

ABSTRACT

INTEGRATING MOODLE IN AESTHETIC-EFFERENT READING COMPREHENSION ACTIVITIES IN BLENDED LEARNING CONTEXT

By:

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This study investigated the use of moodle to support aesthetic-efferent reading-comprehension in teaching-learning activities as a form of blended-learning. More specifically, this study examined 1) How does moodle facilitate students' aesthetic-efferent reading comprehension activities in blended learning context, and 2) How are students' attitudes toward moodle in aesthetic-efferent reading comprehension activities in blended learning context.

This study is qualitative research. Students at one of senior high schools in Pangkalpinang are the participants in this study. This study employed three techniques in data collection; they were observation, interview and questionnaire. The data from observations were analyzed qualitatively to investigate their actual interaction in integrating moodle for aesthetic-efferent reading comprehension activities. The data from interviews were transcribed and analyzed based on research questions while the data from questionnaires were analyzed by using Likert Scales. The questionnaires portrayed the students' attitude toward moodle in terms of blended learning, were formulated into three categories (positive, uncertain, and negative) as suggested by Azwar (2012).

The results of study showed that four moodle features, uploading and sharing materials, forum, quiz, and grade were applied to support classroom aesthetic-efferent reading comprehension activities. The data showed that moodle facilitated students in aesthetic-efferent reading comprehension activities in forum and quiz. Students' attitude toward integrating of moodle for aesthetic-efferent reading comprehension activities was positive since the data of positive categories for students' attitude toward moodle per aspect score more than 260, uncertain category 130-260 and negative category less than 130. The gained score of moodle facilitated learning process was 379. It means that students attitude toward moodle in aesthetic-efferent reading comprehension showed positive attitude, then the data of positive categories for students' attitude toward moodle for the whole aspect show more than 1820, uncertain category 910- 1820 and negative category less than 910. The gained score for the whole aspect was 2697. It showed the students' attitude toward the whole aspect showed positive attitude. This suggests that moodle facilitated them in learning process as social interaction among students-students, students-teacher and teacher-students, supported their outside classroom learning activities, supported classroom aesthetic-efferent reading comprehension activities as a new way in learning English. Overall, it is perceived that moodle is still one of the advocated ways for senior high schools context to enhance the students learning literature especially in aesthetic-efferent reading comprehension.