Recount Text
Sat 14 May 2011, 11:33 AM	118.97.12.50	Auliya Putri	assignment view	Writing Recount Text

Figure 2.3 Recorded Students Activities

2.7.1 Feature of Moodle

Since Moodle is user friendly, so that it makes the users who usually do not have much computer literacy feel comfortable using Moodle in their classes (Wu, 2007:49). Some of Moodle's major features related to language learning and teaching are discussed in the following sections.

(1) Files download

Through Moodle, students are able to download and read the material given by the teacher. There are some kinds of material form that can be uploaded by the teacher and downloaded by the students. They are file, folder, label, page and URL.

Online texts often provide a visual component with the material, frequently incorporating textual enhancements such as background information on ideas and concepts, or definitions of words, along with images and illustrations to enhance

the reading process (Watkins 2007:5). By reading some online text the students are hoped to be more interested in reading. And finally they will be able to enjoy teaching and learning process. The following figure shows how Moodle displays downloadable materials:

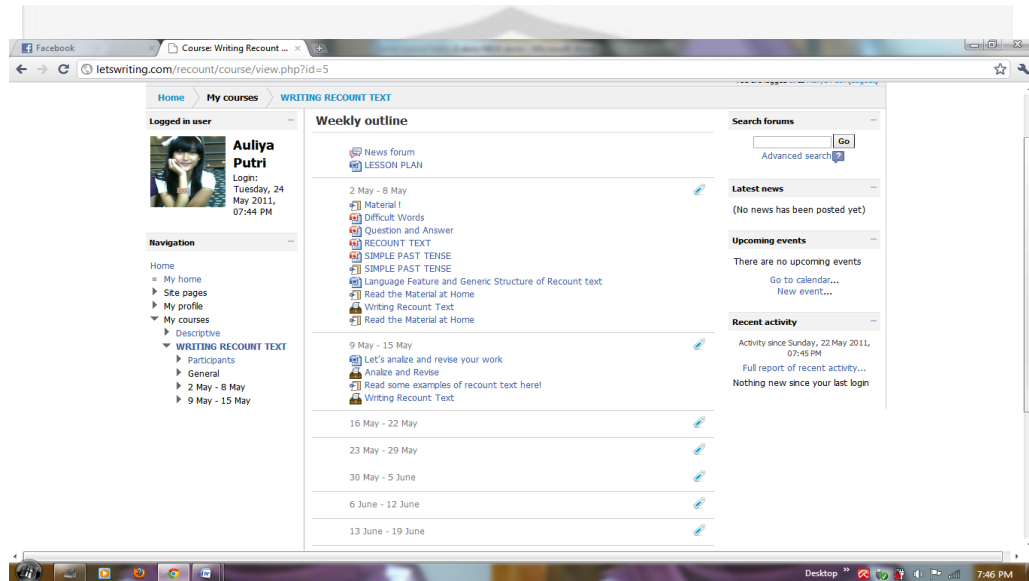


Figure 2.4 Downloadable Material

(2) Assignment submission

When teacher gives assignment to students, the students submit the assignment through Moodle. In submitting the assignment the teacher can add the due date so that after the date, the students will be not able to submit their assignment. In designing the assignment, teacher could decide submission form for example advance uploading file, online task, and upload single file. The example of assignment submission from a student to teacher can be seen in the following figure:

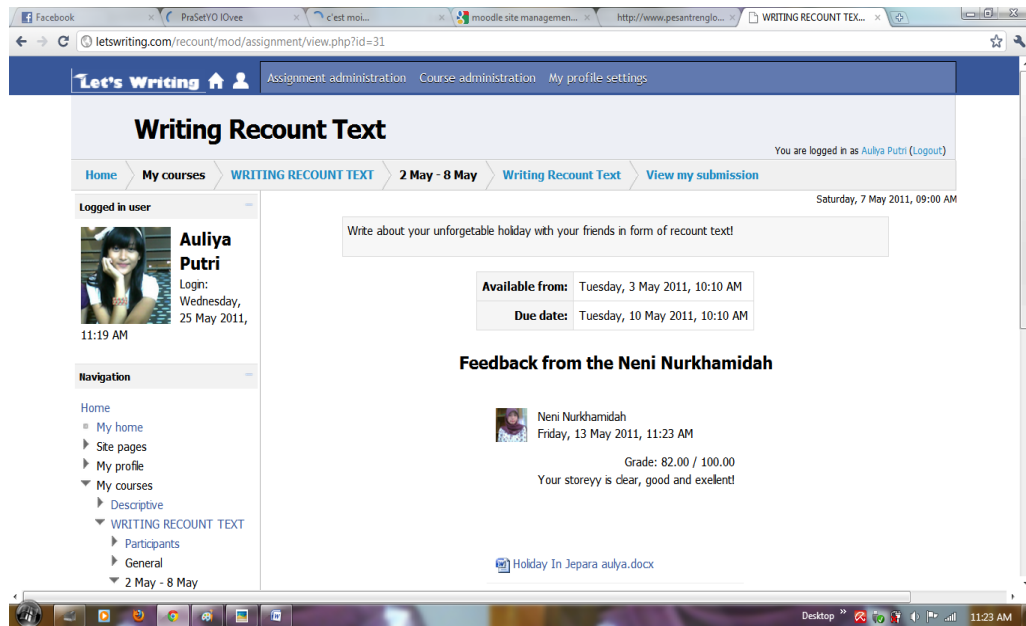


Figure 2.5 Assignment Submission in the Moodle

(3) Online quiz

The quizzes can be in the form multiple choice, true/false, short answer, numerical, calculation, matching, description, random short-answer matching, and random embedded answers. When students answer the item test, she or he directly knows whether his or her answer is true or not.

(4) Moodle instant messages

Moodle enables every user to send private messages to other users, for example, from students to other students, teacher to students, and students to teacher.

Figure 6 shows a private message sent by a student to teacher:



Figure 2.6 An Example of Private Message from Teacher to Student

(5) Online calendar

All assignments, quizzes, and events appear on the calendar. The following picture shows one example of calendar in Moodle:

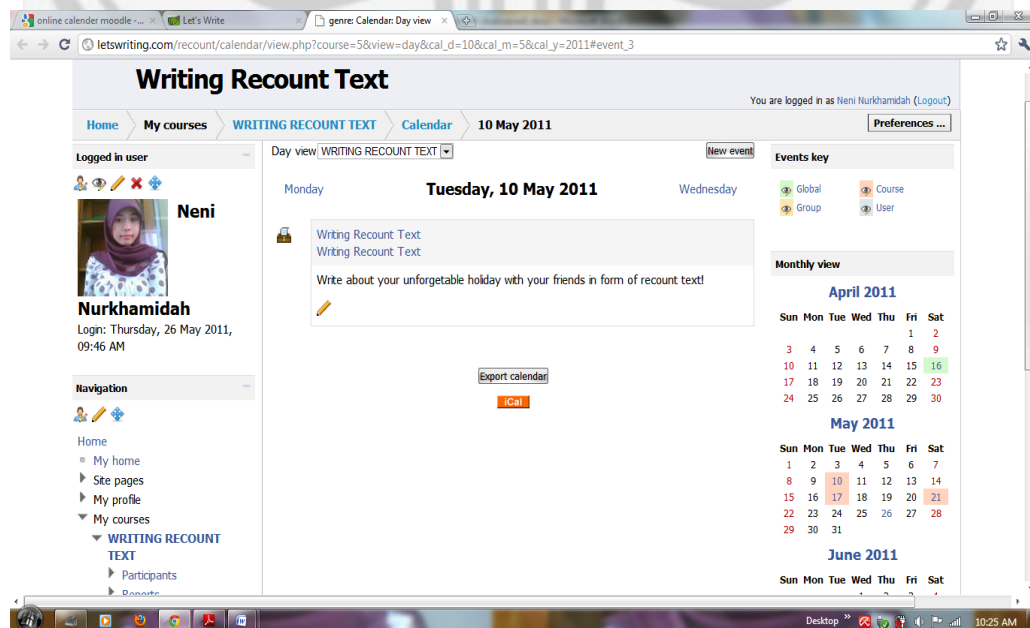


Figure 2.7 Online Calendar in the Moodle

(6) Grading

Moodle offers an effective way in grading the students' task and assignment. In grading the students' task, the teacher does not only give the score but he or she also can give some private comments, suggestions and corrections. Moreover, Stanford (2009:11) states that Moodle allows the teacher to provide detailed feedback to the students on specific areas of language performance. Therefore, teacher could give separate marks on areas such as grammar, fluency, and pronunciation. How teacher gives grade to students can be seen in the following figure:

The screenshot displays the Moodle interface for grading a 'Writing Recount Text' assignment. The user is logged in as Neni Nurkhamidah. The page shows a list of student submissions with the following data:

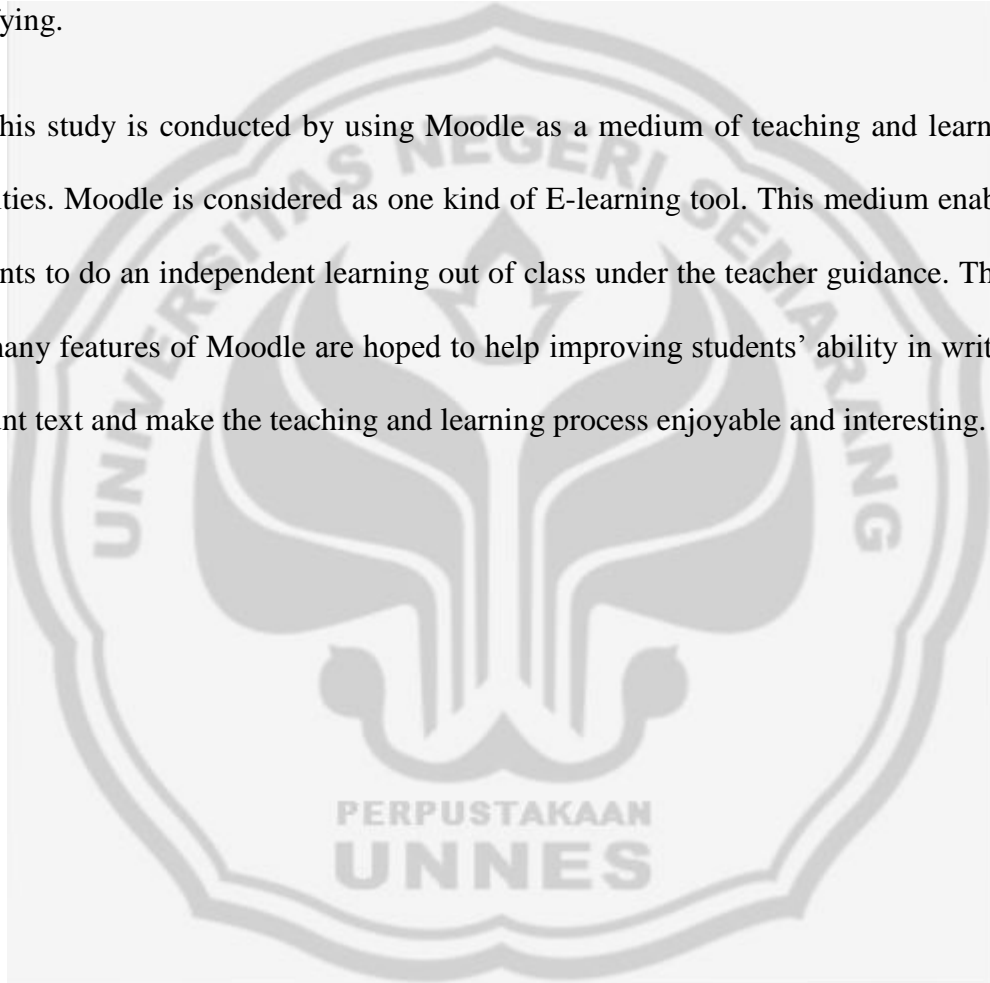
First name / Surname	Grade	Comment	Last modified (Su)
Arif Akbar	67 / 100	I know you can write better than now!	Saturday, 7 May 20
Nur Annisa	64 / 100	make your own text! dont copi from	Saturday, 7 May 20
Nanda Ayu	74 / 100	Good! please dont forget the grammat!	Saturday, 7 May 20
Hernanda Bayu	71 / 100	Grammar, capitalization,	Saturday, 7 May 20
Anik Buclarti	66 / 100	keep writing, i know you can be better	Saturday, 7 May 20

Figure 2.8 Grading and Giving Feedback to Students

2.8 About this Study

This study is an action research conducted as an effort to solve problems in teaching writing recount text. In some cases, students' interest and mastery of writing are not satisfying.

This study is conducted by using Moodle as a medium of teaching and learning activities. Moodle is considered as one kind of E-learning tool. This medium enables students to do an independent learning out of class under the teacher guidance. There are many features of Moodle are hoped to help improving students' ability in writing recount text and make the teaching and learning process enjoyable and interesting.



CHAPTER III

METHODS OF INVESTIGATION

This chapter presents procedures and research steps to solve the research problems. It is divided into five subsections: design of the study, subject of the study, action research process, method of collecting data, and method of a data analysis.

3.1 Design of the Study

The writer conducted Praktek Pengalaman Lapangan (PPL) / Teaching Practice in SMP N 13 Semarang for three months. The writer was assigned by the English teacher of SMP N 13 to teach class 8A, 8B, and 8C. During three months teaching, the writer found that the students got low scores in writing. The writer then discussed this problem with the English teacher. The teacher said that the students were not enthusiastic in writing the text. They always got low score when the teacher gave them a task to write.

The writer then did an informal interview to some students in class 8A. The writer asked why they were not enthusiastic in writing. Some of students answered that they are bored in joining writing class, some students answered that they had difficulties in developing their idea, some students could not arrange their sentences well and some students were confused about grammar in writing certain text. Based on those problems, the writer decided to do an action research.

The type of research which was applied in this study was action research. According to Harmer (2003: 344), action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or they wish to evaluate the success and/or appropriateness of certain activities and procedures.

Actually, a classroom action research is conducted in cycle. Every cycle has four phases; they are planning, acting, observing, and reflecting (Hopkin 1985:50). The cycle of action research could be seen in the figure below:

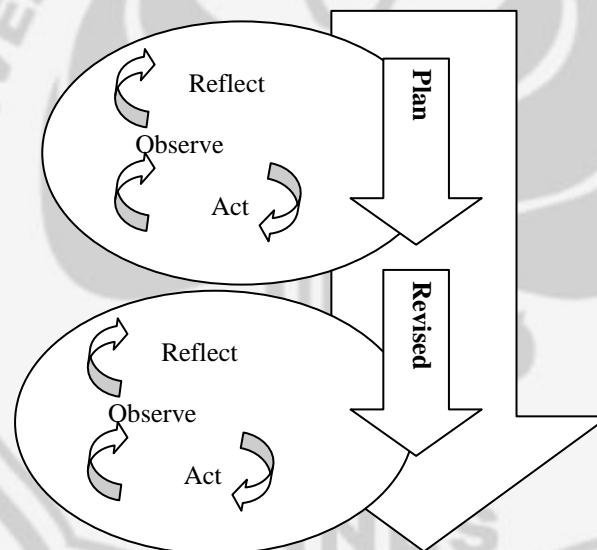


Figure 3.1 *The model of action research by Hopkin (1985:50)*

In this action research, the writer conducted two cycles; cycle 1 and cycle 2.

Therefore, before conducting the research, the writer conducted a pre-test. It shows students' prior knowledge about report text. In this first step, students were asked to make a report text by developing the given key words.

3.2 Subject of the Study

Arikunto (2006: 102) defines subject of the study as the subject where the data comes from. Since it was an Action Research, the writer conducted the research by choosing one class of the eighth year students of SMP.

3.2.1 Population

Population is a very important element in conducting a research. According to Arikunto (2006: 108), a population is the entire subject in a research. The population in this study was the second semester of the eighth year students of SMP N 13 Semarang which consists of seven classes.

3.2.2 Sample

In conducting research, it is difficult to use all of the population, so the writer selected some samples. According to Kerlinger (1965: 18), "Sample is a part of population which is supposed to represent the characteristic of the population". Therefore, the writer took one class among seven classes of all eight grade classes. The class chosen was VIII A which consists of 20 students.

3.3 Action Research Process

The method of collecting data used by the writer is a class room action research. Arikunto (2006:93) states that class action research is a research which is done in a class of a school. This research is a reflective research by doing certain actions to gain a better teaching and learning process in a classroom.

This research is done in two cycles, cycle I and cycle II. To know students' ability and motivation before both two cycles, the students were given pre-test of writing recount text. The result of pre-test is to plan action I and II. Cycle I is to know students' motivation as well as ability in writing recount text. Besides, it is also used as a reflection to plan cycle II; meanwhile, cycle II aims at knowing the improvement of students' motivation as well as ability in writing recount text by planning better plan and action. In this case, the writer used Moodle as a medium to teach students about recount text.

This research is a process which consists of four phases, they are (1) planning. It contains some plans of actions to increase students' motivation as well as ability in writing recount text. (2) Acting is what teaching and learning process looks like, done by a researcher as an effort to improve students' ability and motivation to learn. In this case the writer uses Moodle as a medium to improve students' ability and motivation to write recount text. (3) Observing is the researcher observation towards students participation in teaching and learning process. (4) Reflecting is some activities to evaluate and consider the result gained from observation and actions, so it can be revised for better teaching and learning process.

In this research the writer uses two cycles, the cycles are as follows:

3.3.1 Cycle 1

(1) Planning

In this research the planning includes:

- a) The preparation of research planning

The writer made a list of activities to do.

b) Preparing the subject of the study

The writer chose SMP N 13 Semarang in this research. The school is the place where the writer conducted Praktik Pengalaman Lapangan (PPL) / teaching practice. The school is appropriate because it has computer laboratory and internet facility to run the Moodle. The writer discussed with the English teacher of the school about the main problem that the teacher found in teaching English and offered the teacher to collaborate in conducting action research to search an alternative way of teaching in order to solve the problem.

c) Preparing the teaching materials

The main teaching material was writing recount text. Therefore, the writer created a lesson plan with SK and KD of writing recount text. Moreover, materials about writing recount text were emphasized in the Moodle. The writer also made lesson plans, found some literatures such as books and web sources.

d) Preparing the research instruments

A pre-test, field notes and worksheets were created as the research instruments.

e) Preparing the evaluation scores

A scoring guidance was created to evaluate the students' writing performance.

(2) Action

In this stage, the writer oriented her action based on Lesson Plan she made. See Appendix 3 to see the complete Lesson plan. Below are the lesson objectives of each meeting:

Meeting 1:

- 1) The students are able to mention the meaning / idea of recount text.
- 2) The students are able to identify the generic structure and language feature of recount text.
- 3) The students are able to use past tenses used in recount text.

Meeting 2:

- 1) The students are able to use the information they get to write about their unforgettable holiday with their friends.
- 2) The students are able to post their recount texts to his/her teacher through Moodle.
- (3) Observing

At this stage, the students' activities during the action research process were observed, identified and analyzed. The data collected in this study were qualitative data in the form of recount data and quantitative data in the form of students' scores.

(4) Reflecting

It is the activity of evaluating critically about the progress of the students' performance in writing recount text. The progress of all treatments in the first and second meeting were evaluated and analyzed in the reflection. At this stage, all of the students' recount texts were read. The activity was followed by analyzing the students' draft to find their common problems. After that, a list of students' common errors, mistakes, and problems were made. Furthermore, the field notes that were

taken during the activity were considered as the reflection of students' affective domain.

After one cycle was completed, the observation result and evaluation in the first cycle were analyzed. The writer reflected all the activities done in the first cycle and identified the weaknesses of the Moodle and teaching learning process in order to improve the quality of those components. Moreover, the students' needs were also analyzed. After that, a new lesson plan for the second cycle was created.

3.3.2 Cycle 2

(1) Revise the Plan

From the first cycle, the writer found many areas that needed to be improvement. Then, a new lesson plan was designed by considering the reflection from the first cycle as the area of improvement. After that, revised materials were designed to be taught in the second cycle. The materials were uploaded in the Moodle.

(2) Action

The second cycle was divided into two meetings; the goals for each meeting are as follows:

Meeting 3:

- 1) The students are able to gather material that they get from Moodle.
- 2) The students are able to analyze the errors and mistake of their own work.
- 3) The students are able to revise their of recount text.

Meeting 4

- 1) The students are able to write the recount texts and post it to the Moodle.

In the third meeting the students analyzed their own works. The purpose of these activities was to help the students to develop their analytical thinking so they could analyze the errors, mistakes, the strength and the weaknesses of their recount text.

- (3) Observing

During the teaching learning process, the students' behaviors and activities were continuously observed.

- (4) Reflecting

In this step, all of the implemented treatments were evaluated and analyzed to know the students' progress.

3.4 Method of Collecting Data

In this study, tests, questionnaire and field notes were used as the instruments for collecting the data. The aims of using these techniques are to know the students' progress before and after conducting the action; to know the students' responses during the activities and to see the students' abilities in writing.

3.4.1 Pre-test

Procedure of the pre-test:

- (1) The teacher and the writer came to the class and then the teacher introduced the writer to the students.

- (2) The students were asked to take a piece of paper and write their name in the top of the paper.
- (3) The writer asked students about their most unforgettable holiday with their family.
- (4) The students were asked to write one of their most unforgettable holiday paragraphs.

3.4.2 Post-test

The purpose of the post test was to check the students' ability in writing recount text after they were taught using Moodle. The students' post- test results were taken from the students' recount writing in the second cycle since the product of the second cycle was considered as the final product.

3.4.3 Questionnaire

Hornby (1995:962) states that questionnaire is a written or printed use of questions to be answered by a number of people especially as part of survey. Arikunto (1998:140) defines that a questionnaire as a number of within questions, which are used to gain information from respondents about the respondents themselves, or their knowledge, belief, etc. The writer used the questionnaire to get some additional information from the students' responses after being taught using Moodle. It was given to the students after they finished doing the cycle two test.

3.4.4 Field Notes

In research, the field notes were used to observe and to know the activities and the situation during the teaching learning process in the classroom.

3.5 Method of Data Analysis

In this research, the writer used a rating scale proposed by R. Kern (2000:287) as cited in Modul and Kurikulum Bahasa Inggris SMP/MTs 2004. This rating scale measures the students' writing skills especially in content, rhetorical step, language, and suitable form. The scoring system is displayed in the following table:

Criteria	Score	Description
Task/contain appropriateness (to what extent the writing reaches the target)	30-27	Excellent to very good: responds to tasks perfectly; perfect discussion; relevant and precise information; very strong and supportive interpretation.
	26-24	Good: capable of responding to tasks; capable of discussing it; relevant and precise general information; supportive general interpretation.
	23-21	Fair: incapable of responding to tasks; acceptable discussion that sometimes inconsistency; occasionally neither irrelevant nor precise information; occasionally inconsistent interpretation with facts.
	20-18	Inadequate: incapable of responding to tasks; in complete and inconsistent discussion; frequently irrelevant or inappropriate information; inconsistent interpretation with the facts.
	17-0	Inacceptable: ignore or less understands

		the task; minimum discussion; irrelevant information and interpretation.
Rhetoric's step appropriateness (to what extent the writing order takes the reader into recount)	25-23	Excellent to very good: effective communication; very consistent with special text form; very well and orderly-arranged utterances; very clear text interpart's relationship.
	22-20	Good: quite effective communication; consistent with special text form sometime being ignored; idiom arrangement sometime different to be follow; interpart of the text relation sometime not clear.
	19-18	Fair: the communication sometime enough effective; special text form sometime being ignored; idiom arrangement sometime difficult to be follow; interpart of the text relation sometime not clear.
	17-16	Inadequate: less effective communication; the meaning sense not clear; not follow special text form; arrangement and organizing idiom make confuse; interpart relation or the text not clear.
	15-0	Inacceptable: nearly capable to be understand; ignore special text; there is no text arrangement.
Language appropriateness (how far the language which	25-23	Excellent to very good: the language which is used very appropriate with the language text form that was given and communication context.

use appropriate with communication context?)	22-20	Good: generally the language that was used appropriate with text form that was given and communication context.
	19-18	Fair: the language which is used not consistent with the text form that was given and communication context.
	17-16	Inadequate: the language which is used not appropriate with the text form that was given and communication context.
	15-0	Inacceptable: the language which is used very bad.
Suitable form (how far the writing fulfill form arrangement, spelling, neat)	20-18	Excellent to very good: layout, spelling, verb conjunction, accents, agreement, punctuation, capitalization, and neatness very fulfill text arrangement (genre).
	17-16	Good: layout, spelling, verb conjunction, accents, agreement, punctuation, capitalization, and neatness generally fulfill text arrangement (genre).
	15-14	Fair: layout, spelling, verb conjunction, accents, agreement, punctuation, capitalization, and neatness partly fulfill text arrangement (genre).
	13-12	Inadequate: layout, spelling, verb conjunction, accents, agreement, punctuation, capitalization, and neatness generally not fulfill text arrangement (genre).
	11-0	Inacceptable: layout, spelling, verb

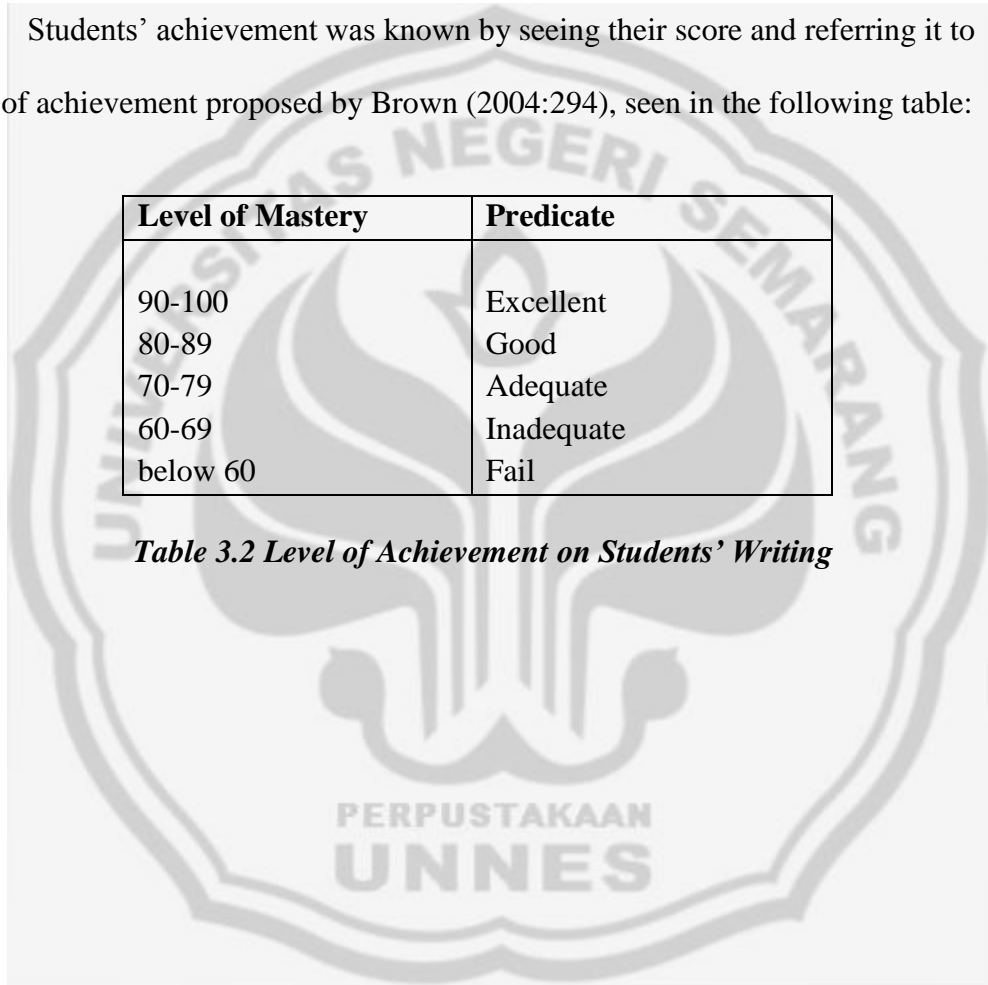
		conjunction, accents, agreement, punctuation, capitalization, and neatness not fulfill text arrangement (genre).
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Table 3.1 The scoring system by Kern (2000:287)

Students' achievement was known by seeing their score and referring it to level of achievement proposed by Brown (2004:294), seen in the following table:

Level of Mastery	Predicate
90-100	Excellent
80-89	Good
70-79	Adequate
60-69	Inadequate
below 60	Fail

Table 3.2 Level of Achievement on Students' Writing



CHAPTER IV

RESULT AND DISCUSSION

In this chapter, the analysis of each activities started from pre-test up to post-test. The analyses of questionnaire and field notes are also discussed. Here is the analysis of each activity.

4.1 The model on how Moodle is used to teach writing recount text.

As the writer mentions in the Objectives of the Study, one of the objective of this research is to give a model on how Moodle is used to teach writing recount text for the eight grade students of SMP N 13 Semarang in the academic year of 2010/2011.

The model of using Moodle in teaching writing is as follows:

- (1) Introduce the student with Moodle as a medium they will use in learning writing.
- (2) Give username and password to the students.
- (3) Explain the students the use of Moodle generally.
- (4) Demonstrate the use of Moodle by using LCD screen. When the teacher is explaining, make sure all students pay attention to the teacher.
- (5) Let the students to explore Moodle for 10 minutes. The purpose is to make the students to be more familiar with this medium.
- (6) Ask the students to download material in Moodle.

- (7) Give the students chance to do independent learning by reading the material.
There are nine materials in Moodle. Therefore, the teacher has to manage the time to avoid overtime.
- (8) Keep controlling the students' activity. This purpose is to avoid the students open pages which are not related to the material
- (9) Ask the students whether they need more explanation about material or not. If students need it, teacher can give oral explanation in front of the class.
- (10) Ask the students to write a recount text with a given topic in 45 minutes.
- (11) Let the students open their dictionary in finishing writing the task.
- (12) After finishing writing, ask the students to post their text by using Moodle
- (13) Give them grade and personal feedback contains comments, suggestion or correction about recount text they made.
- (14) Ask students to keep reading the given material at home.
- (15) Keep concerning to see the students activities in Moodle. By doing this the teacher are able to know the students activities in the Moodle.
- (16) Give appreciation for students who frequently access the material and warning for those who do not.
- (17) Check and reply every message from the students.
- (18) Ask the students to download analyzing and revising worksheet in Moodle.
- (19) Ask the students to finish the worksheet based on recount text they made last meeting.

- (20) Ask the students to rewrite their recount text based on the analyzing and revising worksheet.
- (21) Before posting their final recount text make sure that the students' recount text are in written in Time New Roman and the font size was 12.
- (22) Ask the students to post their final text by using Moodle.

4.2 The Analysis of Pre-test

This pre-test was conducted on April 30th 2011 as the beginning session of the research. The aim of giving this pre-test is to measure the basic competence of the students especially in writing recount text.

Pre-test was attended by 20 students. This test was conducted by asking the students to write about their unforgettable holiday with their family in form of recount text spontaneously in a paper.

Some of the students were confused. Then the writer explained that the holiday must not about their recent holiday, it is alright if the students wrote about the last year's holiday. The writer gave 45 minutes intended for the students to finish their writing. During the writing process, the students were told to work individually. After they finished writing the recount text, the students submitted their paper. See Appendix 4 to see the students' recount text.

The results of those activities can be seen in table below:

No	Code	Component of Writing Scoring				Score
		1	2	3	4	
1	A-01	20	20	16	13	69
2	A-02	20	18	18	15	71
3	A-03	20	18	16	13	67
4	A-04	20	16	16	14	66
5	A-05	17	15	15	11	58
6	A-06	20	19	19	14	72
7	A-07	23	20	20	15	78
8	A-08	20	17	17	13	67
9	A-09	24	20	20	16	80
10	A-10	20	18	18	12	68
11	A-11	20	18	18	14	70
12	A-12	20	18	18	13	69
13	A-13	20	17	17	14	68
14	A-14	17	17	17	13	64
15	A-15	18	18	18	14	68
16	A-16	22	20	20	16	78
17	A-17	23	20	18	14	75
18	A-18	17	15	16	11	59
19	A-19	20	17	17	15	69
20	A-20	17	17	14	14	62
Σ	21	398	358	348	274	1378
Score Average		19.90	17.90	17.40	13.70	68.90

Table 4.1 The Result of Pre-test

1= Task/contain appropriateness (to what extent the writing reaches the target)

2= Rhetoric's step appropriateness (to what extent the writing order takes the reader into recount)

3= Suitable form (how far the writing fulfill form arrangement, spelling, neat)

4= Language appropriateness (how far the language which use appropriate with communication context?)

The average score of pre-test = $\frac{\Sigma \text{Students' Score}}{\Sigma \text{Students}} \times 100\%$

$$= \frac{1378 \times 100\%}{\Sigma 20}$$

$$= 68.90\%$$

The students' achievement average on the pre-test was 68.90 %. It was lower than the SMP N 13 Semarang Kriteria Kelulusan Minimal (KKM) / Criteria Mastery of Learning for English Language lesson, which states that the minimal score for passing this subject is 69. For this reason, the writer conducted the action of improving students' performance in writing recount text.

4.3 The Analysis of First Cycle

The first cycle was conducted in two meetings in the classroom and two structural tasks, which were identified as the first, second, third and four activities.

4.3.1 The Analysis of the Students' First Activity

The first activity was conducted on May 2, 2011. 18 students brought their own portable computer (laptop) and 2 students used computers were available in the classroom. The laptop and computer were connected to Wifi that provided by the school. The writer used a portable computer was linked to an LCD screen so the students could see each step that the writer explained.

At first, the writer asked the students to connect to open www.letswriting/recount.com. The students curious about this page and asked the writer what it was. Afterward the writer introduced that it was media that would be used in learning English. The media was Moodle application. After that, the students were called the name one by one. The teacher asked the students whose name were called to meet the writer in front of class to be given a paper containing the username and password of their account. Then, the writer told the students to login to their account by using usernames and passwords were given.

Afterwards, the writer explained the use of Moodle to the students. The writer gave explanation about how to open the materials, send the messages to the students and the writer, chat with another students and teacher, and hand the task out. Every step was shown clearly through LCD screen. The students followed every step explained by the writer. Then the writer told the students to explore the Moodle for about 10 minutes in order to help them become familiar with this new media.

The writer found that some of students opened Facebook in this process. Because one of E-learning purposes is to create independent learning, the writer asked the students to keep focused in every learning process through Moodle and not to open another page which was not related to the material.

The class was started by the writer by telling a story about her holiday to Gua Kreo last week. The students listened to the story. Next the writer asked about what the students did last Sunday. Some students said that they went cycling to Marina, went shopping, went to Yogyakarta, and went to Gramedia.

Then the writer asked the students to open the first material. The writer said that the text told about what her best friend did in the 2nd grade of Senior High School. The first material in Moodle shown in the following figure:

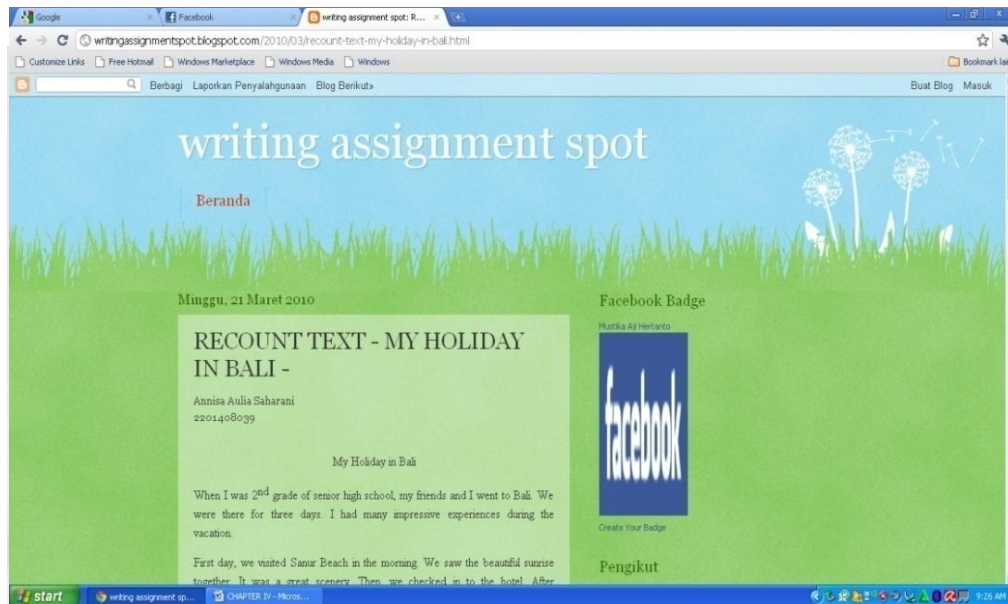


Figure 4.1 The 1st Material in The Moodle

At first the teacher asked the student to read the text by silently. The students were given 10 minutes to read the text. The students were serious in reading the text

After that, the students were asked to read the second material in Moodle contained some difficult words to be pronounced. Because some students joked, the writer asked them to pronounce those words. Fortunately, they were able to pronounce them thought not perfectly correct. The writer then pronounced the words loudly and all of the students repeated them.

To check students understanding about the text, the writer gave the 5th material in the Moodle contained some questions. There were five questions in this

part. All questions were related with the text on the first material. The students answered the question in chorus. They were able to answer the question perfectly. The second material in Moodle is shown in the following figure:

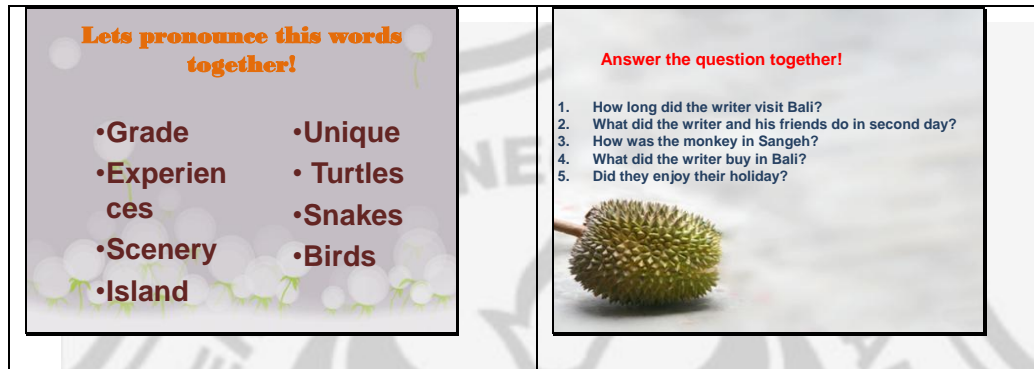


Figure 4.2 The 2nd and 3rd Material in the Moodle

After questions and answers session, the writer asked the students to open the 4th material. A student was asked to read the 4th material. The material contained about the definition, generic structure and language feature of recount text as well past tense. They concentrated on reading the material. They all seemed enjoying reading the material. No one asked more explanation. However, the writer was afraid that the students did not understand. The writer then asked a student on the corner about what he did last Sunday. The writer asked “Gilang, what did you do last Sunday?” Gilang answered, “I go to CL with my father, I buy shoes and lunch” The writer wrote in the board Gilang’s story and correlated his story with the definition of recount text, generic structure, language feature and the past tense usage.

The second material created by the writer is shown in the following figure:



Figure 4.3 The 4th Material in the Moodle

For improving students' understanding about past tense, the students were asked to open 5th and 6th material about simple past tense. The 5th material contained power point presentation about the past tense pattern, some example sentences of past tense, and the time signal of past tense. The 6th material contained the explanation about past tenses and online quizzes. The purpose of giving online quizzes is that the

students were able to know their basic ability in past tense. The following figure shows material about past tense the writer created:

The figure consists of four slides arranged in a 2x2 grid, each with a decorative border of red diamonds. The top-left slide is titled 'Past Tense' and lists the following rules: Positive: S + V2; Negative: S + did not + V1; Interrogative: Did + S + V1. The top-right slide is titled 'Example' and lists: Positive: He wrote a letter yesterday; Negative: He did not write a letter yesterday; Interrogative: Did he write a letter yesterday?. The bottom-left slide is titled 'Example' and lists: Positive: We played tennis last week; Negative: We did not play tennis last week; Interrogative: Did we play tennis last week?. The bottom-right slide is titled 'Time Signal for Simple Past Tense' and lists: yesterday, yesterday morning, last night, last week, an hour ago, a few minutes ago, in 1997, the day before yesterday, the other day, and when I was a boy.

Figure 4.4 The 5th Material in the Moodle

In the middle of this activity some students sent the writer messages “*Miss aku g mudeng past tenses*”, “*miss kalo g usah pake past tense boleh ndak?*” and some messages indicating that they still did not understand about simple past tense.

The writer decided to give more explanation about simple past tense. The writer wrote in the white board about simple past tense and explained it to the students. Students paid attention to the writer’s explanation. After that, the students were asked to open the 6th material again to do the quizzes. The students were interested to do the online quizze because this online quizze provided the automatic

key answer, so that the students were able to know whether their answer was true or false.

After studying past tenses the writer asked the students to find out the language feature and generic structure of the text entitled My Holiday in Bali. It was a whole class activity conducted in chorus. The students answered all teacher questions correctly.

Suddenly the bell rung and the class had to be ended. The writer asked the students to send her messages if they still found difficulties about recount text. The teacher also reminded the students to open the 6th material at home to enrich their understanding about recount text. Simple past tense as the sixth material in Moodle can be seen in the following figure:

The screenshot shows a Moodle page titled "Past Simple Tense" with the following content:

Past Simple Boy

Hello everybody! My name is **Past Simple Boy** because I am very nostalgic and I always talk about the past. This is an old picture of me. I **was** eighteen in this picture. It **was** thirteen years ago.

I **studied** at University at that time. I **lived** with my friends Paco and Javi in a big and old flat. We **didn't study** much and we **enjoyed** our life. Every weekend we **went** to the disco and **met** new girls. I remember I **had** a girlfriend called Margarita.

I **finished** my studies in 1995. A year later I **started** to work as a Language teacher in a Secondary school. Life is not too bad, but **those days were** fantastic!

Do you **know** about your parents' life when they **were** young?

► Comprehension Quiz

Si quieres aprender cómo se forma y cuándo se usa el **Past Simple** haz click en los siguientes apartados

- Past Simple Form
- Past Simple Use

Practica lo aprendido con los siguientes ejercicios:
"Let's practise"

Form	Use	Contrast
► Exercise 1	► Exercise 1	► Exercise 1
► Exercise 2		► Exercise 2
► Exercise 3		► Exercise 3

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Figure 4.5 The 6th Material in the Moodle

4.3.2 The Analysis of the Students' Second Activity

In this activity, the students were given structural assignment to read the ninth material in the Moodle. Although this activity was not done in classroom, the writer was able to check who opened the material and who did not because all online activities were recorded in the Moodle.

The 7th material was online quizzes about simple past tense. The purpose of giving this structural assignment was based on the conclusion teacher got in the first meeting that students had low understanding about simple pas tense. Online quizzes in Moodle can be seen in the following figure:



Figure 4.6 *The 7th Material in the Moodle*

The students were given chance to open the 7th material. The due date was before the second meeting. It meant that the students had to read the material. In this case, they had to do online quiz at least once until the second meeting.

Before the second meeting, it was about one our before classroom meeting the writer checked the students participation in doing the quizzes. The writer found that all the students were login in the Moodle.

4.3.3 The Analysis of the Students' Third Activity

The first activity was conducted on May 6, 2011 by 20 students. The writer came to the class, unexpectedly the students had opened their laptop and computer and accessed their laptop and computer to internet. At first the writer reminded the student about the material given last week. Most of students remembered it. Afterwards, the writer asked the students about their unforgettable holiday with their friend. The class was so crowded because all of students answered this question together.

The students were asked to open word program in their computer and laptop. The students began write their recount text. The students were given 45 minutes to write. They also were permitted to open their dictionary or Alfa link. Some students accessed Facebook while they were writing so that the writer had to keep her eyes on them in order that they could produce their recount text maximally.

Some students asked the second verb form that used in past tense. Because all of the students brought their dictionary, the teacher asked them to open their dictionary first. If they did not find the answer, they were allowed to ask to the writer.

After 45 minutes, the writer asked the students to login to their account with username and password that the teacher gave to them last week. Some students forgot the password. The writer then asked the students who forgot the passwords to meet

the teacher in front of the class to be given the password. The following figure shows how Moodle helps students to upload their task:

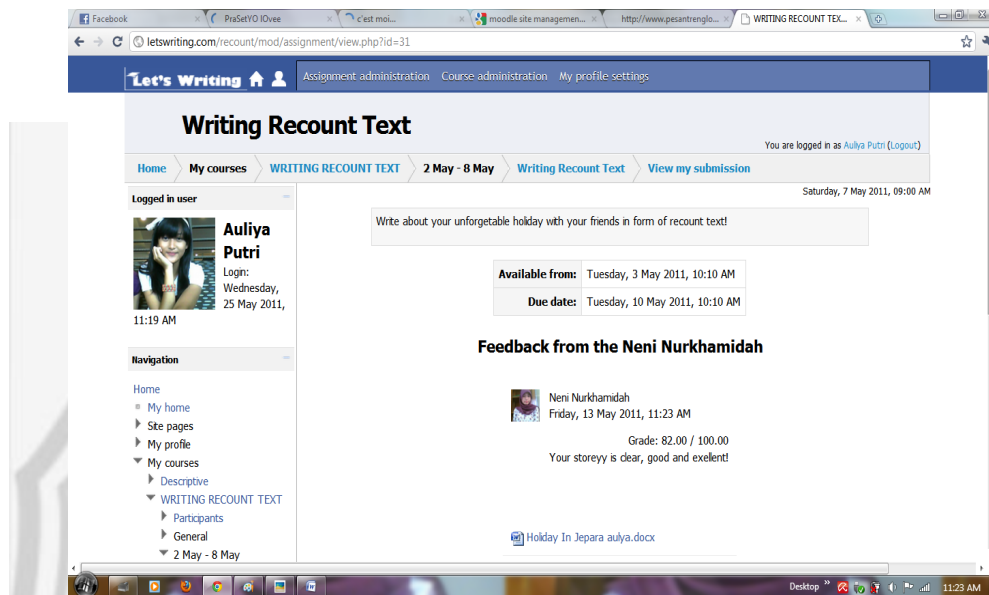


Figure 4.7 Uploading the Task in to Moodle

After all students were successfully login to their Moodle account, then they were asked to open the course. In the course, there was writing recount text part. In this part, they were asked to upload their task. Although in the first meeting the teacher gave explanation on how to upload the task, some students forgot it. Then, the writer gave the explanation by showing the steps to upload the task through LCD screen. After all students uploaded their task, the writer closed the class. See Appendix 5 to see the students' recount text. However before closing the class, the writer reminded the students to read 8th material at home.

The result of students' recount text can be seen in the following table:

No	Students' Code	Component of Writing Scoring				Score
		1	2	3	4	
1	A-01	24	20	17	16	77
2	A-02	23	22	19	18	82
3	A-03	22	20	20	17	79
4	A-04	20	18	18	15	71
5	A-05	18	18	16	15	67
6	A-06	25	20	22	15	82
7	A-07	26	21	22	16	85
8	A-08	23	18	19	16	76
9	A-09	20	19	20	17	76
10	A-10	26	19	20	17	82
11	A-11	24	20	20	16	80
12	A-12	25	20	20	14	79
13	A-13	20	18	20	16	74
14	A-14	28	22	20	17	87
15	A-15	17	16	15	16	64
16	A-16	24	20	22	17	83
17	A-17	19	16	17	14	66
18	A-18	23	22	23	17	85
19	A-19	22	17	19	18	76
20	A-20	20	19	16	16	71
Σ	21	449	385	385	323	1542
Score Average		22.45	19.25	19.25	16.15	77.10

Table 4.2 The Result of the Students' Achievement in Cycle 1

1= Task/contain appropriateness (to what extent the writing reaches the target)

2= Rhetoric's step appropriateness (to what extent the writing order takes the reader into recount)

3= Suitable form (how far the writing fulfill form arrangement, spelling, neat)

4= Language appropriateness (how far the language which use appropriate with communication context?)

$$\begin{aligned} \text{The average score of pre-test} &= \frac{\Sigma \text{Students' Score} \times 100\%}{\Sigma \text{Students}} \\ &= \frac{1542 \times 100\%}{\Sigma 20} \\ &= 77.10\% \end{aligned}$$

Based on the analysis above, the result of the students' achievement in the cycle 1 was higher than the pre-test. The average of the students in cycle 1 was 77.10%. It increased 8.20% from the pre-test and it can be concluded that the first cycle was successful. However, the writer found that some students found difficulties to recognize the past form of verb. Therefore, the writer decided to conduct the next activities.


4.4 The Analysis of Second Cycle

The second cycle was conducted in two meetings in the classroom and one structural task, which are identified as the first, second, and third activity.

4.4.1 The Analysis of the Students' First Activity

This activity was the same with the second activity in the cycle 1. This activity was conducted on May 11, 2011. The students were given structural assignment to read the ninth material in the Moodle. It was about regular and irregular verb. The reason in giving this task was based on the teacher's conclusion of the third meeting that most of the students asked about regular and irregular verb. Therefore, the writer

decided to give more material about regular and irregular verb. The following figure shows regular and irregular verb as the 8th material in Moodle.



The screenshot shows a web browser window displaying the 'Extended Irregular Verb Dictionary' on the Englishpage.com website. The page includes a navigation menu on the left with letters A through Z, a search bar, and a table of irregular verbs under the letter 'A'. The table lists verbs like 'abide', 'alight', 'arise', and 'awake' with their respective simple past and past participle forms.

Infinitive	Simple Past	Past Participle
abide	abided / abode	abided
alight	alighted / alit	alighted / alit
arise	arose	arisen
awake	awakened / awoke	awakened / awoken

Figure 4.8 The 8th Material in the Moodle

4.4.2 The Analysis of the Students' Second Activity

In the next meeting, the writer continued giving the treatment. This meeting was conducted on May 11, 2011. Firstly, the students were asked to login in their Moodle account. After all students were successfully login, they were asked to open the course in part analyze and revise worksheet. The students read the instruction in the Moodle about what they were going to do. To make sure that the students understood the instruction, the writer gave it orally.

Afterward, the students were asked to download worksheet file. After downloading it, they had to answer some questions based on the recount text they made last week.

Question numbers 1-4 were about the content of the students' recount text. They were about who, when, where and what happened in the story they made. Question number 5 was about the structure of recount text. They had to give check list if their recount text had structure mentioned in the table. Question number 6 was about the language feature of recount text. There was some language features mentioned in the table. What the students had to do was to write every language feature they had in their recount text in the given table. The last question was question number 7, in this part they were required to find mistakes and error they made in making recount text. See Appendix 6 to see the students' worksheet.

The objective of analyzing and revising student's recount text was to help students find out the weakness and strengths in the recount text they made. Therefore, they could revise and improve their text.

4.4.3 The Analysis of the Students' Third Activity

This activity was the same with second and forth activity in the first cycle. The students were given structural assignment to read some examples of recount text. The purpose of this activity was to make student understand more about language feature and generic structure of recount text. Figure 18 shows the example of recount text as the 9th material:

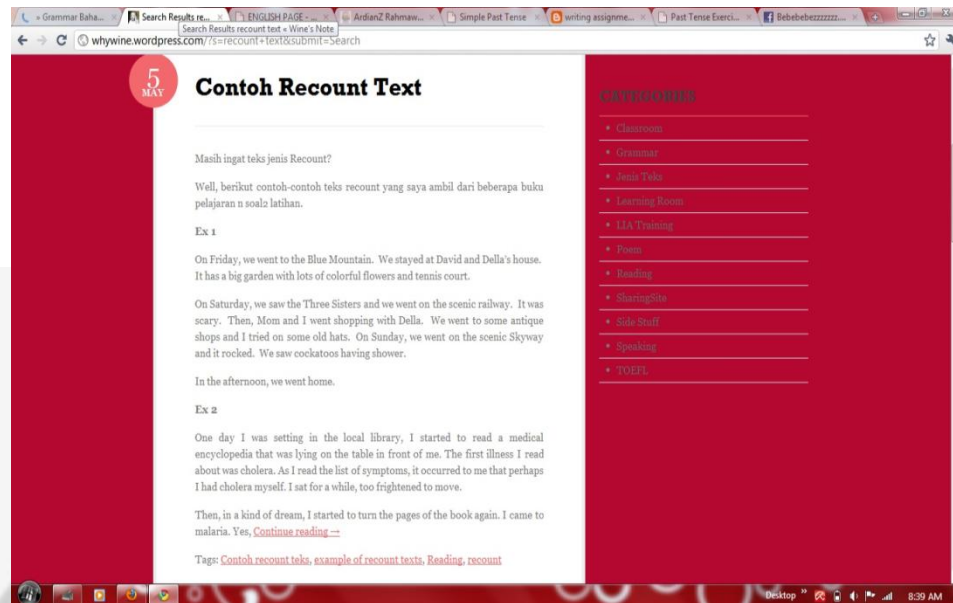


Figure 4.9 The 9th Material in the Moodle

4.4.4 The Analysis of the Students' Fourth Activity and Post Test.

This activity was conducted on May 13, 2011. As usual, they were login to their Moodle account first. In this activity, the students were required to revise recount text they made based on analyze and revise worksheet they did last week. Firstly they downloaded analyzing and revising worksheet. Through the analyzing and revising worksheet, the student knew the error and mistakes they made in writing recount text as well as the weakness and strength of their recount text.

After getting both forms, they had to improve their recount text. The students were given 45 minutes to finish their writing. The teacher gave some roles in writing the text. The text should be written in Time New Roman and the font size was 12. The entire student did the task seriously. They were able to finish this task not more than 30 minutes. The last task was uploading the text in the Moodle. They all knew

how the way to upload the file. All of them were able to upload the task. See Appendix 7 to see the students' recount text. The result of the students' recount text can be seen in the table below:

No	Students' Code	Component of Writing Scoring				Score
		1	2	3	4	
1	A-01	24	20	20	17	81
2	A-02	24	22	22	18	86
3	A-03	22	20	21	17	80
4	A-04	21	19	20	16	76
5	A-05	18	18	19	16	71
6	A-06	25	21	22	16	84
7	A-07	28	22	24	18	92
8	A-08	23	19	20	17	79
9	A-09	20	20	20	18	78
10	A-10	26	20	20	18	84
11	A-11	24	21	20	17	82
12	A-12	26	22	21	16	85
13	A-13	20	18	20	17	75
14	A-14	28	22	22	18	90
15	A-15	20	18	18	16	72
16	A-16	25	20	23	18	86
17	A-17	19	16	18	15	68
18	A-18	27	23	22	18	90
19	A-19	22	19	19	18	78
20	A-20	22	20	20	16	78
Σ	21	464	400	411	340	1615
Score Average		23.2	20	20.55	17	80.75

Table 4.3 The Result of the Students' Achievement in Cycle 2

1= Task/contain appropriateness (to what extent the writing reaches the target)

2= Rhetoric's step appropriateness (to what extent the writing order takes the reader into recount)

3= Suitable form (how far the writing fulfill form arrangement, spelling, neat)

4= Language appropriateness (how far the language which use appropriate with communication context?)

The average score of pre-test = $\frac{\Sigma \text{Students' Score}}{\Sigma \text{Students}} \times 100\%$

$$\begin{aligned} &= \frac{1615}{20} \times 100\% \\ &= 80.75\% \end{aligned}$$

The result of the post-test was better than the result of the pre-test and the cycle 1 test. The average of the post test was 80.75%. It increased 3.65% from the cycle 1 test. It can be concluded that the students' achievement in writing recount text by using Moodle had significant improvement.

4.5 The Analysis of Questionnaire

In this activity, the writer distributed questionnaire to support the data. The writer distributed the questionnaire on May 13, 2011. The writer only gave five items to be answered. The students were asked to answer by crossing the either a, b, and c. See Appendix 8 to see the questionnaire and Appendix 9 to see the students' questionnaire result.

The techniques to analyze the questionnaire are discussed in following section.

(1) Grading the Items of the Questionnaire

The questionnaire consisted of 5 questions. Each of which has three options namely A, B, and C. Each option is given a score that shows the quality of each indicator.

The score ranges from 1 to 3 as shown in the table below:

OPTIONS	POINT
A	3
B	2
C	1

Table 4.4 The Point Range

(2) Tabulating the Data of Questionnaire

The writer tabulated the questionnaire data to make the result of grading clearly readable. The table consists of these columns; name, scores per items, total scores, and the mean of each item.

(3) Finding the Mean

The formula used for computing the mean is as follows:

$$m = \frac{\sum x}{N}$$

Where,

- m : mean
- $\sum x$: the sum of item scores, and
- N : the number of the students

The mean of each item could be seen in the table below:

No	Students' Code	Number of Question				
		1	2	3	4	5
1	A-01	3	3	3	3	2
2	A-02	2	3	2	3	3
3	A-03	3	3	2	3	3
4	A-04	3	3	3	3	3
5	A-05	3	3	3	2	3
6	A-06	2	3	3	3	2
7	A-07	3	3	3	3	2
8	A-08	2	3	3	3	3
9	A-09	3	2	3	3	3
10	A-10	3	2	3	2	3
11	A-11	2	1	3	3	3
12	A-12	2	3	3	3	3
13	A-13	3	3	2	3	3
14	A-14	3	3	3	3	2
15	A-15	3	3	3	2	3
16	A-16	3	3	3	3	2
17	A-17	2	3	3	2	3
18	A-18	3	2	3	3	3
19	A-19	3	3	3	3	3
20	A-20	2	3	3	2	3
□	21	53	55	57	55	55
Score Average		2.65	2.75	2.85	2.89	2.75

Table 4.5 The Mean of the Questionnaire

(4) Determining the Grade of the Scores

Determining value of graded scores is very important since the result of the mean was not in round figure, but decimal. The result of questionnaire data analysis of each score can be classified into a range of mean bellow:

Range of Mean	Students' Interest	The Advantage	Students' Achievement	The Relevancy	Sustain Ability
0.00 1.00	Low	Not helpful	Low	Not relevant	Not necessary
1.01 2.00	Medium	Helpful	Medium	Relevant	Necessary
2.01 3.00	High	Very helpful	High	Very Relevant	Very necessary

Table 4.6 The Range of Mean

(5) Matching the Mean Criterion

To get additional information about the student's response in having this study, the mean of each issue was matched to the criterion. According to the range of mean above, the result of questionnaire data could be analyzed by referring to the criteria below:

Issues	Mean	Category
Students' Interest	2.65	High
The Advantage	2.75	Help the students very much
Students' Motivation	2.85	High
The Relevancy	2.89	Very Relevant
Sustainability	2.75	Very necessary

Table 4.7 The Result of questionnaire

(6) Concluding the Questionnaire Result

Based on the result of matching the mean to the criterion, the writer concludes that:

- (a) The students' interest in teaching and learning through Moodle was high.

- (b) Teaching learning by following the procedure of Moodle application programs was able to help students in writing class especially in writing recount text
- (c) The students' motivation in learning writing was higher after they were taught through Moodle.
- (d) Teaching and learning through Moodle was very necessary for the students.

4.6 The Analysis of Field Notes

The field notes were analyzed in every cycle. There were three aspects were analyzed. Here is the explanation of the field notes.

4.6.1 The Analysis of Field Note in Cycle I

The result of field notes in cycle I would be explained as follows:

(1) The material

The material was based on Syllabus on Kurikulum Tingkat Satuan Pendidikan 2006 (KTSP 2006)/ School Based Curriculum in 2006. It was taken from Competence Standard No. 6 *Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive, dan recount untuk berinteraksi dengan lingkungan sekitar* and also Basic Competence No 6.2. *Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.*

(2) The students' condition in teaching and learning process.

In the first cycle the condition of the students is as follows:

- (a) The students were more interested in accessing facebook than reading the material in the Moodle.
- (b) The students still need some explanation from the teacher although all materials were covered in the Moodle.
- (c) Some of the student sometimes forgot the passwords of their Moodle account.
- (d) The weaknesses of the students were their grammar in writing a recount text.
- (e) The students seemed not interested in reading material in Moodle. That is why the teacher always reminded them to keep reading especially reading the material that given by the teacher as the structural task.
- (f) The students did all instructions that given by the teacher in the first and second meeting.

(3) The improvement of students' skills after using Moodle in teaching and learning process.

- (a) The student's ability in writing recount text is improving. The students could understand about generic structure and language features of recount text. Moreover, the students could apply correct grammar in their text.

4.6.2 The Analysis of Field Note in Cycle 2

The results of the field notes in cycle II were as follows:

(1) The material

The writer added the material about past tenses and regular and irregular verb in second cycle.

(2) The students' condition in teaching and learning process.

The conditions of the students are as follows:

- (a) The students were interested in joining the teaching and learning process.
- (b) The problem faced by the students was to recognize verb forms of irregular past tense.
- (c) The students got motivation to keep reading.
- (d) The students were able to do self learning.

(3) The improvement of students' writing skill after using Moodle in teaching and learning process.

- (a) The implementation of teaching and learning recount text by following procedure of Moodle application program in the second cycle was better than the first cycle. The students were able to organize appropriate language features, generic structures, grammar, and mechanics and used various expressions and vocabularies in writing recount text.

See Appendix 10 to see the complete field notes.

4.7 Overall Analysis

In conducting this research, the three written test were held in order to know the students writing skill. The result of each test showed improvements of the students' writing skill. The means were presented in the table below:

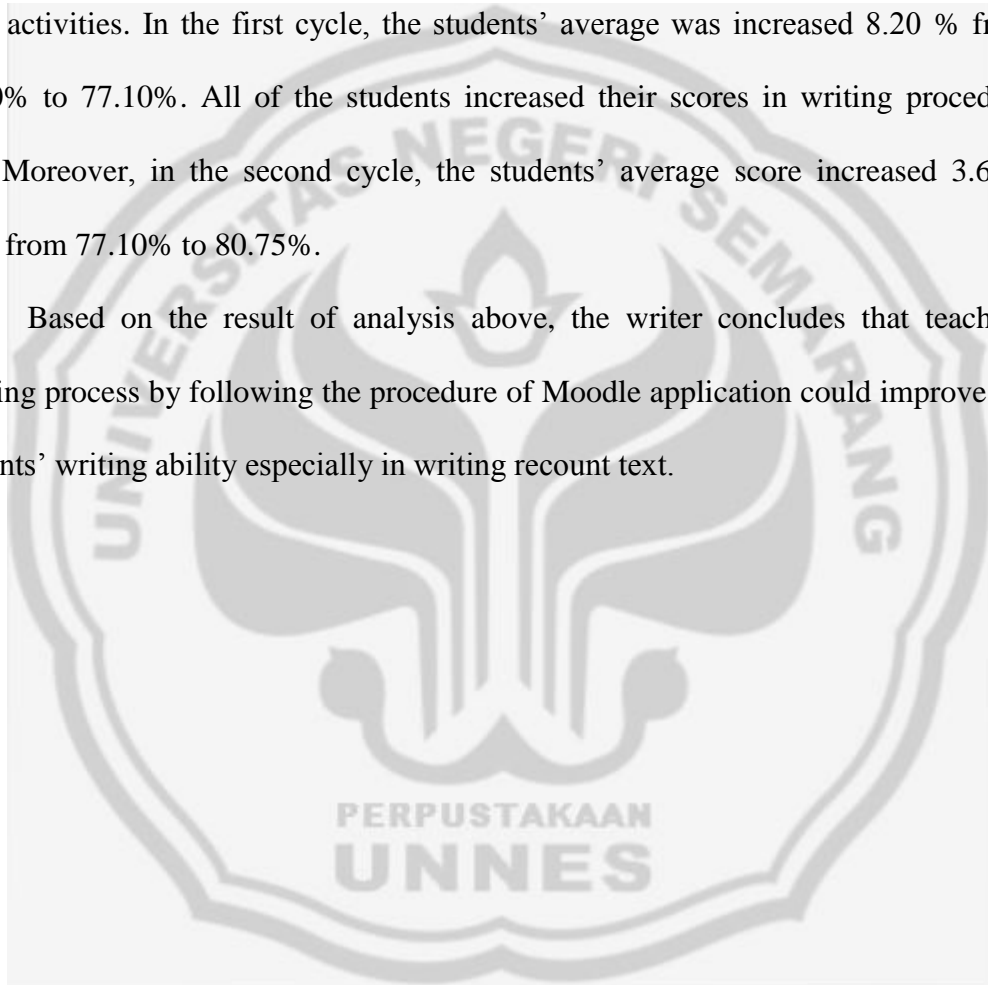
No.	Test	Mean Score
1.	Pre-Test	68.90

2.	Cycle 1 Test	77.10
3.	Post-Test	80.75

Table 4.8 The Students' Writing Improvements

This research was conducted in five meetings including two cycles and four main activities. In the first cycle, the students' average was increased 8.20 % from 68.90% to 77.10%. All of the students increased their scores in writing procedure text. Moreover, in the second cycle, the students' average score increased 3.65% point from 77.10% to 80.75%.

Based on the result of analysis above, the writer concludes that teaching learning process by following the procedure of Moodle application could improve the students' writing ability especially in writing recount text.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter present the conclusion and suggestion drawn from the study.

5.1 Conclusion

Based on the result of the presented analysis in the previous chapter, the writer concluded that the eighth grade students of SMP N 13 Semarang ability's in writing recount text was improved through teaching in learning process by following the procedure of Moodle application program. The average of the students' achievement in the pre-test was 68.90%, in the cycle 1 was 77.10%, and in the post-test was 80.75%.

Furthermore, it could also be concluded that the students were interested in using Moodle as a medium. They enjoyed doing the online learning by using internet. This enjoyment of the medium was represented by students' enthusiasm in following the lesson from the beginning to the end.

5.2 Suggestion

Based on the conclusion above, the writer would like to offer some suggestions:

- (1) Teachers need interesting media to attract the students' interest and motivation in learning English.

- (2) Moodle is one of the alternative medium in teaching writing. There are a lot of other media can be used. However, using Moodle as a teaching medium helps the teacher to find an alternative tool to teach writing recount text, as well as giving opportunities to the students to do an independent study.
- (3) Since teaching and learning through Moodle needs internet facilities, the use of internet during the teaching learning activities needs to be monitored. It is not impossible that the students will use the internet outside of the assigned lesson topic. Therefore, teacher needs to always monitor the students' internet use. Certain sites such as Facebook, Twitter, online games and Friendster, can disturb the teaching learning activities.
- (4) In E-learning, teacher needs to remind the students to do independent study by reading the materials are available in the Moodle.
- (5) Teacher needs to find out the suitable and interesting material for the students so that they enjoy their study.

Finally, the writer hopes that the result of this research will be useful for the readers. The writer expects that the readers will have more information about the use of the Moodle as a media to improve students' writing skills in writing recount text.

This research can also be one of the references for the next researches. Moodle provides both facilities audio and visual. Therefore, for the next researchers, the writer hopes that they can use Moodle to teach not only writing but also reading, listening and speaking. The writer also hopes that they can utilize other kinds of LMS

as E-learning tool to teach because LMS offers many advantages for the teacher and the students in teaching and learning activities.



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APPENDICES



Appendix 1 Standar Kompetensi dan Kompetensi Dasar

Standar Kompetensi dan Kompetensi Dasar

Standar Kompetensi	Kompetensi Dasar
<p>Membaca</p> <p>5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> dan <i>recount</i> yang berkaitan dengan lingkungan sekitar</p>	<p>5.1 Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk <i>descriptive</i> dan <i>recount</i> pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar</p> <p>5.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar</p> <p>5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>
<p>Menulis</p> <p>6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i>, dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar</p>	<p>6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar</p> <p>6.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>











Appendix 3 Lesson Plan

LESSON PLAN

School	: SMP N 13 Semarang
Subject	: English
Class/Semester	: XI/II
Meeting	: 5 meetings (10x45)

I. Standar Kompetensi

Membaca(5) dan Menulis(6)

Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

II. Kompetensi Dasar

(5.1) Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

(5.3) Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

(6.2) Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

III. Text type : Recount Text

IV. Skills : Reading and Writing

V. Learning objectives :

At the end of the lesson, 75% of students are able to:

1. read aloud text in correct pronunciation, intonation, and stress.
2. mention the meaning / idea of recount text.
3. identify the generic structure and language feature of recount text.
4. use past tenses used in recount text
5. write recount text in form of paragraphs.
6. analyze and revise error and mistakes of recount text they made.
7. rewrite recount text in form of paragraphs.

VI. Learning Materials

a) First Meeting

1. Read the text with correct pronunciation intonation and stress!

The screenshot shows a web browser displaying a blog post. The title is "RECOUNT TEXT - MY HOLIDAY IN BALI" by Annisa Aulia Saharani. The text describes a holiday in Bali, mentioning activities like visiting Samudra Beach, playing water sports, and seeing unique animals like turtles, snakes, and sea birds. The blog also features a Facebook widget and a list of posts.

2. Let's pronounce these words together!

Grade, experiences, scenery, island, unique, turtles, snakes, birds.

3. Answer the question together!

1. How long did the writer visit Bali?
2. What did the writer and his friends do in second day?
3. How was the monkey in Sangeh?
4. What did the writer buy in Bali?
5. Did they enjoy their holiday

4. Read the material!

What is Recount Text?

Definition of Recount

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience.

What is in Orientation?

In orientation the writer at least introduces the main character(s), the location and the time.

To make it easier we can answer the questions:

- Who involved in the story?
- Where it happened?
- When it happened?

What is in Orientation?

In orientation the writer at least introduces the main character(s), the location and the time.

To make it easier we can answer the questions:

- Who involved in the story?
- Where it happened?
- When it happened?

What are in series of events?

In series of events the writer writes the events chronologically. It begins from the first event, followed by the second event to the the last event. The sum of events depend on the creativity of the writer.

What is in reorientation?

In reorientation the writer draw a conclusion or gives comment about the story. Not all recount text closed by reorientation. It is optional.

Language Feature of Recount

- ❖ Introducing personal participant; I, my group, etc
- ❖ Using chronological connection; then, first, etc
- ❖ Using linking verb; was, were, saw, heard, etc
- ❖ Using action verb; look, go, change, etc
- ❖ Using simple past tense

5. Read the material!

<p>Past Tense</p> <p>Positive : S + V2 Negative : S + did not + V1 Interrogative: Did + S + V1</p>	<p>Example</p> <ul style="list-style-type: none"> • Positive He wrote a letter yesterday • Negative He did not write a letter yesterday • Interrogative Did he write a letter yesterday?
<p>Example</p> <ul style="list-style-type: none"> • Positive We played tennis last week • Negative We did not play tennis last week • Interrogative Did we play tennis last week? 	<p>Time Signal for Simple Past Tense</p> <ul style="list-style-type: none"> - yesterday - yesterday morning - last night - last week - an hour ago - a few minutes ago - in 1997 - the day before yesterday - the other day - when I was a boy

6. Structural Task

Analyze generic structure and language feature of the text entitled **My Holiday in Bali!**

My Holiday in Bali

Orientation

When I was 2nd grade of senior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation.

First event

First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was great scenery. Then, we checked in to the hotel. After

prepared our selves, we went to Tanah Lot. We met so many other tourists there. They were not only domestic but also foreign tourists.

Second event

Second day, we enjoyed the day on Tanjung Bena beach. We played so many water sports such as banana boat, jetsky, speedboat etc. We also went to Penyu Island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave.

Third event

The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many monkies. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali T-Shirt and souvenirs.

Reorientation

In the evening, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.

Language Features

Personal participant	:I (the writer) and his/her friends
Chronological connection	:First day, then, second day, the last day, after that
Linking verb	:Was, were
Action verb	:Went, visited, saw, , met, enjoyed, played, spent, bought
Simple past tense	: Most of all sentences in the text uses simple past tenses

1. Structural task

Read a text entitles My Horrible Experience in the Moodle

2. Read that text with correct pronunciation!

3. Read this page!

Facebook Past Simple Tense simple past tenses - Penel... |

www.isabeperez.com/happy/tenses/past_simple.htm

Customize Links Free HTML Windows Marketplace Windows Media Windows

Bookmark lan

Past Simple Boy

Hello everybody! My name is **Past Simple Boy** because I am very nostalgic and I always talk about the past. This is an old picture of me. I **was** eighteen in this picture. It **was** thirteen years ago.

I **studied** at University at that time. I **lived** with my friends Paco and Javi in a big and old flat. We **didn't study** much and we **enjoyed** our life. Every weekend we **went** to the disco and **met** new girls. I remember I **had** a girlfriend called Margarita.

I **finished** my studies in 1995. A year later I **started** to work as a Language teacher in a Secondary school. Life is not too bad, but **those days were** fantastic!

Do you **know** about your parents' life when they **were** young?

► Comprehension Quiz

Si quieres aprender cómo se forma y cuándo se usa el Past Simple haz click en los siguientes apartados

► Past Simple Form
► Past Simple Use

Practica lo aprendido con los siguientes ejercicios:
"Let's practise"

Form	Use	Contrast
► Exercise 1	► Exercise 1	► Exercise 1
► Exercise 2		► Exercise 2
► Exercise 3		► Exercise 3

ESL

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start Past Simple Tense - G... Removable Disk (G:) My Pictures Removable Disk (G:) CHAPTER IV - Micro... 10:21 AM

7. Read the 6th material at home!

Google have a save in nes... (1) Course: Writing Recount Text Simple Past Tense Quiz |

www.englishclub.com/grammar/verb-tenses_past_quiz.htm

Customize Links Free HTML Windows Marketplace Windows Media Windows

Bookmark lan

EnglishClub.com LEARN ENGLISH TEACH ENGLISH English Reference ESL Resources ESL World My EnglishClub LEARNING ENGLISH VIDEO PROJECT

the world's premier FREE website for learners and teachers of English

Subscribe Tell a Friend Idiom of the Day
About EnglishClub Sharemap Slideshow
Join EC Free Language Tools Start of the Day
Guestbook English Links PV of the Day

Google Custom Search Search EnglishClub.com

Joe's Cafe 7 Secrets
This Week in History
Weekly News

If someone says "You can say that again!" it means they

want you to repeat what you said
 didn't understand what you said
 agree with what you said

IDIOMS QUIZ

English Club : Learn English : Grammar : Verbs : Tenses : Simple Past Tense

Ads by Google Structure | Use | Quiz

Learn English Online
Free 48 hour trial - then just \$99 for 6 months lessons/ materials.
abek@ESL.org

Past Tense
You never finished what you started Now it is my burden. whatyoumeanittosaywas...

Learn English - 70%
Great Deals On Language Schools Of ID. Buy Now!
www.didou.com/Language...

Simple Past Tense Quiz

1 I **goed** to the mall after school.

2 My brother **seen** a bear an hour ago.

3 **Did** Mike visit his grandmother last night?

4 Alex did not **work** last weekend.

5 **Was** Judy and Liz at last month's meeting?

6 We **were** not happy after the sad ending.

start Simple Past Tense Quiz... CHAPTER IV - Micro... Document1 - Microsoft... My Pictures Removable Disk (G:) Microsoft PowerPoint... 9:50 AM

b) Second Meeting

1. Structural Task

Write your story about your holiday with your friend in the front of recount text and post it through Moodle

2. Structural Task

Read the page at home! It's about verbs in form of past tense.

Infinitive	Simple Past	Past Participle
arise	arose	arisen
awake	awakened / awoke	awakened / awoken
B		
backslide	backslid	backslidden / backslid
be	was, were	been
bear	bore	born / borne
beat	beat	beaten / beat
become	became	become
begin	began	begun
bend	bent	bent
bet	bet / betted [?]	bet / betted [?]
bid (farewell)	bid / bade	bidden
bid (offer amount)	bid	bid
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred

c) Third Meeting

1. Structural Task

Read the material with correct pronunciation.

2. Let's analyze the text!

My Day at the Beach

Orientation

Last week my friend and I were bored after three weeks of holidays, so we rode our bikes to Smith Beach, which is only five kilometers from where I live. When we arrived at the beach, we were surprised to see there was hardly anyone there.

First event

After having a quick dip in the ocean, which was really cold, we realized one reason there were not many people there. It was also quite windy. After we bought some hot chips at the takeaway store nearby, we rode our bikes down the beach for a while, on the hard, damp part of the sand. We had the wind behind us and, before we knew it, we were many miles down the beach.

Second event

Before we made the long trip back, we decided to paddle our feet in the water for a while, and then sit down for a rest. While we were sitting on the beach, just chatting, it suddenly dawned on us that all the way back, we would be riding into the strong wind.

Reorientation

When we finally made it back home, we were both totally exhausted! But we learned some good lessons that day.

Language Features

Personal participant : i(the writer) and his/her friends

Chronological connection : after, before, finally

Linking verb : was, were

Action verb : rode, arrived, bought, learned, made

Simple past tense : most of all sentences in the text use simple past tenses

3. Structural Task

Analyze and revise your work!

LET'S ANALIZE AND REVISE YOUR OWN WORK

1. Who was told in the story?
2. When did the story happen?
3. Where did the story happen?
4. What did happen with the writer?
5. Which one do you have in your recount text?

Structure	Paragraph
Orientation	
Series of events	
Reorientation?	

6. Can you find language feature in your text? If you can find please write in the table below!

Language Feature	Your recount text
1. Introducing personal participant	
2. Using chronological connection	
3. Using linking verb	
4. Using action verb	

5. Using simple past tense	
----------------------------	--

7. Can you find error and mistake in your grammar? If you find what is the correct answer?

Error and Mistakes	Revision
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

4. Structural Task
Read the Next Material at home entitles Wine's Note!

d) Fourth Meeting

1. Structural Task

Download your work in the Moodle then revise your recount text based on revising worksheet.

Post your work to the teacher by using Moodle

VII. Learning Method

Three-phase technique

Question and answer

Discussion

Exercise

VIII. Learning Activities

Opening 1st-4th meeting:

- a. Teacher greets the students.
- b. Teacher calls the role.
- c. Teacher explains the purpose of learning.

First meeting

Main activities:

Exploration:

- a. Students are asked to open Moodle by using computers in front of them.
- b. Students listen to teacher explanation about how to operate Moodle.
- c. Students listen to the teacher story about her experience.
- d. Students listen to the teacher correlating about his story and recount text.
- e. Students are given an example of recount text.

Elaboration:

- a. Students are asked to open and read material the Moodle.
- b. Students pay attention to teacher explanation about the structures and language feature of recount text.
- c. Students pay attention to teacher explanation about past tense.

Confirmation:

- a. Students are asked to find the generic structure of the text they have read.
- b. Students are asked to find the language feature of the text they have read.
- c. Students answer question about language feature and generic structure of the text they have read.

Second meeting

Main activities:*Exploration:*

- a. Students are asked to open Moodle by using computers in front of them.
- b. Students are asked to login to their account.

Elaboration:

- a. Students are asked about the last material.
- b. Students are asked about their unforgettable holiday with their friends.

Confirmation:

- a. Students are asked to write their unforgettable holiday with their friends in the form of recount text.
- b. Students are asked to post their recount text through Moodle.

Third meeting**Main activities:***Exploration:*

- a. Students are asked to open Moodle and login to their account.
- b. Students are asked to open material Moodle.

Elaboration:

- a. Students are asked about last material.
- b. Students are asked some question related to last material.
- c. Students are asked to open and download recount text they made in Moodle.

Confirmation:

- a. Students are asked to open and download Analyzing and Revising worksheet in Moodle.
- b. Students are asked to open recount text they made in Moodle.
- c. Students analyze their recount text.
- d. Students find the error and mistakes they made.
- e. Students revise their recount text.

Fourth meeting

Main activities:

Exploration:

- c. Students are asked to open Moodle by using computers in front of them.
- d. Students are asked to login to their account.

Elaboration:

- c. Students are asked to open recount text they made in second meeting.
- d. Students are asked to open work sheet they finished in second meeting.

Confirmation:

- c. Students are asked to rewrite their unforgettable holiday with their friends in form of recount text according to their revision.
- d. Students are asked to post their recount text through Moodle.

Closing:

- a. Teacher checks the understanding of the students about the material by asking them some questions related to the material.
- b. Teacher summarizes the material.
- c. Teacher gives structural task for the students to read the material at home after 1st, 2nd, and 3rd meeting) to enrich their understanding.

IX. Learning Resources and Media

Materials are arranged by the teacher in Moodle.

X. Assessment	Technique	Form	Example
1. Students are able to read aloud text in correct pronunciation intonation and stress	Spoken	Reading aloud	Read aloud the given text with correct pronunciation intonation and stress!
2. Students are able to mention the meaning / idea of recount text.	Spoken	Question Answer	Read the given text and discuss with your friend what recount text is!
3. Students are able to identify the generic structure and language features of recount text.	Written	List of Questions	Read the given text and identify the generic structure and language feature!
4. Students are able to use the past tenses uses in recount text	Written	Completion	Complete the missing word in the sentences below with correct verb!
5. Students are able to write recount text in form of paragraphs and post it to teacher.	Written	Essay	Write a recount text with given topic !

6. Students are able to analyze and revise error and mistakes of recount text they made.	Written	Worksheet	Find error and mistake you made in your recount text and revise it!
7. Students are able to rewrite recount text in form of paragraph and post it to teacher Moodle account.	Written	Essay	Rewrite and post your final text to teacher's account!

XI. Rubric of Assessment

1. Reading Aloud Test (See Text Entitles Holiday in Bali)

Aspects being assessed (Pronunciation, Stress, Intonation)	Score
All sentences are correctly pronounced, stressed with the right intonation.	86-100
Almost all sentences are correctly pronounced, stressed with the right intonation.	76-85
Almost all sentences are incorrectly pronounced, stressed with the right intonation.	56-70
All words are incorrectly pronounced, stressed and with the right intonation.	41-55
All words are correctly stressed	86-100

Almost all words are correctly stressed	76-85
Almost all words are incorrectly stressed	56-70
All words are incorrectly stressed	41-55
All words are pronounced with correct intonation	86-100
Almost all words are pronounced with correct intonation	76-85
Almost all words are pronounced with incorrect intonation	56-70
All words are pronounced with incorrect intonation	41-55

Maximum score 100

For example Neni's score is $(75+86+81):3= 242:3$

So Neni's reading score is 80,6

2. Reading test (Spoken Question Answer)

Aspects being assessed	Score
Answer is right, no grammar mistake	100
Answer is right, there is grammar mistake	80
Answer is false, no grammar mistake	65
Answer is false, there is grammar mistake	50
No answer	0

3. Writing Test (Identify Generic Structure and Language Feature)

Aspects being assessed	Score
Answer is right, correct grammar, spelling, diction and punctuation	100
Answer is right, nearly correct grammar, spelling, diction and punctuation	80
Answer is right, poor grammar, spelling, diction and punctuation	75
Answer is false, nearly correct grammar, spelling, diction and punctuation	70
Answer false, poor grammar, spelling, diction and punctuation	50
No answer	0

4. Written (Completion)

Item question is 10

True score is 10, false score is 0

Maximum score is 100.

For exp:

Neni's correct answer is 7

So Neni's score is $7 \times 10 = 70$

5. Writing Test

Criteria	Score	Description
Task/contain appropriateness (to what extent the writing reaches the target)	30-27	Excellent to very good: responds to tasks perfectly; perfect discussion; relevant and precise information; very strong and supportive interpretation.
	26-24	Good: capable of responding to tasks; capable of discussing it; relevant and precise general information; supportive general interpretation.
	23-21	Fair: incapable of responding to tasks; acceptable discussion that sometimes inconsistency; occasionally neither irrelevant nor precise information; occasionally inconsistent interpretation with facts.
	20-18	Inadequate: incapable of responding to tasks; incomplete and inconsistent discussion; frequently irrelevant or inappropriate information; inconsistent interpretation with the facts.
	17-0	Inacceptable: ignore or less understands the task; minimum discussion; irrelevant information and interpretation.
Rhetoric's step appropriateness (to what extent the writing order)	25-23	Excellent to very good: effective communication; very consistent with special text form; very well and orderly-arranged utterances; very clear text interpart's

takes the reader into recount)	22-20 19-18 17-16 15-0	relationship. Good: quite effective communication; consistent with special text form sometime being ignored; idiom arrangement sometime different to be follow; interpart of the text relation sometime not clear. Fair: the communication sometime enough effective; special text form sometime being ignored; idiom arrangement sometime difficult to be follow; interpart of the text relation sometime not clear. Inadequate: less effective communication; the meaning sense not clear; not follow special text form; arrangement and organizing idiom make confuse; interpart relation or the text not clear. Inacceptable: nearly capable to be understand; ignore special text; there is no text arrangement.
Language appropriateness (how far the language which use appropriate with communication context?)	25-23 22-20 19-18 17-16 15-0	Excellent to very good: the language which is used very appropriate with the language text form that was given and communication context. Good: generally the language that was used appropriate with text form that was given and communication context. Fair: the language which is used not consistent with the text form that was given and communication context. Inadequate: the language which is used not appropriate with the text form that was given and communication context. Inacceptable: the language which is used very bad.
Suitable form (how far the writing fulfill form arrangement, spelling, neat)	20-18 17-16	Excellent to very good: layout, spelling, verb conjunction, accents, agreement, punctuation, capitalization, and neatness very fulfill text arrangement (genre). Good: layout, spelling, verb conjunction, accents, agreement, punctuation,

	15-14	capitalization, and neatness generally fulfill text arrangement (genre). Fair: layout, spelling, verb conjunction, accents, agreement, punctuation, capitalization, and neatness partly fulfill text arrangement (genre).
	13-12	Inadequate: layout, spelling, verb conjunction, accents, agreement, punctuation, capitalization, and neatness generally not fulfill text arrangement (genre).
	11-0	Inacceptable: layout, spelling, verb conjunction, accents, agreement, punctuation, capitalization, and neatness not fulfill text arrangement (genre).

Level of achievement proposed by Brown (2004:294)

Level of Mastery	Predicate
90-100	Excellent
80-89	Good
70-79	Adequate
60-69	Inadequate
below 60	Fail

6. Writing Test (Analyze and Revise Worksheet)

For question no 1-5 all students are given the same score 700 (100 every number).

For question 6 every correct answer is given score 100 (so the total score is 500)

For question no 7 all students are given score 300

Maximum score is 1500: 15 = 100

For example:

Neni's score:

Question 1 = 100

Question 2 = 100

Question 3 = 100

Question 4 = 100

Question 5 = 300

Question 6 = 300

Question 7 = 300

So Neni's final score is $1300 : 15 = 86$

7. Writing Test (Rewrite The Text)

See the assessment no 5, Writing Test

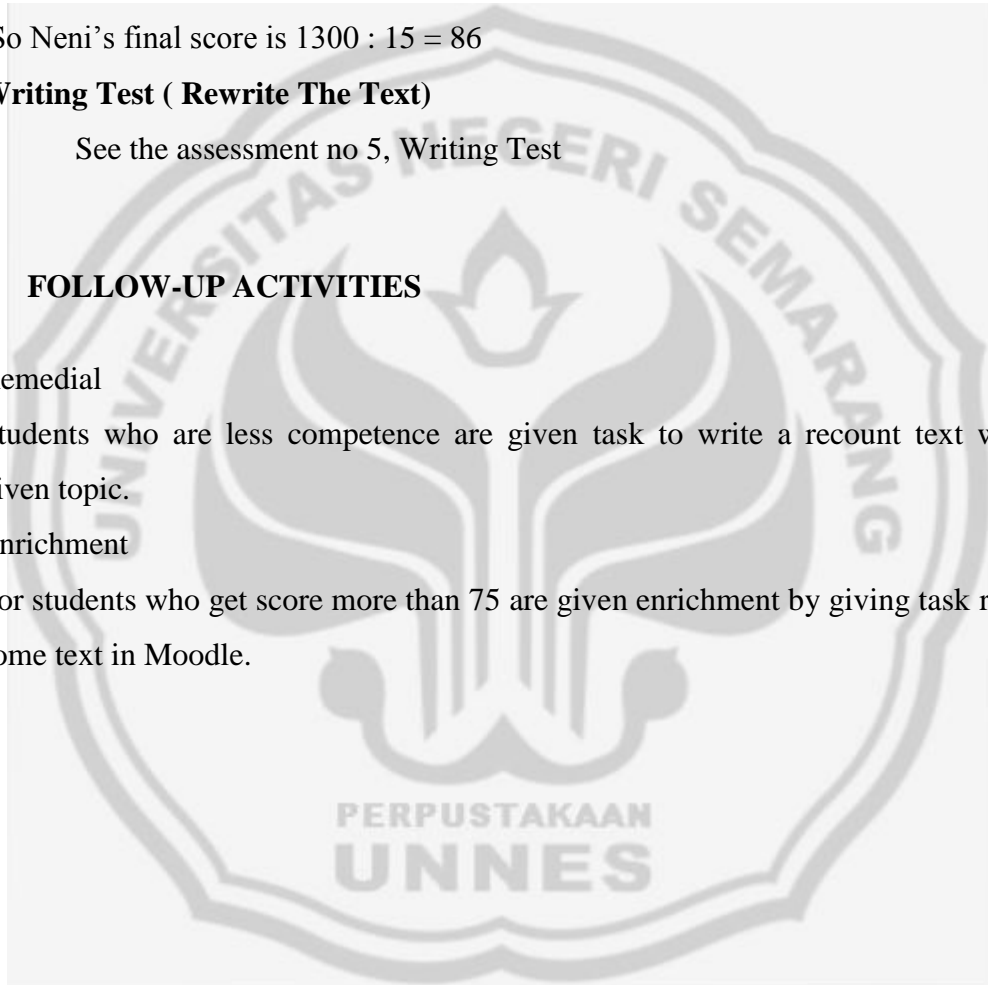
XII. FOLLOW-UP ACTIVITIES

1. Remedial

Students who are less competence are given task to write a recount text with given topic.

2. Enrichment

For students who get score more than 75 are given enrichment by giving task read some text in Moodle.



Nama : Hasyiyati Zhafirah Rahmawinarti

No : 12

~~Email address : Hasyiyati Z~~

Hp Number : (085) 72774949

Email address : hasyiyati z @ yahoo . co . id
hasyiyati . zhafirah @ gmail . com

Go to Mekarsari

Last year August 2009 I, my sister, my mother, go to Jakarta by bus. In there actually we follow compion ship in Jakarta, but my team request for take a work go to Mekarsari Garden. My mother agrees with their request, my mother say "Yes we go to Mekarsari but we must go to Hotel first". My team was so happy because this.

We arrive in hottel at 8.00 am, We directly go to Mekarsari for limited time. We Arrive in Mekarsari at 9.30 am. I and my team was so happy. My mother take of for bus for buy ticket. We play game & buy some souvenir. We go to hottel 12.00 am. In hottel we work as take a rest because Tomorrow we will have compation.

Finaly we go to the gor for compation. And I attok from surabaya and deng . . . deng . . . I win. I become first / gold medal. It is interesting holiday.

I	:	20
II	:	18
III	:	18
IV	:	14
		70

Nama: Febrio Lebarano
<RIO>

Number: 9

Email Address: Febriolebarano@gmail.com

Hp Number: 085640189948

- My Experience -

In my holiday last week, I go to Bali with my family by ship from Satim cross to Bali, in Bali I am in Bali in 3 days, In first day I am with my family visit the souvenir center in Bali, in the first souvenir center is Krishna's shop is sell a many things souvenir from Bali like a picture, and other things.

And second shop is Doger in there many shirt, Jacket, Sandals and many things and course is very que and interesting

In second day I am go to Kuta beach and go to penyu island in there some of them we see big and small another were small after that I am go to GWK "Ganda Wisn Kencana" I look a big statue and made from bronze and the shape is a hawk bird and a half part of man.

In third day I go to home with plane to Semarang, I bought a many things souvenir's from Bali and I am very happy.

I	20
II	17
III	17
IV	13
	<hr/>
	67

Name : Destya Khairuna (Dhea)
 Number : 08 (eight)
 Email address : dhestyakhairuna@yahoo.com
 dheabattamina@yahoo.co.id
 HP Number : 085 640 300 653

My Holiday

Last holiday I went to Suramadu. I went to Suramadu with my family, my cousin and my grand mother. I went from Semarang by car at +/- 8 am. I arrived at +/- 10 am.

After I arrived

On the first, ~~we~~ my family and I went to Surabaya to find a hotel for put our goods. After that, we take a bath and we directly take a walk (go to Suramadu gate). We arrived at +/- 09.30 pm. After that, we went to KFC for dinner. And then we ~~go~~ to hotel at 12 am.
 arrived

In the morning at 7 am, we prepared our goods for we ~~went~~ to Semarang. After we ~~we~~ check our goods, we went to Tanjung Kodok until 5 pm and then we went to Semarang. We arrived at 11 pm.

I 23
 II 20
 III 20
 IV 15

 78

Study tour in Jakarta

Last holiday Me and my orther friend's went to Jakarta for Study Tour. We went by bus at 15.00 p.m. We arrive at 17.00 p.m. In Jakarta we break, woke at 05.00 for pray subuh and take a bath. At 7.00 a.m we break first togheter, after this we went to TMII in here mw and my friend work away in tradisional house and PP IPTEK. Afther this we directly went to Ancol we saw Pirates Scorpion and Aneka satwa langka. We were so happy we joked with my orther friend. In bus we joke and sing a song together. Soon we arrive in Taman Fantasi Dufan. In here me and Gilang playing Histeria it so fun and exciting after this I and girl of 8 G played Halilintar or Jet Coaster . Wow it so exciting until I was nauseous because the track is scary. I sic fortunately there was Sir Karpin help me ,me gave eucalyptus oil . after that I was ushered into a bus by a pack karpin. we arrived at the inn at 5:30 pm.Our rest and joking together.

next day me and my other friends went to his right Bandung in Tangkuban boat(Sangkuriang) and center by-by Cibaduyut. On the boat Tangkuban I bought strawberries, shirt and scarf for my sister to me because there is very cold. In Cibaduyut I bought some presents for family at home. I bought clothes for the mother, sister,and my father.

It was a fun and exciting vacation. It felt like repeating the events of the more enjoyable. I'am so very happy.

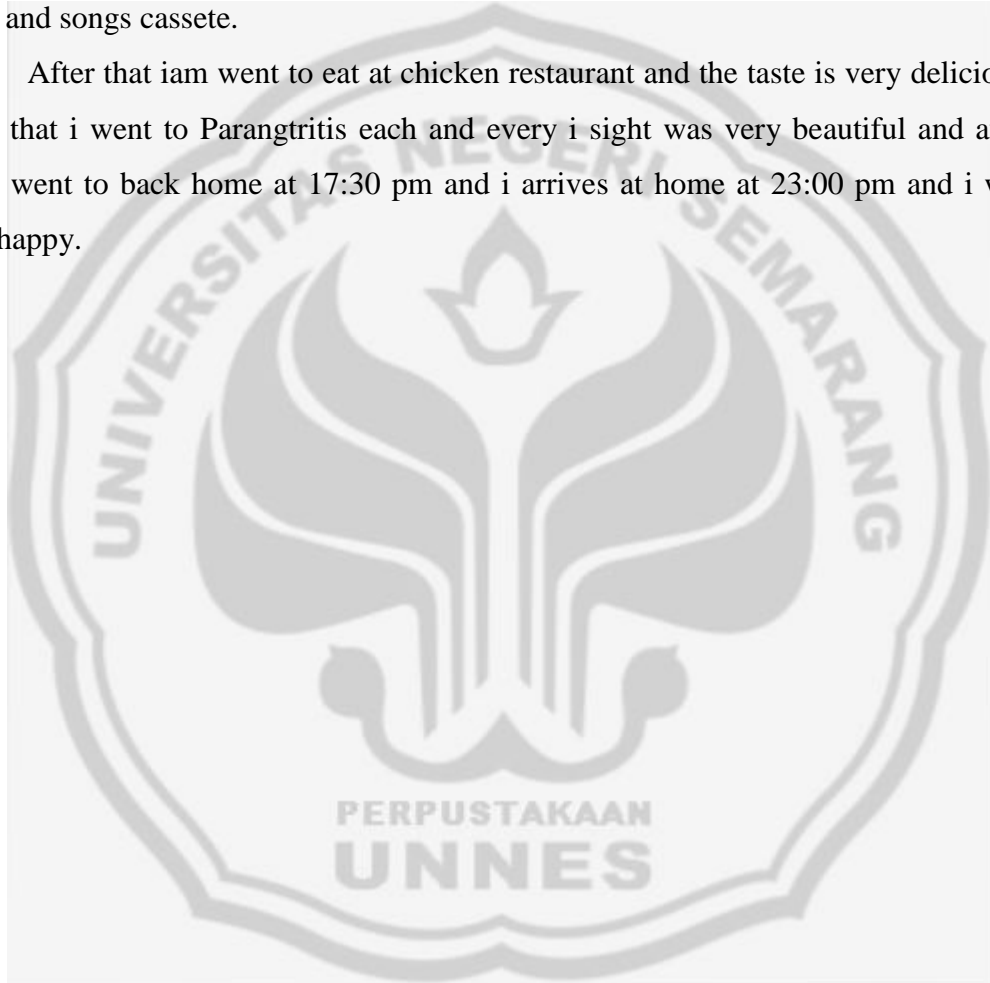
A12

My holiday

Last week, i went to Jogjakarta with my family, i am went there by car, go at 06:30 am, and our arrive at 12:30 am, in there i went to Malioboro, i bought a some of t-shirt, pants and exclusive souvenir from Jogja i buy that form dagadu shop,after that i went to bought a some of comics and other books, and my brother buy a cassette films and songs cassette.

After that iam went to eat at chicken restaurant and the taste is very delicious. After that i went to Parangtritis each and every i sight was very beautiful and after that i went to back home at 17:30 pm and i arrives at home at 23:00 pm and i was very happy.

A09



MY STUDY TOUR IN JAKARTA

When I was grade 2nd, 1st semester of junior high school, my school held a study tour to Jakarta. Study tour lasted for 4 days (22 - 25 November 2010). Participants only grade 2 children. My school used five buses. Bus 1 for Grade 8 A and B, bus 2 for Grade 8 B and C, bus 3 for Grade 8 D and E, bus 4 for 8 E and F, while the bus 5 for 8 F and G. We depart from school at 3 pm, and to place the inn at 5 am.

The first day, (22 November), me and my friends slept on the bus. Because the journey is still far away, and it was already night.

The second day (23 November at 5 am), after arriving at the inn, we were told to take our luggage in the trunk of the bus, after that look for rooms that have been defined. I took my stuff, I went directly to the assigned room. After that I was preparing to shower and dress in line at the front door of the bathroom. After all that is done, then at 10 am, we conduct our activities, namely to TMII and Science and Technology Park. Science & Technology Park we were told to note for the report. In groups. Whereas in TMII, we watched dolphins, scorpion pirates and 4D movie (my recollection is so). After nearly a day of sightseeing, we finally returned to the inn. Got there roughly around 9 pm. Although it was night, and water in the bathroom is very cool, I still decided for bathing. Although there are my friends who didn't bathe. After a bath, there are some friends who had slept soundly, while I, a new bed at 12 am.

Third day (24 November), exactly in the morning, at 5 am, my friend woke me to immediately take a bath, and immediately get ready to went home to Semarang. Before going home, me and my friends went to the Tangkuban Prah and Cibadyut. In Tangkuban Prah I saw sulfur and volcanic crater in form of boat. There I could buy a shirt doraemon picture. And my friends there who bought strawberries. In Cibadyut, we were told to look for what we buy. And told to return to the bus at 5 pm (apparently so). There, I just bought a shirt and walked around Cibadyut. Once tired, then I go back to the bus. When the bus journey a chance to stop, because the head of school, Mr. Siswanto was sick, and taken to the hospital nearby.

The last day or the fourth (25 November) precisely at 4 or 5 in the morning, at dawn, then my friends and I arrived at Semarang and headed to the SMP N 13 with the survivors. There are many parents who picked up their children.

After getting off the bus, I immediately looked for my parents and then back home. Because I was so tired, at home, I fell asleep until 12 pm. Hehe = P

ANALYZE AND REVISE YOUR OWN WORK

A12

1. Who was told in the story? i and my other friends
2. When did the story happen? Last holiday
3. Where did the story happen? Jakarta
4. What did happen with the writer? Went to Jakarta
5. Which one do you have in your recount text?

Structure	Paragraph
Orientation	1
Series of events	2
Reorientation?	3

6. Can you find language feature in your text? If you can find please write in the table below!

Language Feature	Your recount text
1. Introducing personal participant	✓
2. Using chronological connection	✓
3. Using linking verb	✓
4. Using action verb	✓
5. Using simple past tense	✓

7. Can you find error and mistake in your grammar? If you find what is the correct answer?

Error and Mistakes	Revision
1. Arrived	1. Arrived
2. break	2. had break
3. work	3. worked
4. playing	4. played
5. is	5. is
6. i am	6. I was
7. Next	7. Next



ANALYZE AND REVISE YOUR OWN WORK

A10

1. Who was told in the story? I and my family
2. When did the story happen? Last week
3. Where did the story happen? In Jogjakarta
4. What did happen with the writer? The writer went to Jogjakarta with his family.
5. Which one do you have in your recount text?

Structure	Paragraph
Orientation	1
Series of events	2
Reorientation?	2

6. Can you find language feature in your text? If you can find please write in the table below!

Language Feature	Your recount text
1. Introducing personal participant	✓
2. Using chronological connection	✓
3. Using linking verb	✓
4. Using action verb	✓
5. Using simple past tense	✓

7. Can you find error and mistake in your grammar? If you find what is the correct answer?

Error and Mistakes	Revision
1. Go	1. Went
2. Going	2. Went
3. arrive	3. arrived
4. Iam went	4. I went
5. Is	5. Was
6. Buy	6. Bought
7. A some of	7. Some of



ANALYZE AND REVISE YOUR OWN WORK

A08

1. Who was told in the story? I and my friends
2. When did the story happen? When the writer/I was 2nd grade of 1st semester of junior high school
3. Where did the story happen? In the study tour to Jakarta
4. What did happen with the writer? The writer joined study tour of her school to Jakarta.
5. Which one do you have in your recount text?

Structure	Paragraph
Orientation	1
Series of events	2-5
Reorientation?	6

6. Can you find language feature in your text? If you can find please write in the table below!

Language Feature	Your recount text
1. Introducing personal participant	✓
2. Using chronological connection	✓
3. Using linking verb	✓
4. Using action verb	✓

5. Using simple past tense	✓

7. Can you find error and mistake in your grammar? If you find what is the correct answer?

Error and Mistakes	Revision
1. Grade 2 nd	1. 2 nd grade
2. Children	2. Students
3. depart	3. departed
4. is, are	4. was, were
5. look	5. looked
6. conduct	6. conducted
7. after a bath	7. after took a bath



Appendix 7 The Result of Post-Test

MY STUDY TOUR IN JAKARTA

When I was 2nd grade of 1st semester of junior high school, my school held a study tour to Jakarta. Study tour lasted for 4 days (22 - 25 November 2010). Participants were only 2nd grade students. My school used five buses. Bus 1 for class 8 A and B, bus 2 for class 8 B and C, bus 3 for class 8 D and E, bus 4 for 8 E and F, while the bus 5 for 8 F and G. We departed from school at 3 pm, and to place the inn at 5 am.

The first day, (22 November), me and my friends slept on the bus because the destination was still far away, and it was already night.

The second day (23 November at 5 am), after arriving at the inn, we were told to take our luggage in the trunk of the bus, after that we looked for rooms that have been defined. I took my stuff, I went directly to the assigned room. After that I was preparing to shower and dress in line at the front door of the bathroom. After all was done, then at 10 am, we conducted our activities, namely to TMII and Science and Technology Park. Science & Technology Park we were told to note for the report in groups. In TMII we watched dolphins, scorpion pirates and 4D movie. After nearly a day of sightseeing, we finally returned to the inn around 9 pm. Although it was night, and water in the bathroom was very cool, I still decided for bathing. Although there were my friends who didn't bathe. After took bath, there are some friends who had slept soundly, while I slept at 12 am.

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to the bus. When the bus walks, suddenly it was stop, because the head of school, Mr. Siswanto was sick, and taken to the hospital nearby.

The last day or the fourth (25 November) about at 4 or 5 in the morning my friends and I arrived at Semarang and headed to the SMP N 13 with the survivors. There are many parents who picked up their children.

After getting off the bus, I immediately looked for my parents and then back home. Because I was so tired, at home, I slept until 12 pm. Hehe = P

A08



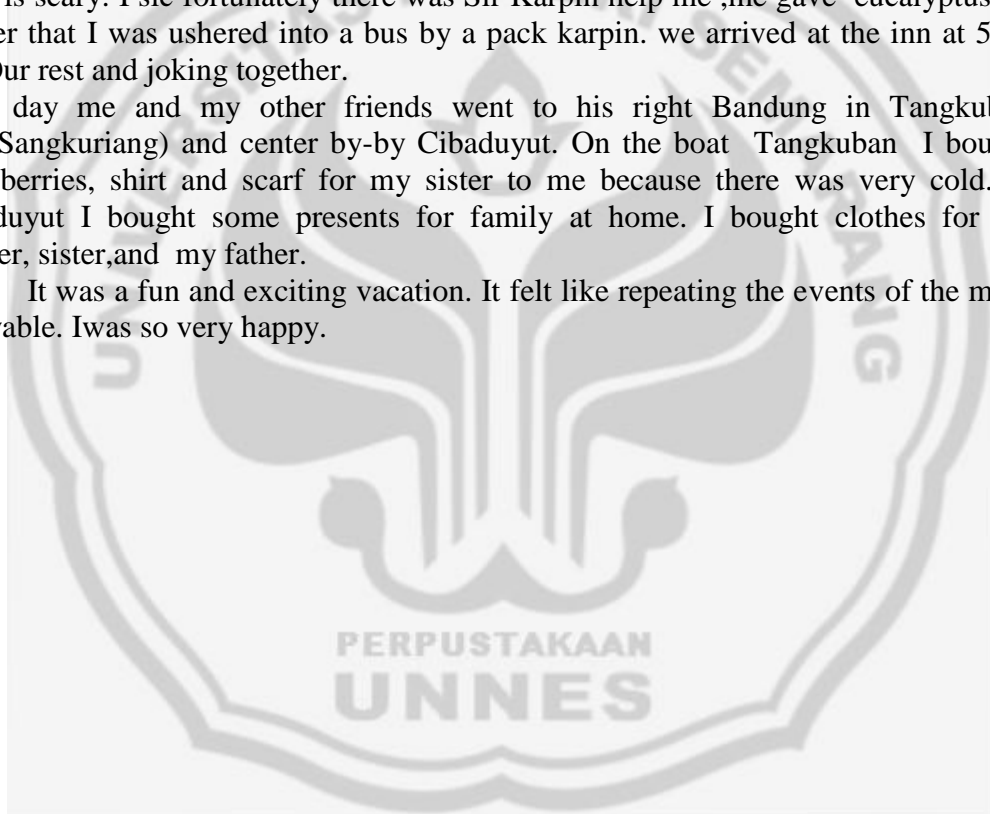
Study Tour in Jakarta

Last holiday i and my orther friend's went to Jakarta for Study Tour. We went by bus at 15.00 p.m. We arrived at 17.00 p.m. In Jakarta we had break, woke at 05.00 for pray subuh and take a bath. At 7.00 a.m we break first togheter, after this we went to TMII in here mw and my friend work away in tradisional house and PP IPTEK. Afther this we directly went to Ancol we saw Pirates Scorpion and Aneka satwa langka. We were so happy we joked with my orther friend. In bus we joke and sing a song together. Soon we arrive in Taman Fantasi Dufan. In here me and Gilang playing Histeria it was so fun and exciting after this I and girl of 8 G played Halilinter or Jet Coaster . Wow it was so exciting until I was nauseous because the track is scary. I sic fortunately there was Sir Karpin help me ,me gave eucalyptus oil . After that I was ushered into a bus by a pack karpin. we arrived at the inn at 5:30 pm.Our rest and joking together.

Next day me and my other friends went to his right Bandung in Tangkuban boat(Sangkuriang) and center by-by Cibaduyut. On the boat Tangkuban I bought strawberries, shirt and scarf for my sister to me because there was very cold. In Cibaduyut I bought some presents for family at home. I bought clothes for the mother, sister,and my father.

It was a fun and exciting vacation. It felt like repeating the events of the more enjoyable. Iwas so very happy.

A12

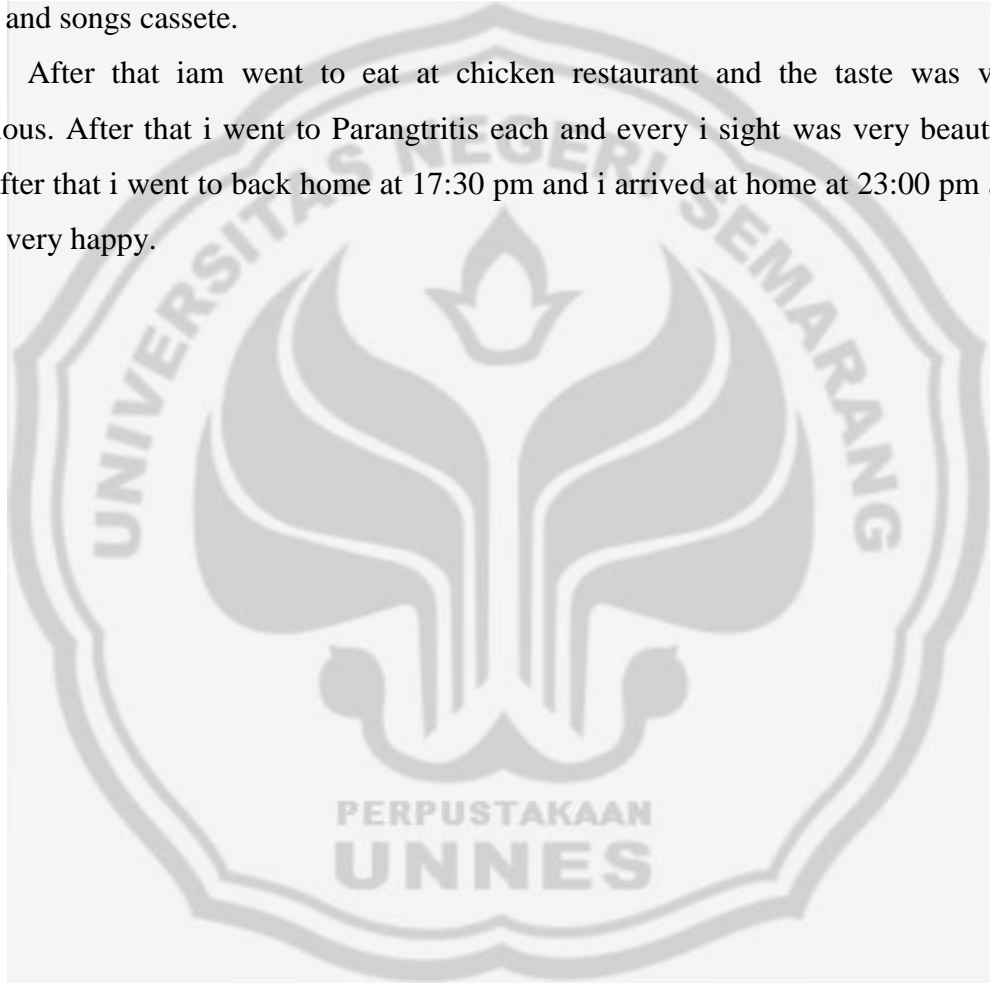


My holiday

Last week, i went to Jogjakarta with my family, i went there by car, went at 06:30 am, and our arrived at 12:30 am, in there i went to Malioboro, i bought some t-shirt, pants and exclusive souvenir from Jogja i buy that form dagadu shop, after that i went to bought a some of comics and other books, and my brother bought a cassette films and songs cassette.

After that iam went to eat at chicken restaurant and the taste was very delicious. After that i went to Parangtritis each and every i sight was very beautiful and after that i went to back home at 17:30 pm and i arrived at home at 23:00 pm and i was very happy.

A10



Appendix 8 Questionnaire

Questionnaire

CODE :

1. Apakah anda menyukai belajar dengan media Moodle?
 - a. Tidak Suka
 - b. Suka
 - c. Sangat suka
2. Apakah materi-materi yang diberikan dapat membantu anda dalam menulis recount text?
 - a. Tidak membantu
 - b. Membantu
 - c. Sangat membantu
3. Apakah belajar dengan media Moodle dapat menambah kesukaan anda dalam belajar Bahasa Inggris?
 - a. Tidak menambah
 - b. Sedikit menambah
 - c. Sangat menambah
4. Apakah kata kerja bentuk ke 2 dan kata kerja beraturan dan tidak beraturan yang diajarkan sering anda butuhkan dalam pembelajaran bahasa inggris?
 - a. Tidak
 - b. Kadang-kadang
 - c. Sering
5. Apakah pembelajaran dengan media Moodle perlu dilakukan terus-menerus?
 - a. Tidak perlu
 - b. Perlu
 - c. Sangat perlu

Questionnaire

CODE : A08

1. Apakah anda menyukai belajar dengan media Moodle?
 - a. Tidak Suka
 - b. Suka
 - c. Sangat suka
2. Apakah materi-materi yang diberikan dapat membantu anda dalam menulis recount text?
 - a. Tidak membantu
 - b. Membantu
 - c. Sangat membantu
3. Apakah belajar dengan media Moodle dapat menambah kesukaan anda dalam belajar Bahasa Inggris?
 - a. Tidak menambah
 - b. Sedikit menambah
 - c. Sangat menambah
4. Apakah kata kerja bentuk ke 2 dan kata kerja beraturan dan tidak beraturan yang diajarkan sering anda butuhkan dalam pembelajaran bahasa inggris?
 - a. Tidak
 - b. Kadang-kadang
 - c. Sering
5. Apakah pembelajaran dengan media Moodle perlu dilakukan terus-menerus?
 - a. Tidak perlu
 - b. Perlu
 - c. Sangat perlu

Questionnaire

CODE : A09

1. Apakah anda menyukai belajar dengan media Moodle?
 a. Tidak Suka
b. Suka
c. Sangat suka
2. Apakah materi-materi yang diberikan dapat membantu anda dalam menulis recount text?
a. Tidak membantu
 b. Membantu
c. Sangat membantu
3. Apakah belajar dengan media Moodle dapat menambah kesukaan anda dalam belajar Bahasa Inggris?
 a. Tidak menambah
b. Sedikit menambah
c. Sangat menambah
4. Apakah kata kerja bentuk ke 2 dan kata kerja beraturan dan tidak beraturan yang diajarkan sering anda butuhkan dalam pembelajaran bahasa inggris?
 a. Tidak
b. Kadang-kadang
c. Sering
5. Apakah pembelajaran dengan media Moodle perlu dilakukan terus-menerus?
 a. Tidak perlu
b. Perlu
c. Sangat perlu

Questionnaire

CODE :A12

1. Apakah anda menyukai belajar dengan media Moodle?

- a. Tidak Suka
- b. Suka
- c. Sangat suka

2. Apakah materi-materi yang diberikan dapat membantu anda dalam menulis recount text?

- a. Tidak membantu
- b. Membantu
- c. Sangat membantu

3. Apakah belajar dengan media Moodle dapat menambah kesukaan anda dalam belajar Bahasa Inggris?

- a. Tidak menambah
- b. Sedikit menambah
- c. Sangat menambah

4. Apakah kata kerja bentuk ke 2 dan kata kerja beraturan dan tidak beraturan yang diajarkan sering anda butuhkan dalam pembelajaran bahasa inggris?

- a. Tidak
- b. Kadang-kadang
- c. Sering

5. Apakah pembelajaran dengan media Moodle perlu dilakukan terus-menerus?

- a. Tidak perlu
- b. Perlu
- c. Sangat perlu

FIELD NOTES OF CYCLE I

Meeting 1 (May 2, 2001)	Meeting 2 (May 6, 2001)
<p>Material:</p> <ol style="list-style-type: none"> The material was based on Kurikulum Tingkat Satuan Pendidikan 2006 (KTSP 2006)/ School Based Curriculum in 2006. It was taken from Competence Standard No. 6 <i>Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive, dan recount untuk berinteraksi dengan lingkungan sekitar</i> and also Basic Competence No 6.2. <i>Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.</i> The complete materials can be seen in Lesson Plan 	<p>Material:</p> <ol style="list-style-type: none"> The material was based Kurikulum Tingkat Satuan Pendidikan 2006 (KTSP 2006)/ School Based Curriculum in 2006. It was taken from Competence Standard No. 6 <i>Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive, dan recount untuk berinteraksi dengan lingkungan sekitar</i> and also Basic Competence No 6.2. <i>Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.</i> The complete materials can be seen in Lesson Plan
<p>Students Condition</p> <ol style="list-style-type: none"> Some students ask for more explanation from teacher although all material covered in Moodle. Some students open Facebook during class. Students enjoy reading material in 	<p>Students Condition</p> <ol style="list-style-type: none"> All students read the text given by teacher as a structural assignment. This data are recorded in Moodle. Some students forget their password and username. Some students open Facebook

<p>Moodle</p> <ol style="list-style-type: none"> 4. Students are concentrate in reading material in Moodle 5. Some students find some difficulties in past tenses. 	<p>during class.</p> <ol style="list-style-type: none"> 4. Students enjoy writing recount text. 5. Some students ask for more explanation about past tense. 6. Some students ask for more explanation about regular in irregular verbs used in past tense.
<p>The improvement of students' skill after using Moodle in teaching and learning process.</p> <ol style="list-style-type: none"> 1. The students can mention about generic structure and language features of recount text 2. Students can read aloud the text with correct pronunciations, intonation and stress. 	<p>The improvement of students' skill after using Moodle in teaching and learning process.</p> <ol style="list-style-type: none"> 1. The students can write a recount text with given topic. 2. Students can recognize the form of past tense.

FIELD NOTES OF CYCLE II

Meeting 1 (May 11, 2001)	Meeting 2 (May 13, 2001)
<p>Material:</p> <ol style="list-style-type: none"> The material was based on Kurikulum Tingkat Satuan Pendidikan 2006 (KTSP 2006)/ School Based Curriculum in 2006. It was taken from Competence Standard No. 6 <i>Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive, dan recount untuk berinteraksi dengan lingkungan sekitar</i> and also Basic Competence No 6.2. <i>Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.</i> The complete materials can be seen in Lesson Plan 	<p>Material:</p> <ol style="list-style-type: none"> The material was based on Kurikulum Tingkat Satuan Pendidikan 2006 (KTSP 2006)/ School Based Curriculum in 2006. It was taken from Competence Standard No. 6. It was taken from Competence Standard No. 6 <i>Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive, dan recount untuk berinteraksi dengan lingkungan sekitar</i> and also Basic Competence No 6.2. <i>Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.</i> The complete materials can be seen in Lesson Plan
<p>Students Condition</p> <ol style="list-style-type: none"> All students read the text given by teacher as a structural assignment. This data are recorded in Moodle. Some students forget their password and username. 	<p>Students Condition</p> <ol style="list-style-type: none"> All students read the text given by teacher as a structural assignment. This data are recorded in Moodle. Students enjoy learning by using Moodle.

<ol style="list-style-type: none"> 3. Students enjoy learning by using Moodle. 4. Students enjoy finishing their analyzing and revising worksheet. 5. Some students ask for more explanation about regular in irregular verbs used in past tense. 	<ol style="list-style-type: none"> 3. Students enjoy rewrite their recount text based on analyzing and revising worksheet.
<p>The improvement of students' skill after using Moodle in teaching and learning process.</p> <ol style="list-style-type: none"> 1. Students can find error and mistake they made in their recount text. 2. Students analyze and revise their error and mistake. 3. Students can differentiate the form of regular and irregular form of V2 	<p>The improvement of students' skill after using Moodle in teaching and learning process.</p> <ol style="list-style-type: none"> 1. The students can organize appropriate language feature, generic structure, grammar, and mechanics and used various expressions and vocabularies in writing recount text. 2. The students got motivation to keep reading. 3. The students are able to do self learning.



KEMENTERIAN PENDIDIKAN NASIONAL
 UNIVERSITAS NEGERI SEMARANG (UNNES)
FAKULTAS BAHASA DAN SENI
 Kampus Sekaran Gunungpati, Semarang 50229 /Fax (024) 8508010

Nomor : 1430/H37.1.2/PL/2011
 Lamp. : -
 Hal : **Permohonan Izin Penelitian**

26 April 2011

Yth. Kepala Dinas Pendidikan
 Kota Semarang
 di Semarang

Dengan hormat kami sampaikan bahwa dalam rangka penyusunan skripsi mahasiswa kami:

Nama : **Neni Nurkhamidah**
 NIM : 2201407188
 Jurusan : Bahasa dan Sastra Inggris
 Jenjang Program : S1
 Tahun Akademik : 2010/2011
 Judul : **IMPROVING STUDENTS' ABILITY IN WRITING RECOUNT
 TEXT THROUGH MOODLE APPLICATION**

akan mengadakan penelitian di: SMP N 13 Semarang.

Waktu pelaksanaan : bulan Mei 2011 s.d. selesai

Kami mohon Saudara berkenan memberikan izin kepada mahasiswa di atas untuk keperluan yang dimaksud.

Atas perhatian dan kerjasama Saudara kami sampaikan terima kasih.



Prof. Dr. Rustono
 NIP. 195801271983031003/

Tembusan Yth.:

1. Ketjur. Bahasa dan Sastra Inggris
2. Ka. SMP N 13 Semarang
3. Ybs.



**PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN
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SURAT KETERANGAN

Nomor : 870 / 227

1. Dasar : Surat Universitas Negeri Semarang Fakultas Bahasa dan Seni, Nomor : 1430/H37.1.2/PL/2011, Tanggal : 26 April 2011, Perihal : Permohonan Izin Penelitian.
2. Sehubungan hal tersebut diatas, bersama ini Kepala SMP Negeri 13 Kota Semarang menerangkan bahwa :

NO	NAMA	NIM	KETERANGAN
1.	NENI NURKHAMIDAH	2201407188	Bahasa dan Sastra Inggris S1

Yang bersangkutan benar – benar telah selesai melaksanakan Penelitian di SMP Negeri 13 Semarang pada bulan Mei 2011 s.d selesai, dalam rangka tugas mata kuliah Skripsi dengan judul **IMPROVING STUDENTS' ABILITY IN WRITING RECOUNT TEXT THROUGH MOODLE APPLICATION.**

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Semarang, 27 Juni 2011
Kepala Sekolah



Drs. Siswanto, S.Pd, M.Pd
NIP. 19590228 198303 1 015