

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

**(A Thesis)**

**By:**

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**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
LAMPUNG UNIVERSITY  
BANDAR LAMPUNG  
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A Thesis

Submitted in a partial fulfillment of  
The requirement for S-2 Degree



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Research Title : **INTEGRATING MOODLE IN AESTHETIC-EFFERENT READING COMPREHENSION ACTIVITIES IN BLENDED LEARNING CONTEXT**

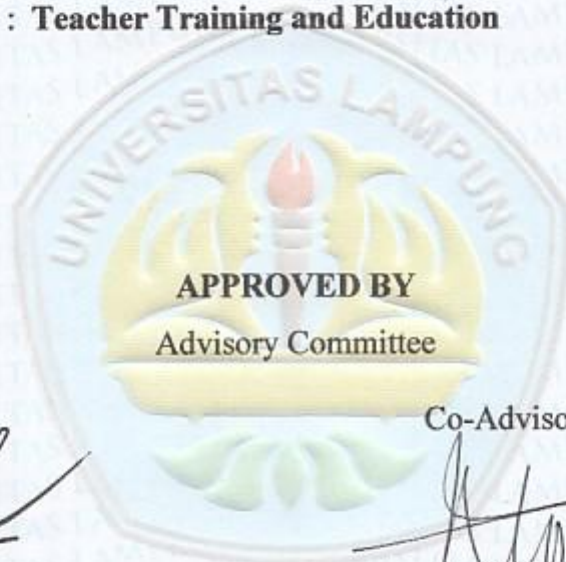
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## **ABSTRACT**

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

By:

Erni Yulianti

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.

## **CURRICULLUM VITAE**

The writer is Erni Yulianti. She was born in Manggar, on July 13, 1980. She is the second child of her family. Her father is Saadi Sopi who has retired from Timah company and her mother is Nursanah who is a housewife. She has two brothers and one sister.

She went to a formal education at SDN 2 in Belitung in 1986 and finished in 1992. Then, the writer continued her study at MTsN 1 Belitung and finished in 1995. On the first grade of SMA, she went to SMA PGRI 1 in Pangkalpinang in 1995 for her parents' move to Bangka and graduated in 1998. Then, she continued her study at English Education Study Program of Language and Arts Education Department, the Faculty of Teacher Training and Education of STKIP-PGRI Bandar Lampung and finished in 2002.

Right now, she is an English teacher at Senior High School 1 in Pangkalpinang. In her spare time, she also taught English at one of the Private University in Bangka Belitung.

## DEDICATION

*Bismillaahirrahmaannirrahiim.* By offering my praise and gratitude to ALLOH SWT for the blessing given to me to the whole of my life, this piece of work is sincerely dedicated to:

1. My beloved of my life, Ayah Saadi Sopie and Mak Nursanah
2. My beloved Husband: Sri Wantoro
3. My beloved children: Jihan Maharani and Desvita Erni Putri
4. My beloved brothers and sister: Soni, Nuansa and Lilis
5. My beloved thesis advisors and examiners: Prof. Dr. Cucu Sutarsyah, M.A.,  
Dr. Flora, M.Pd., Dr. Muhammad Sukirlan, M.A., Ujang Suparman, M.A. Ph.D.
6. My MPBI 2016 friends
7. My great Almamater, University of Lampung



## **MOTTO**

To get a success, your courage must be greater than your fear

Learn from the past, live for today and plan for tomorrow.

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Alhamdulillahirabbil'alamin, because of Alloh SWT, my study is finally completed. In this section, I would like to express my gratitude to people who have given me valuable helps and supports during my study.

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Next, the writer would like to thanks to all MPBI 2016 friends for sharing, discussing the problem and having precious time.

Hopefully, this thesis will give the positive contribution to English education development. The writer thinks that the thesis is still far from being perfect. Therefore, some suggestions are expected to make a better one in future.

Bandar Lampung, March 14, 2018

Erni Yulianti

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## **I. INTRODUCTION**

This chapter describes the background of the problem which includes the reasons for conducting the research in aesthetic-efferent reading comprehension by integrating Moodle in blended learning Context. This chapter also describes the formulation of the study, purposes of the study, significant of the study, scope of the study, and definition of terms.

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

English as a foreign language is an important subject at school. It is one of the subjects which is enlisted in national examination. Furthermore, the implementation of teaching and learning English has brought along the need to establish clear objectives. The objectives of teaching and learning English as a foreign language at senior high school level in Indonesian today curriculum implementation are by mastering the four language skills.

There are four language skills in teaching and learning English at the classroom, i.e., listening, speaking, reading, and writing. Listening and reading are known as receptive skills while speaking and writing are known as productive skills. Reading receives the greatest interest in learning English at school. The fact shows that 35 out of 50 test items of state examination are reading comprehension items.

In other words, reading comprehension in language teaching and learning at senior high school curriculum implementation becomes the main point. As it is stated that, “many foreign language students often have reading as one of their most important goals. They want to be able to read for information and for study purpose,” (Richards & Renandya, 2002: 273). Moreover, Harmer (2007) also states that students have many reasons for learning English as a foreign language, students are learning to comprehend English either for careers or for study purposes. Furthermore, comprehension is one of students’ purposes in learning reading. It is obvious that reading without comprehension would be empty and worthless.

Reading comprehension activities by exploring literary works is by enabling students to comprehend text, such as song, short stories in narrative text, and poetry to master its language features, which built the text (Kemendikbud, No 64, 2013). Furthermore, Mickulecky (1990) stated that mastering language features means that the students are not only able to understand the structure of the text, to understand kind of verbs used in the text, to know the purpose the text being responded, to understand grammatical features used in the text, which is refers to efferent reading comprehension process but also to comprehend moral value of the text which refers to aesthetic reading comprehension process by connecting the text they are responding to their live through experiences, thoughts, feelings, and images, which emerged.

In other words, exploration literature works, “stance is frequently discussed in terms of aesthetic–efferent binary” (Paulson & Armstrong, 2010: 87). Furthermore, Prather (2001) stated that the terms of aesthetic–efferent in reading

comprehension have different characteristics. Aesthetic reading comprehension is characterized by students' effort where the reader focuses on the reading experience itself, drawing on memories and past experience by connecting the text they are studying to their live through experiences, thoughts, feelings, and images, which emerged, then, efferent reading comprehension is characterized by reading activities where reader analyzes idea and information for the specific purpose of abstracting specific information. (Prather, 2001).

Furthermore, at senior high school curriculum implementation, literary works, such as, poetry, song, and short story in a narrative text have been included to junior high school to senior high school curriculum but the fact shows there are some dilemmas in teaching and learning literature in the classroom. There are some dilemmas teaching and learning literature in classroom, such as opportunities of learning literary works, sources, task design and assessment methods (Musthafa, 2014).

In addition, Premawardhena (2006) stated, "lack of appreciation for literature, in general, due to traditional teaching methods and the stigma attached to it as being a difficult and uninteresting area also results in the students' further drawing themselves away from the literature". Then, teaching Foreign Language Literature to non-native-speaking students is not always an easy task. In some cases, it is itself a situation taken from the absurd, in which the students are supposed to read books in a language they hardly understand and then they discuss structure, author's style etc.(Turker,1991). This implies that teaching foreign language literature needs more attention to make the students more interested and enjoyable, then the fact shows that the learners find the difficulties

to understand the words, phrases, and sentences which written in the literature products, they have to understand all the sentences in the text to make them know what the point of the moral value that's the reason why they think that they have to spend all the time just to understand the text from the literature products. "They devote less time to reading literature. (Premawardhena, 2006).

From the two previous paragraphs above it can be assumed that literature has been considered as an influential tool and trend in foreign language teaching. Literature plays a significant role in language curriculum and teaching. It is included in Curriculum 2013. There are some based competences which have to be mastered by the learners, such as; short stories in narrative text, poetry, and songs.

However, many teachers have argued about why and how literature should be embodied in language curriculum. Although literature is very significant in the language curriculum, some teachers are still confused to teach and apply the suitable methods in teaching one of the literature products. They have faced with some problems in their teaching language through literature (Babae & Yahya, 2014). Many language instructors have faced approximately three important points in their teaching language through literature. First, teacher of English find few suitable pedagogical materials used for teaching language through literature. Second, teacher has lack preparation in the field of literature for teaching in the classroom. Third, there are not enough goals to define the significance of literature in language classrooms. The language teachers have attempted to consider literature in their teaching, but insufficient training in this area has made them unable to fully achieve their goals.

Regarding to the matter in the paragraph above, previous studies in learning reading comprehension by administering kind of genres have been conducted. Various techniques are administered to enhance students' reading comprehension. Empirical evidence from recent studies (See i.e. Clarke et al., 2010; Wei et al. 2012; Ortlieb, 2013 and Attaprechakul, 2013) demonstrate that reading comprehension are administered as students' single classroom reading activities. These studies examined various techniques to enhance students' comprehension of a text, such as, three interventions design, construction of reading guidance, anticipatory reading guide, and inference strategies.

Furthermore, Many and Wiseman (1992) examined the effect of teaching approaches on the students' response for third graders. In the first approach students' discussion after reading was focused on the efferent stance, in the second approach third graders was focused on the aesthetic stance during their post reading discussion; the third approach did not include a discussion after reading. Similarly, Pilonieta & Hancock (2012) conducted a study to explore how first grade urban students connect to literature that mirrored their personal experiences. It was also of interest to determine how their reading stance as measured by type of connections students made, affected their comprehension of story read. The result indicated that students who assumed an aesthetic stance while listening to the story and made connections with their personal experiences.

Relating to the previous study, the writer would like to combine both of the aesthetic and efferent reading comprehension in exploration the literature products by utilizing technology, which is moodle. Based on the previous studies, learning literature in the classroom still found the difficulty since the teachers

employed the traditional method for aesthetic-efferent reading comprehension. By integrating moodle, process of teaching and learning literature will be monitored easily than traditional ones. The writer assumes that actually, students need to do more reading outside their classroom because “any reading program that substantially increases the amount of reading will affect their reading achievement” (Routman, 2002:83).

In other words, managing a classroom single reading comprehension activity in traditional reading is not enough for teacher to enable students to read outside their classroom as an alternative strategy to enhance their reading activities by utilizing technology. Utilizing computerized program, moodle platform to enhance students’ outside reading activities has been investigated by Brine et al. (2007), Ali & Jaafar (2010), and Robb & Kano (2013). First, Brine et al. (2007) examines moodle on English as a Foreign Language (EFL) to promote group work at Japanese class to enhance students’ reading comprehension. The study reveals that utilizing moodle platform has not only enabled teacher to structure individual and group tasks effectively but also given an account on effective contribution to EFL reading comprehension activities. Second, Ali & Jaafar (2010). This study was conducted to investigate the comparing and analyzing Moodle and traditional reading comprehension testing methods in Malaysian classrooms. The findings of this research indicated that students generally could perform better in Moodle with reading comprehension tests compared to the traditional method. Third, Robb & Kano (2013) investigate reading process at a classroom at a university setting in Japan where a group of students is required to read outside class time as part of their course requirement.

A moodle platform is utilized to hold the students accountable for their reading. The comparative study shows that the implementation of moodle platform to those who read outside class time as part of their course requirement highly significant gains. Accordingly, the literatures show that studies of utilizing moodle as blended learning for aesthetic-efferent reading comprehension activities has not been paid attention at senior high school level context, especially at the research site. This study seeks to examine of integrating moodle in aesthetic-efferent reading comprehension activities in blended learning context to support face-to-face classroom activities at a senior high school level in Indonesian context. This study contributes to support previous theories, provides enlightening inputs for further research, and gives practical source in teaching profession at the school, which in turn becomes an informative contribution to teachers who consider utilizing moodle platform in blended learning to support their face-to-face classroom aesthetic-efferent reading comprehension activities.

## **1.2. Formulation of the Study**

Based on background of the problem mentioned previously, the problems of this study are formulated as follows:

1. How does moodle facilitate students' aesthetic-efferent reading comprehension activities in blended learning context?
2. How are students' attitudes toward moodle in aesthetic-efferent reading comprehension activities in blended learning context?

### **1.3 Purposes of the Study**

In relation to the statement of the problem above, the objectives of this research are determined as follows:

1. To describe how moodle facilitates students' aesthetic-efferent reading comprehension activities in blended learning context.
2. To describe how the students' attitude toward moodle in aesthetic-efferent reading comprehension activities in blended learning context.

### **1.4. Significant of the Study**

The result of this study (integrating moodle in aesthetic-efferent reading comprehension activities in blended learning context) contributes to three following aspects: theories, practices, and further studies, as follow:

First, the result of this study can be used to support previous theories underpinning this study about a way of integrating moodle in aesthetic-efferent reading comprehension activities in blended learning context and to enrich the existing literatures on blended learning implementation.

Second, utilizing moodle at the school where the study takes place has not been paid attention to be evaluated before. The report, therefore, contributes to practical source in teaching profession at the school and particularly adds to English teachers, which in turn, becomes an enlightening input to teachers who intend to utilize moodle in blended learning for aesthetic-efferent reading comprehension activities.



Finally, this study is helpful for researchers since the result of this study provides some enlightening inputs to carry out another exploration in a different context at the same field.

### **1.5. Scope of the Study**

This study is intended to portray the English Foreign Language (EFL) teaching and learning process by utilizing standard moodle platform for aesthetic-efferent reading comprehension activities in blended learning environment at a senior high school in Pangkalpinang.

The limitation to this qualitative study is that the findings are to be true only to the respondents involved in this study. It means that there is not an attempt to generalize the research findings to broader context. Therefore, there may be different additional interpretation to the issue raised in this study.

### **1.6. Definition of Terms**

#### **A. Reader Stance**

Reader stance is a reflection of the reader's purpose for reading and involves the reader's expectations of a particular text and type of interactions the reader engages in with the text," (Paulson & Armstrong, 2010).

#### **B. Aesthetic Reading Comprehension**

Aesthetic reading comprehension is characterized by reader focuses on reading experience, drawing on memories and past experiences by connecting the text they are studying to their live through experiences, thoughts, feelings, and images, which emerged." (Prather, 2001)

C. Efferent Reading Comprehension

Efferent reading comprehension is characterized by reading activities where reader analyzes idea and information for the specific purpose of abstracting specific predetermined information,” (Prather, 2001).

D. Reading Comprehension

“Reading comprehension is an active process, directed by intentional thinking that allows readers to make connections between their thinking processes, the textual content, and their own knowledge, expectations, and purposes for reading,” (Block et al., 2004: 3)

E. Moodle

Moodle is open source software, which is running on server and is accessible by using a web browser system online. It stands for Modular Object-Oriented Dynamic Learning Environment as a Course Management System (CMS), (Nedeva, 2005; Cole & Foster, 2008).

F. Blended Learning

Blended learning is teaching and learning process which combines face-to-face traditional instruction and an online learning component with an online learning management tools.

G. Facilitate

Facilitate means assisting students in operating moodle for aesthetic-efferent reading comprehension activities so that they feels easier to access moodle activities to reveal the progress in teaching and learning activities.

## **II. LITERATURE REVIEW**

This chapter presents the theories related to the research. It covers a number of aspects, such as review of related literature; the advantage of teaching and learning literature in English classroom, the concept of teaching literature, the concept of learning literature and the concept of reading comprehension through literature, reader stance, aesthetic reading comprehension, efferent reading comprehension, reading comprehension activity, administering Moodle in blended learning context, administering moodle in term of course management system, administering moodle in the class and moodle features. This chapter also describes the concept of blended learning; Blended learning framework, administering blended learning, the concept of attitude toward moodle in blended learning environment and the implementing moodle in teaching and learning process.

### **2.1. Teaching and Learning Literature in Classroom**

Literature is sort of disciplined technique for arousing emotion. It represents one of the most recurrent uses of language. The use of the literature as a technique in teaching the basic language skills. (Listening, speaking, reading, and writing) and it also covers language areas, such as vocabulary, grammar and pronunciation. These elements have the important role in increasing the student's

ability in learning literature. In this case, learning literature has given some advantages for the learners. Some of them are 1) it demonstrates the importance of authors' choice of form to achieve specific communicative goals, 2) it is an ideal resource for integrating the four skills, and 3) it raises cross-cultural awareness. (Mc Kay, 1982)

Literature is popular within the field of foreign language teaching and learning English. Furthermore, at senior high school curriculum implementation, literary works, such as; poetry, songs, short stories and drama has been taught from the grade X to grade XII. That's the reason why literature has been such an interesting subject for the learners. In teaching reading literature, teacher needs to know how the learners' emotion when they read some poetries, short stories, and how to know the learners' feeling when they read the stories in happy, sad or even bad ending condition. It has given the serious attention for the language teachers to teach and implement the interesting teaching for some of the literature products. Many teachers consider the use of literature in language teaching as an interesting and worthy concern (Hismanoglu, 2005). In this case, the selecting for the suitable literary texts in the foreign language classes are stressed so as to make the learners familiar with the underlying reason and criteria for language teachers.

There are some reasons which lead language teachers to use literature in the classroom. These are valuable authentic material, cultural enrichment, language enrichment and personal involvement (Collie and Slater, 1990). Furthermore, the criteria for selecting suitable literary text in foreign language classes, the language teacher should take into account needs, motivation, interest, cultural background and language level of the students (Hismanoglu, 2005). In

this case, the literary product may be arousing the learner's interest and eliciting strong, positive reactions from them. Choosing books relevant to the real-life experiences, emotions or dreams of the learners is important thing. Language difficulty has to be considered. If the language of the literary work is simple, this may facilitate the learners to comprehend the text well.

### **2.1.1. Teaching and Learning Literature**

Literary works can be regarded as a rich source of authentic material since it conveys two features in its written text. First, it is language in use. It is employ the linguistics. And second, the aesthetic representation of the spoken language. It is recover or represent language within a certain cultural context. Culture offers an interdisciplinary field that includes artistic discourses, social conventions, and reflexive impacts. It opens the student's view to increase their knowledge of the target culture as they can contemplate and critically comment on people's way of life, values, attitudes, and beliefs, and regard how these elements manifest in linguistic categories and forms.

Literature as aesthetic recreation, it is as something artificial. It can be considered as authentic source. It inspires the use and enrichment of language than English textbooks. If students develop an aesthetic reading text, they try to relate their personal and social experience in language since they reconstruct the target of language enrichment on their own learning process.

Language enrichment either an aesthetic reading or an efferent reading of a literary work provides a rich context. A literary text provides students clearer idea about the syntactic structure of a written text and to what extent written language

differs from spoken language. Students considerably expand their vocabulary by being exposed to a literary text. The process leads to cultural enrichment.

An efferent reading text offers a variety of information regarding the cultural context of the geographical location that it portrays. While the students read, students get an idea of the contemporary or historical way of life where the story is taking place and develop insight into the country that speaks the language they are learning. However, this approach presents two major disadvantages. On the one hand, an efferent reading keeps the students alienated from the text and language. Efferent reading must be supported with the virtues an aesthetic reading offer. In an efferent reading the text is regarded as a closed and finished object that a student can only contemplate passively from the perspective established by the teacher.

There are three main approaches to teaching literature (Padurean, 2015). They are language model relies on the development of students' knowledge by working with familiar grammar, lexical and discourse categories, cultural model deals with a literary work in relation to the target language and personal growth model create a link between the language model and the cultural model.

Some reason why the students need learning literature in the classroom: 1) stronger reader relationship. 2) Improved classroom climates. 3) enhanced degree of gender equity and understanding, and 4) learning environment more conducive to the needs and abilities of English language learners. (Varita, 2017). From the reason above, it is clear that why the students need learning literature. It has useful and effective to support the learning process in the classroom.

### **2.1.2. Reading Comprehension through Literature**

Using literature to develop linguistic and communicative competence is the assumption that reading is one of the best ways of learning a language. Reading comprehension has been a matter of concern for the high school students right now. Reading comprehension is one of the main important elements in English Language learning since it provides the basis for a substantial amount of learning. According to Snow (2002) states “Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with the written language”. It is meant that after the readers read the text, they are able to understand the text.

The written materials such as newspaper, letters, magazines, comic, advertisement etc may be used in reading comprehension lessons to support the teaching and learning process. Teaching literary works gain the learner understanding text in reading comprehension. Literary works are beneficial material to be exploited for reading comprehension activities since they provide students opportunity to expand on the limit of the text by integrating readers’ experiences and beliefs into meaning of the text. In other words, literary works are convenient tools as they integrate implicit information. Literature gains importance since it may be used as one of the basic components of reading comprehension.

In reading literary text, students are expected to develop through variant of texts such as short stories, novel, poetry and songs which are embedded knowledge of the text structure or text grammar that can be applied in reading comprehension. According to Ozkan (2014) stated that “ many features of the

language such as the formation and function of sentences, the variety of possible structures, and the different ways of connecting ideas are presented at different levels of difficulty through literary works used in reading comprehension activities.

Teaching English as foreign language in reading literature has been a challenge for the teachers. Teachers need to help students to be equipped with the cultural context which is provided by extensive reading of literary texts not only enhance students' ability to comprehend texts but also to provide guidance to students due to their awareness of the cultural context itself. According to Varita (2017) "There are criteria for selecting texts to use in literature: comprehensible to students of different abilities and interest, reflect students' language needs and skills, address issues/topics relevant to student's lives and provoke thinking and discussion by the students". Furthermore, reading literary texts, students will have variety of literary experiences, such as metacognitive awareness, activation and application of previous knowledge, making prediction, analyzing, and summarizing information. That's why literature is significant in reading comprehension.

## **2.2. Reader Stance**

Reader's stance is a way of the reader to give the response toward the text, how the reader gives the response or expectation after they read the text. It is meant that a stance reflects the reader's purpose toward reading.

Every reader has his/her purpose on reading. The purpose on reading influences a way reader reads a text. Paulson & Armstrong (2010) stated that,



*“A reader’s stance is reflection of the reader’s purpose for reading and involves the reader’s expectations of a particular text and the type of interactions the reader engages in with the text. Stance may also be thought of as the attitude—literal or emotional, for example—a reader adopts in a given reading situation” (Paulson & Armstrong, 2010).*

In this case, the students are being encouraged to personally respond, reflect, discuss and elaborate upon their reading. They are asked to keep reading stories in which they write their responses to the text-“what they are thinking of, if they have had a similar experience, what they are picturing in their heads, what feelings they have about the characters and what questions they have about the story” (Johns & Davis, 1990:2). It is meant that the students begin to take ownership in their own meaning making experience, increasing their ability to response the literature.

Another way of looking at reading is from a literary, or reader response, view. Literary theory explores the role of the reader. In the past, the reader’s role was defined as being passive, getting the author’s meaning. The model of transmission of information in which the reader was merely a recipient was replaced by transactional theory, a two-way process involving a reader and a text.

Many students are being encouraged to personally response, reflect, discuss in reading text. They are asked to read the text in which they write their response to the text.

The type of reading, of course, has an effect on the transaction. The reader can take an efferent or an aesthetic stance. When reading a set of directions, a science text, or a math problem, the reader takes an efferent stance, the focus being on obtaining information that can be carried away (*efferent* is taken from the

Latin verb *efferre*, “to carry away”). In the aesthetic stance, the reader pays attention to the associations, feelings, attitudes, and ideas that the words evoke.

Teacher should allow the students to explore the literary value that might exist for them, students should be allowed to use literature to explore themselves and world around them. It means that the students are allowed to use reading to discover who they are, the more they will see the value and significance in reading the more likely they read on their own. Through reading, the students often become more sympathetic and understanding of each other. Literature helps students to learn about culture and societies. They discover the various themes of significant human issues and experiences.

Using readers’ stance, students learn to appreciate literature as an art form. They become readers who choose to read. The students will be a reader to give response toward the literary works. Classroom becomes a place of safety for students’ personal reading of the texts. In this case, the role of reader-response theory is a type of theory in which the readers' feedback or reaction to the text is part of the important point to the interpretation of it. Reader response theory’s emphasis of the role of the reader has also resulted in a valuing of individual interpretation and consequently a new view of the reason for reading literature. “Literature is perceived as special, the language used in literature is considered special, and the people involved in producing literature are considered special”. (Birch, 1989).

The purpose of reader stance is to increase the student’s enjoyment of reading. Students’ interest increases when they are allowed to respond to the text personally. Such as short stories, poetry, drama and songs. they response

questions are meant to allow students to explore their thoughts, open-ended question prompts are carefully selected to allow students a safe place to further develop their ideas while reading, so they don't feel that they are supposed to seek out a particular answer already defined by the teacher.

The goal of reader stance theory is to further enhance student's interest in reading so they become fascinated and intrigued by many different parts of a book. Research has shown a tremendous growth of the student as a reader and an individual when they read through and are encouraged to participate in a response-based method in the classroom. According to Louise Rosenblatt, one of the primary figures in reader response, all reading is a transaction between the reader and writer (as represented by an immutable text). She further posits that the "stance" of the reader, either "aesthetic" (reading by choice or for pleasure) or "efferent" (reading by assignment or because one has to), has a major influence on the textual experience.

### **2.2.1. Aesthetic Reading Comprehension**

Aesthetic reading comprehension is a reading activity where the readers try to explore their experience related to the text. Here, readers are engaged in the experience of reading, itself. Aesthetic reading focuses on the immediate reading experience. Furthermore, the aesthetic reading focuses on the enjoyment and pleasure of the text. The reader acknowledges what is being felt while reading the text. The latter requires the experience of the reader and the personal response.

Furthermore, Aesthetic reading is an active process with an inner-oriented focus derived from readers and their personal moment-to-moment transactions

with a particular piece of literature. In order to have created a lived experience, the reader must pay attention to bits and pieces brought forth such as feelings, attitudes, ideas, situations, personalities and emotions; these connections and experiences are the essence of aesthetic reading. Aesthetic reading becomes what the words of the text are engaging for the reader.

In aesthetic reading, the reader's attention is centered directly on what he is living through during his relationship with that particular text". It is meant that the reader focuses on the reading experience itself, drawing on memories and past experiences, senses, relationships with other things, connecting what they are reading to their personal lives. The reading focuses on personal thought, images, feelings and associations evoked during the reading.

Aesthetic reading often utilizes literature logs providing a safe place for the reader to explore and evaluate their responses to the text. The exploration means that expanded through a social discussion in which students see other perceptions of the world around them, students share and evaluate their own responses to the reading while also hearing the differing perspective of others and the reader connect to the text through personal response, reflection, discussion and elaboration.

To have a truly successfully aesthetic reading response discussion, the teacher must carefully choose and present questions which will help the students to develop their thought and express them to others. According to Zarillo (1991) cited in Prather (2001) developed a three-leveled question format that help to ensure an aesthetic reading experience. Zarillo determined that the teacher need to use open-ended prompt and questions when engaging students in an aesthetic

literary discussion. Level one question is free response prompts. Level two questions encourage the students to relive the reading experience. Level three questions ask for interpretation through personal association and speculation. He further determined that during a classroom response session, one question from each level should be included to help students begin to formulate their thought and increase the level of participation and idea development that the students will experience during the discussion process.

### **2.2.2. Efferent Reading Comprehension**

Efferent reading comprehension is reading activity where the readers analyze ideas and information for the specific purpose of abstracting specific predetermined information. Efferent reading involves what remains after the reading is completed, such as information and facts, or solutions to a problem. For instance, a student reading an account of a particular historical event for specific information that is to be used to answer the questions in a test will ignore information that does not meet his or her needs because it will not be on the test. In efferent reading, students are tested on particular events to check to see if they are reading. The teacher chooses what the reader should be getting out of the reading and the students must determine what the teacher is looking for while they are reading.

The point of the efferent is reading activity where the readers take away particular bits of information. Here, the reader is not interested in the rhythms of the language or the prose style but is focused on obtaining a piece of information. It is meant that efferent reading comprehension occurs when a reader is focused

on the information that he or she will receive from the text. In this case, reader's attention is primarily focused on what will remain as a residue after the reading the information to be acquired, the logical solution to a problem, the actions to be carried out.

### **2.3. Reading Comprehension Activity**

Reading comprehension is defined as the process in understanding the meaning through interaction with written language and the combination of students' prior knowledge, previous experience, and stance he or she takes in relation to the text and immediate remembered, or anticipated social interactions and communication. Snow & Chair (2002: 11) define reading comprehension as "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language." In addition, Block et al. (2004: 3) state that reading comprehension is an active process, directed by intentional thinking that allows readers to make connections between their thinking processes, the textual content, and their own knowledge, expectations, and purposes for reading.

Furthermore, in reading comprehension, questions are often classified based on location of the information to be obtained. Questioning categories are such as identifying main idea, locating details, or making inferences by administering multiple-choice questions (Steensel et al., 2012).

Underlining the theoretical frameworks of reading comprehension above, reading comprehension in this study adopts aesthetic-efferent stance reading-comprehension continuum (see Prather, 2001; Paulson & Armstrong, 2010).

Teacher checks students' comprehension of reading material in terms of literary works, such as short story in Narrative text, poetry and drama (see Kemendikbud No. 64, 2013) by administering mini test or test to facilitate, monitor, and evaluate students' learning (see Teng et al., 2011).

Furthermore, to acquire comprehension in reading, there is process. The process of reading comprehension is explained below.

### **2.3.1. Process of Reading Comprehension Activity**

Reading comprehension process refers to three procedures stated by Sutarsyah (2015). They are bottom-up, top-down, and interactive process. Bottom-up model was proposed by structural linguistic and behavioral psychologist. The activities focused for decoding and translate the printed symbol in the text. For example, when the reader obtains the sample of the text at many level of language simultaneously. Such as letter, words, sentence structure, discourse structure, genre and more. Then, reader tries to understand the text and seek mental representation (schemata) which relate to the data for getting a tentative match between the textual data and what is known. Top-down process focused on reader's prior background knowledge of the content area of the text (content schemata) of rhetorical structure of the text. The reader is not only an active participant in the reading process, making predictions and processing information, but also, the reader needs prior experience or background knowledge in reading process. The theory above was line with Mikulecky (1990),” When a person reads, two aspects of the human information processing system. When the reader focuses primary on what is already known in trying to comprehend a text,

this strategy is called a concept-driven or top-down. On the other hand, when the reader relies primarily on textual information to comprehend, this strategy is called a data-driven or bottom-up. It means that reading comprehension process involves two aspects of human information processing system that interacts continuously, bottom-up or data driven (related to syntactic, semantic, and genre information) and top-down or concept driven (related to cognitive abilities, background and language knowledge, and cultural value and belief). Interactive process is a process of interaction between the author with his language media and the reader with his language knowledge and knowledge of the world. The reader tried to interpret what the author has expressed in written text. Reader reflects his or her own schema of language, experience, and other value. Adopting interactive reading comprehension process, students are experiencing with words meanings, clauses meanings, and sentences meaning derived from a text. Furthermore, students also experience a text through cognitive ability, background knowledge, and previous experience in understanding a text in reading comprehension process. According to Rumelhart & McClelland (1981: 37), “interactive processing is thus a form of cooperative processing in which knowledge at all levels of abstraction can come into play in the process of reading and comprehension.”

Furthermore, reading comprehension process can be enhanced by incorporating technology. Incorporating technology to enhance reading comprehension process such as timely and personal feedback.

The interactive process of learning reading comprehension, which combines two reading process, both bottom-up and top-down, looks at from



theory of language refers to interactional view of language learning theory. The terms of interactivity is linked to learning reading which the terms of interaction refers to simultaneous use by effective readers both bottom-up and top-down processing in reading comprehension (Sutarsyah, 2015).

### **2.3.2. Model of Learning Reading Comprehension Activity**

There are three models of classroom learning readings. They are behavioral model, cognitive model, and social-constructivist model (Musthafa, 2003); which are explained and adapted from his thoughts, as follow:

Behavioral model, reading as transmission, proposes that reading activities are extracting meaning from a text. Readers are actively trying to find fix words, phrases, utterances, and meaning present in the text. There is only one right answer arises from a certain question. The answer is presented in the text and students must find it. Students are reading to find right answer that has been determined by their teacher. In other words, behavioral model of learning reading comprehension activities is in line with reading comprehension as proposed by Sutarsyah (2015) in terms of bottom-up or data driven. This activity will be used for efferent reading comprehension.

Cognitive model, reading as self-construction, proposes that knowledge is personally constructed. Reading activities are rule governed. It means that language is learned by absorbing the language rules and making-prediction. For example, students pay much attention on generic text structure, such as, narrative, exposition, recount, procedure, etc. In other words, cognitive model of learning

reading comprehension activities is in line with reading comprehension as proposed by Sutarsyah (2015) above in terms of top-down or context driven.

Social-constructivist model, learning as social process, proposes that using and learning a language are viewing as social process. Students share their feelings, opinions, likes, dislikes, among the class members individually and in a group as well. Students are not forced to find one right answer that has been determined by their teacher, or to find out the mechanic or generic structure of the text. Students are freely connects to the text through personal response, reflection, discussion, and elaboration. This activity will be used for aesthetic reading comprehension.

Considering the theoretical frameworks of learning reading comprehension model as proposed by Musthafa, (2003) above, this study refers to adopt social-constructivist learning theory of reading comprehension moodle. The learning theory emphasizes learning as social process where the process of learning is realized through personal response, reflection, discussion, and elaboration. Moreover, the social-constructivist learning theory of reading comprehension moodle is in line with interactional view of language theory because the theory sees language as social transactions between individuals, which are realized through interpersonal relation.

### **2.3.3. Classroom Reading Comprehension Activity**

There are three stages in teaching-learning reading comprehension. They are pre-reading, while-reading and post reading. It is supported by Wallace (1993: 86) proposes three phases to help teacher enable students to relate to their existing

schematic knowledge to the text. They are “pre-reading, while-reading, and post-reading.”

First, pre-reading activities, in this stage, questions are created. Then, reader is required to find the answer on a text they are studying. This activity is designed to test students’ comprehension and to activate students’ existing schematic knowledge. “Pre-reading activities may also remind readers of what they do in fact already know and think, that is activate existing schematic knowledge” (Wallace, 1993: 86).

Second, while-reading activities, according to Wallace (1993), is generally aimed to encourage learners to be flexible, active, and reflective readers by encouraging and inviting them to read in ways, which are perceived to be appropriate to the type of text, which are studied by students. For instance, students are learning about generic structure of a text, such as, narrative, exposition, recount, procedure, etc.

Third, post-reading activities, multiple-choice questions are frequently administered in this stage. As Wallace (1993: 100) states, “traditionally the major, often only, kind of post-reading activities consisted of questions which followed a text.”

#### **2.4. Administering Moodle**

Moodle is an open source management system (SMS) which can be accessed by using a web browser system. Utilizing moodle in blended learning environment for facilitating aesthetic-efferent reading comprehension activities refers to four concepts, such as, moodle for blended learning, moodle as course

management system, moodle classroom management, features of moodle. Those three concepts of utilizing moodle for aesthetic-efferent reading comprehension in this study are discussed below:

#### **2.4.1. Administering Moodle in Blended Learning Context**

Moodle for blended learning is broadly acceptable since moodle is considered as learned-centered tool, which is built, based on social constructivism as a core theory behind it (Cole & Foster, 2008; Lan et al., 2009). Social constructivist theory of language learning views that students must be meaningfully engaged in learning activities realize through interaction with others. As Ituma (2011) states, fundamental idea underlying constructivist view of learning theory is that students must be meaningfully engaged in learning activities through interaction with others and worthwhile tasks.

Enabling students to engage in active learning activities through interaction with others is realized through individual or group discussion. Furthermore, teacher utilizes forum, moodle built in activity, to create students' active learning by enabling them to have individual or group discussion. According to Cole & Foster (2008: 69-70), "a lot of research indicates that more students are willing to participate in an asynchronous forum than are willing to speak up in class. Without people having discussions, a forum is an empty, quiet space."

Moodle, for blended learning, works particularly well when it is combined with face-to-face learning, also known as blended learning, to enhance teaching with online supplementary activities both remedial and extension. Administering moodle for blended learning enables course administrator to upload course

materials, administer forums and quizzes, gather and review assignments, and record students' grades (Cole & Foster, 2008).

Empirical evidence from recent study conducted by Latchem & Jung (2010) demonstrate that universities, such as, Open University Malaysia and the Palestinian Al-Quds Open University are using course management systems such as Moodle to enable their students to access and download course materials, submit assignments, receive feedback, and interact with their teachers and fellow students. The study examines the widespread adoption of e-learning throughout much of Asia. Besides the advantages of utilizing e-learning to support face-to-face classroom activities, the challenge of using e-learning which is online web-based is constrained by limited infrastructure and experience, high costs, slow internet speeds, and viruses that crash computers.

#### **2.4.2. Administering Moodle in Term of Course Management System**

Moodle as CMS provide course administrator with the ability to perform at least four tasks adapted from Carliner (2005), as follow. First, course administrator is able to place course materials online. Teacher, as course administrator, manages course schedules, materials linked to specific lessons, and manage students' enrollment to a course administered. Second, course administrator is able to track students' progress through assessment features. Teacher, as course administrator, administers online mini tests and tests to track students' learning progress. Tracking students' learning progress, teacher visits grade book, feature of moodle built in facilities, where students' grades are automatically recorded there. Third, course administrator manages discussion

board. Managing discussion board by utilizing forum, moodle built in activity, teacher enables students to have individual or group discussion as a continuation of face-to-face classroom activities. Fourth, course administrator administers course statistics, which provide information on the use of the course site, including who uses the course site and when.

Moodle as a CMS is considered as learner-centered tool, which is build based on philosophy of social constructivism, is specialized production of internet-based courses and web site package (Cole & Foster, 2008). As a CMS, this platform helps teacher create an effective online activities. As Lan et al. (2009:145) say, “Moodle platform based on social constructivist teaching idea that educators and learners are the subject of equality in the teaching and learning activities, they work together, and according to their own experience they have been co-construction of knowledge.”

Moodle as CMS is running on server. It means that moodle is accessible by using a web browser system. Utilizing CMS gives educators a tool to create a course and provide access control. Educators manages course in such ways that only enrolled students can view it to make a course administered running more effectively. Furthermore, moodle as CMS also offers a wide variety of tools that can make course more effective. Utilizing moodle as CMS properly, by moving some parts of face-to-face learning activities to online activities, makes class activities effective and efficient. “CMSs can make your classes more effective and efficient by moving some parts of your course online,” (Cole & Foster, 2008: 3).

Furthermore, Carliner (2005) describes CMSs which are utilized to enroll participants in courses, to communicate with learners, to track performances, and

to launch learning materials, include the commercial products (Blackboard and WebCT) and the open source system, Moodle, are designed to support academic classroom courses. Moodle as CMS is originally designed to support classroom learning in academic settings, such as universities and high schools.

In other words, the theoretical frameworks above describe moodle as a course management system, which is built on a sound of educational philosophy based on social constructivism theory behind it. Administering moodle as CMS enables teacher as a course administrator to manage at least four tasks. Managing moodle as a CMS to support classroom reading comprehension activities is explained since incorporating moodle for blended learning is a part of classroom management in teaching and learning process. Therefore, moodle classroom management in this study is explained below:

#### **2.4.3. Administering Moodle in the Class**

Managing classroom by utilizing moodle in blended learning according to Cole & Foster (2008) includes at least the following four concepts, such as, understanding and using roles, assigning roles in to a course, removing students, and managing enrolment. Moreover, moodle classroom management involves three pedagogical phases. They are online preview, onsite instruction, and online lab tutorial (Mei et al., 2009).

Administering moodle to support face-to-face classroom activities, teacher needs to train students to understand their roles in a course so that they understand how to enroll, log in, and utilize moodle features (uploading and sharing materials, forum, quiz, and grade) in a course. Teacher tells students as course

participants what they can do. Such as, students' enrolment procedures since students need to log in to a course to access contents and other materials administered by their teacher. Once students log in, they can see what activities are available in accordance to their classroom activities.

Managing moodle to support classroom activities as a part of virtual learning environment (VLE) in blended learning enables teacher to track students' activities. Tracking students' activities, teacher can get better understanding of students' learning performances. Getting better understanding of students' learning performances, teacher motivates and facilitates students to learn better. As Mogus et al. (2012: 178) state, "the classroom makes VLE useful in that it allows the teacher to track student activity and to interpret those activities with a view to better understanding their learning and to better supporting them in that task."

#### **2.4.4. Moodle Features**

There are four features of moodle, such as, uploading and sharing materials, forums, quizzes, and grades that are administered in this study in the form of blended learning to support face-to-face classroom aesthetic-efferent reading comprehension activities.

The four moodle features (uploading and sharing materials, forums, quizzes, and grades) are utilized since this study adopts social constructivist theory in language learning. The theory views that students must be meaningfully engaged in learning activities realized through interaction with others (Lan et al., 2009). Moodle forum facilitates students to interact with other by having discussion.



“Without people having discussion, a forum is an empty, quite space” (Cole & Foster, 2008:70).

Furthermore, Quiz is administered in this study since students’ aesthetic-efferent reading comprehension needs to be monitored. Moodle quiz facilitates teacher to monitor students’ aesthetic-efferent reading comprehension effectively since moodle quiz not only has a powerful question engine that supports a range of question behaviors to give feedback on students’ aesthetic-efferent reading comprehension performance but also gives students grade instantaneously.

Regarding to students’ grades in aesthetic-efferent reading comprehension process, the moodle feature, grade book, becomes important to be administered in blended learning context. “The grade book is one of the most important constructs of any virtual-learning environment, and Moodle is no exception. A grade book is a container holding grades for all learners in Moodle” (Buchner, 2011: 231).

In other words, four moodle features, uploading and sharing material, forum, quiz, and grade are administered in this study to support classroom aesthetic-efferent reading comprehension activities in blended learning context. While the other three moodle features

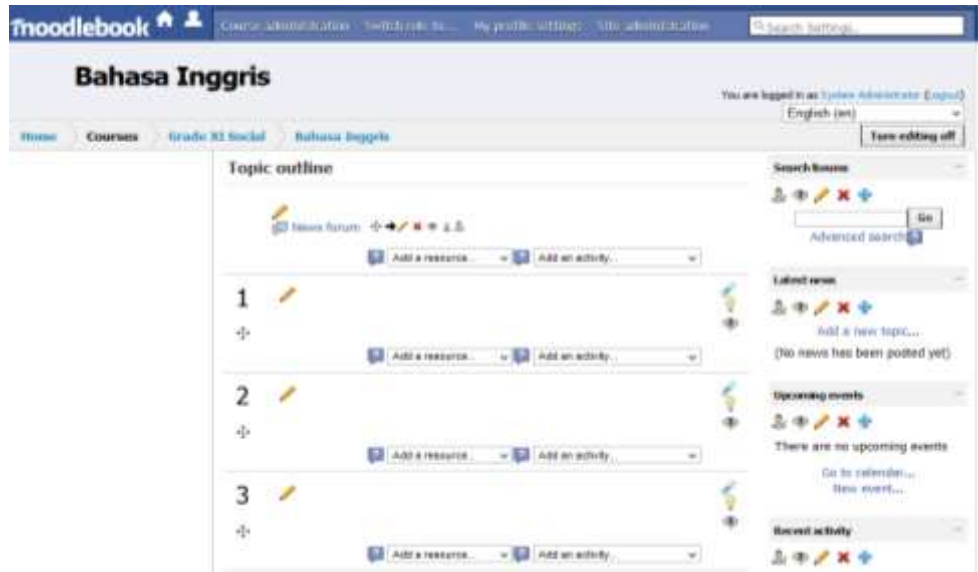
(Chats, gathering and reviewing assignments) are not administered in this study regarding to two factors, such as, the limitation of experience to manage those other three features and the limitation of infrastructure at the school where the research is conducted. The idea above is in line with Chunlin (2011: 562) who conducts a survey study for utilizing moodle. The study reveals, “One of the instructors can be said of an expert user as he has been using Moodle for over three years.” Furthermore, Latchem & Jung (2010) who conduct a study in

universities context, such as, Open University Malaysia and the Palestinian Al-Quds Open University find that the challenge of using e-learning which is online web-based was constrained by limited infrastructure and experience.

Those four features of moodle, uploading and sharing materials, forums, quizzes, and grade, which are administered in this study, are discussed below.

#### **2.4.4.1. Uploading and Sharing Materials**

Uploading and sharing materials are one of moodle features. They are as Medias for the teachers to upload their syllabus, lectures notes, reading assignment and articles for students to access whenever they want. In this case, the teacher can save the time and increase students learning by allowing students to engage in the material outside of the class (Cole & Foster, 2008). Furthermore, the students have the opportunity to express themselves in ways they could not do in a regular class. By having the materials from the moodle features, the students have more time to learn the materials outside the classroom or in formal condition. They can learn the materials before teachers ask them to learn them at the classroom. The accessible Topic outline appeared on screen shot is described, as follow:



**Figure 1. Course Page in Topic Format**

The following the way to upload and sharing the materials

1. Go to Administration files on your course page or, if you are on an activity set-up page, click on upload file in your course activity (for example, Hot Potatoes) if required. This will open a new window.

Maximizing the new window

Sometimes the new window is quite small and you can't see all the options.

Don't forget you can click on the green button at the top-left (Mac) or top-right (Windows) of your machine to maximize the size of the window.

2. Click on Upload a file.
3. Now click on Browse....

Select the file you want from your computer. Then click on Upload this file. If you want to use the file in an activity you're creating, click on Choose in the Action column. It will then appear in your activity set-up page.

#### **2.4.4.2. Moodle Forum**

One of moodle features is forum. Forum is “a tool for pupils to discuss a topic” (Freear, 2011: 19). It facilitates a means of communication outside or inside classroom meetings and gives students more time to generate their responses and lead students to discuss that are thoughtful. As Cole & Foster (2008: 1) states, “online forums provide a means of communication outside of classroom meetings. Forums give your students more time to generate their responses and can lead to more thoughtful discussion.”

Forum is suited to students because it facilitates a learner who is too shy to speak up in class but possibly, then, produces the most thoughtful written work. As Cooch, (2012) says that moodle is perfectly suited to students because it has a forum that enables classes and their teachers to have discussion without actually being together in the same room. Moreover, often, a shy child will happily have their say online where they can plan it out first and feel comfortable without the interference of their peers.

Forum, an activity context level in blended learning environment, is utilized to encourage students to post comments, ideas or others, and facilitates learners to have discussions where a teacher is a forum moderator who is responsible for moderating the online class discussion. The role of teacher in a forum is as a moderator, while learners with the role of student in a course are usually allowed to start discussions in forums. Users are encouraged to post comments and problems (Buchner, 2011).

Forum for facilitating student-student, student-teacher or teacher-student discussion administered online in moodle platform is described as follow:

Please post comments, questions, suggestions, requests or anything else related to the site here.  
 Thanks - Jeff (webmaster)

Add a new discussion topic

Discussion	Started by	Replies	Last post
Missing messages	 Kathryn HENDERSON	2	Jeff Stanford - Site Admin Tue, 23 Jun 2009, 02:05 PM
audio button	 Jeff Stanford - Site Admin	0	Jeff Stanford - Site Admin Tue, 23 Jun 2009, 02:04 PM
Moodle in action	 Mary Maddison	1	Jeff Stanford - Site Admin Tue, 23 Jun 2009, 02:02 PM
Asking for help	 Shirley Liu	1	Jeff Stanford - Site Admin Tue, 23 Jun 2009, 01:51 PM

**Figure 2. Online Discussion through Forum Moodle**

The figure above shows discussion a certain topic about the idea of utilizing moodle to support classroom study. It is important to manage forum to relate a certain topic discussion since a forum can contain one or more discussion. The teacher gives the certain text on the forum module then the students give their response, thinking, idea and feeling toward the story relate to their experience.

mfl > E1 > Forums > writing activity > Jo's ideal weekend!

Display replies in nested form

**Jo's ideal weekend!**  
by Jo Smith - Thursday, 22 January 2009, 01:03 PM

My ideal weekend will start with sleeping out in bed - maybe until midday! Then I am feeling new again and am ready for starting a new day.

After, I am going to have a big brunch. It consists from delishus fresh bread, tasty cheeses, some eggs, ham and of course.

In the afternoon, I am going to see my friends Sam and Abe. We will go to our favorite park...

[Edit](#) | [Delete](#) | [Reply](#)

Sum of ratings: 3

**Re: Jo's ideal weekend!**  
by Jill Smith - Thursday, 22 January 2009, 01:07 PM

Hi Jo  
I like your weekend!  
Do we say 'I am feeling new again' or 'I will feel new again'?  
Jill

[Show parent](#) | [Reply](#)

The way to create the forum:

1. Set up a Forum activity. To do that, click on Turn editing on, which you'll find on the course page.
2. Go to add an activity, and then click on the Forum activity in the drop-down menu.
3. Complete the introductory page. This is what we're aiming for. Note that you will see Adding Forum at the top of the page if you are adding the set-up page for the first time or Updating Forum if you are editing the set-up page later.

#### 2.4.4.3. Moodle Quiz

Quiz is one of moodle features. The name of quiz to Moodle “is just a module where you can add different types of questions for your students,” (Cooch, 2012: 101). Moodle is facilitated with a number of core modules including activity modules (for example, Forum and Quiz). Quiz, moodle activity

module, ships with a number of question types, such as, multiple choices, short answers, and embedded answers. Moodle also has a powerful question engine that supports a range of question behaviors to give feedback on students' performance. Actually, teacher cannot tell what is going on inside students' head. Therefore, teacher needs a way to demonstrate what his/her students understand and what they do not understand by administering mini test or test.

A well-designed mini test or test gives information on students' reading comprehension performance since their reading activities in the classroom and outside the classroom need to be monitored and graded. Quiz, one of moodle built in activities, is considered as a great tool for monitoring and grading students' reading and comprehension since it enables students to receive immediate feedback on their reading performance. "Quizzes can be graded instantaneously. They are a great tool for giving students rapid feedback on their performance and for gauging their comprehension of material," (Cole & Foster, 2008: 2).

It means that utilizing moodle quiz to assess students' performance and to measure their comprehension could meet its practicality since the features open up a number of strategies that usually are not practical with paper based testing. According to Cooch (2012), quiz, moodle built in activity, is viewing as an idea for introducing, practicing, and consolidating learning environment using online or offline activities to differentiate students' varying abilities. The online or offline quizzes activity is such as in terms of multiple-choice self-marking quizzes.

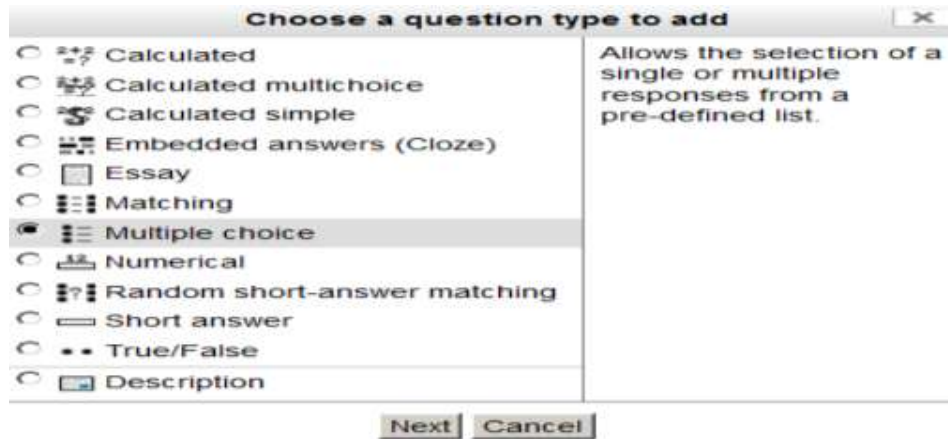


Figure 3. Quiz Moodle

#### 2.4.4.4. Moodle Grade

Grade is one of moodle features. Grade is a tool for tracking students' scores in a course administered. As Cole & Foster (2008: 193) state, "you can access the grades area by clicking the Grades link in the administration block on your course page. The grade book can give your students up-to-date information about their performance in your course."

Utilizing moodle grade to score students' works has three main reasons. They are; it saves paper, students enjoy working on the computer, and teacher can work at leisure time in school, at home, or in any room where there is an internet connection. Teacher does not even need to manually hand-write the grades into grade book since moodle puts the grades into its grade book automatically and alphabetically.

Then, how grade book is viewed in moodle platform is described, as follow:



The screenshot shows the Moodle interface for 'English 1' under 'letter of complaint' assignments. It displays a table of submissions with the following data:

First name / Surname	Grade	Comment	Last modified (Student)	Last modified (Teacher)	Status	Final grade	Outcome
Tim Francis	-				Grade	-	grammar mistakes: No outcome content: No outcome
Jo Smith	-				Grade	-	grammar mistakes: No outcome content: No outcome
Jane Smith	4	Dear Mr ...	Dear Mr ... Wednesday, 15 July 2009, 06:14 PM	Wednesday, 15 July 2009, 06:09 PM	Grade	4	grammar mistakes: Some grammar mistakes but still understandable content: No outcome
Jill Smith	-				Grade	-	grammar mistakes: No outcome content: No outcome
James Smith	-				Grade	-	grammar mistakes: No outcome content: No outcome

Additional interface elements include: 'English 1', 'mfl - E1 - Assignments - letter of complaint - Submissions', 'Update this Assignment', 'See all course grades', 'First name: All A-Z', 'Surname: All A-Z', 'Jump to...', 'Submissions shown per page: 10', 'Allow quick grading', and 'Save preferences'.

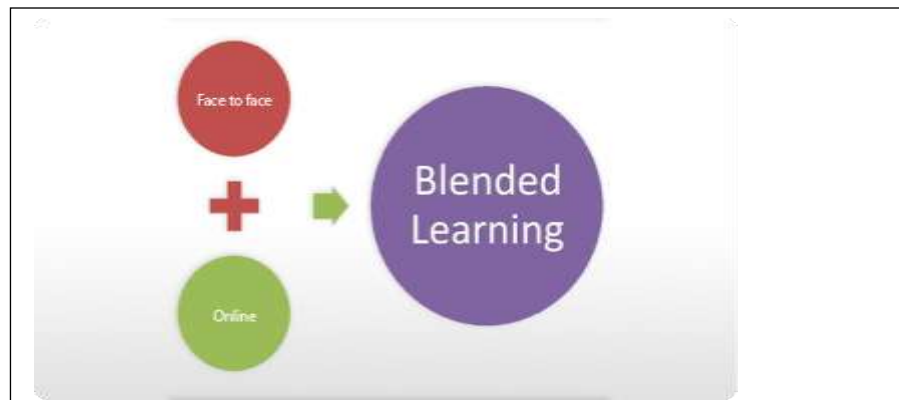
**Figure 4. Viewing grade of moodle**

The figure shows that grade reviews students' works which is accessed by course administrator. The figure shows three language instructions. They are topic 1 quiz which has maximum score 10, topic 1 assignment which has maximum score 100, and topic 1 forum which has maximum score 100. One learner, Larry, has completed topic 1 quiz while the other two, topic 1 assignment and topic 1 forum, have not completed yet. The other student, Sam, has completed topic 1 quiz and topic 1 assignment while the other one, topic 1 forum, has not completed yet.

## 2.5. The Concept of Blended Learning

Blended learning is a combination of a traditional face to face instructional method and an online learning component with an online learning management tools. Blended learning consists of the use of e-learning options to complement face-to-face classroom learning activities. Blended learning, incorporating web-based learning to support face-to-face classroom learning activities, promotes autonomous learning and can enhance students' learning experience (Ituma, 2011).

Then, the terms of blended learning are described below:



**Figure 5. Blended Learning**

The figure above shows the concept of blended learning where face-to-face learning process is supported by online activities where learning activities are possibly done outside the classroom without being together physically in the same room.

Based on the theoretical frame works of blended learning above; this study concerns to the concepts of blended learning as proposed by Thorne (2003), and Mei et al. (2009). The study utilizes technology to complement face-to-face classroom activities. It means that there are some parts of classroom learning activities are uploaded and accessed by students using web browser system online to increase active and autonomous learning environment.

Furthermore, blended learning helps to facilitate collaborative learning; it gives learners the opportunity to discuss their language learning goals, to see how others achieve their goal and to obtain the positive feedback. It is meant that blended learning encouraged students to form groups, network and benefit from peer support. Then, blended learning has some characteristics. The characteristics

of blended learning in actual classroom implementation in this study are discussed below:

### **2.5.1. Blended Learning Framework**

That blended learning uses many different forms of utilizing e-learning to support face-to-face classroom learning activities, there are at least three frameworks of blended learning implementation in this study. They are (1) administering blended learning does not replace the role of teacher in teaching learning process, (2) face-to-face classroom activities still has normal portion as in face-to-face teaching learning process, and (3) students are utilizing web browser system to access part of learning instructions and materials, uploaded by course administrator, online.

First, administering blended learning, by utilizing online web-browser system to support face-to-face classroom activities, does not replace the role of teacher in teaching learning process.

Second, Dziuban et al. (2004:3) in a study examine the implementation of blended learning at University of Central Florida (UCF) in relation with percentage of time allocation used for face-to-face and online learning, the study reveals that blended learning implementation does not concern to the ratio of delivery time between face-to-face and online activity and without reducing seat time. They state that, “blended learning should be viewed as pedagogical approach that combines the effectiveness and socialization opportunities of the classroom with the technologically enhanced active learning possibilities rather than a ratio of delivery modalities.”

Third, implementing blended learning, students are able to access part of learning instructions and materials, uploaded by course administrator, online by utilizing web browser system. Utilizing web browser system to access part of learning instructions and materials, teacher and students need sustain internet connection, which is supported by expanded broadband.

In other words, administering blended learning in this study is characterized by utilizing an online system for facilitating educational collaboration and enhancing students' autonomous learning without reducing seat time of face-to-face classroom activities where part of learning instructions and materials are uploaded and are accessible online by students and their teacher.

### **2.5.2. Administering Blended Learning**

Mei et al. (2009) proposed three pedagogical phases in administering moodle as blending learning to support face-to-face classroom activities. The three pedagogical phases of utilizing moodle in terms of blended learning to support classroom activities (online preview, onsite instruction, and online lab tutorial) are explained, as follow:

First, online preview, in this study, is defined as activities administered by teacher to collect students' understanding of using, such as, utilizing moodle forum, quiz, and grade. According to Mei et al. (2009: 39), the online preview stage is administered to "collect students' understanding of relevant concept" in utilizing moodle in term of blended learning.

Second, on site instruction, this stage is focused on guiding students to discuss common question arising from the pre-class online learning and giving

feedbacks on the discussion of individual or group collaboration. Giving feedbacks on individual or group discussion in face-to-face classroom instruction “not only effective promote the emotional communication between teacher and students, but also stimulate students’ interest and motivation to learn and make up for the limitations of online learning.”

Third, according to Mei et al., online lab tutorial consolidates and improves what has been taught since it is presented in various forms. It is presented by providing students multimedia courseware in moodle, providing more expanded resources, or giving test through the built-in quiz function within moodle to check students’ comprehension of learning materials that have been delivered in online preview and onsite instruction stages. Furthermore, the implementation of the three pedagogical phases of administering blended learning (online preview, onsite instruction, and online lab tutorial) will also be found in chapter four.

In addition, Robb & Kano (2013) investigated effective extensive reading outside the classroom in one of universities in Japan. A large-scale experiment study was administered. The study used pre/post test design between the 2009-year academic students who read outside the class as part of their course requirement while the 2008-year academic students were not. Furthermore, teachers were asked to distribute a hand out in their first class (the 2009-year academic students) and explained in Japanese the purpose of outside reading activities. Then, students were informed how to access and take quizzes using Moodle Reader system and how they were evaluated. The study utilized Moodle Reader, an add-on developed by Thomas Robb, the first author, which was integrated to the standard moodle as a course management system. The module

allowed students to take short, timed quizzes with randomized questions where the short-timed randomized quizzes were accessible in frequencies by the course participants. Furthermore, test contained 32 questions in reading comprehension, which were timed over 35 minutes were administered. The study sought to prove a hypothesis that the students in the 2009-year academic who were required to read outside the class as part of their course requirements would have higher reading scores than students in the 2008-year academic who were not required to read outside the class as part of their course requirement. The comparative study revealed that the implementation of moodle platform to those who read outside class time as part of their course requirement highly significant gains than those who were not required to read outside their classroom.

The theoretical frameworks of utilizing moodle platform in terms of blended learning above refers to integrating Moodle Reader, an add-on integrated to the standard moodle as a course management system, to facilitate students to read outside their classroom as part of their course requirement in a university setting in Japan (see Robb & Kano, 2013). The two studies above do not use standard moodle since they integrate Cmap Tools and Moodle Reader to the standard moodle as course management system. Moreover, the two researches setting are at university level in Japanese context.

In other words, this study also attempts to replicate fruitful learning experiences of the former researchers where the standard moodle features (uploading and sharing material, forum, quiz, and grade) are administered to support face-to-face classroom aesthetic-efferent reading-comprehension activities in terms of blended learning at a senior high school level in Indonesian context.

Teacher provides students to access materials and assignments outside the class, and to support group cohesion. Teacher manages students' reading activities in three phases, online preview, onsite instruction, and online lab tutorial. Forum is utilized to facilitate online individual or group discussion, Quiz is utilized to check students' comprehension on materials they are studied, Grade is utilized to check students' score after attempting mini quizzes and quizzes, and uploading and sharing materials as a media for the students to get the materials and assignment from teachers.

In addition, this study also seeks to find the students' attitude toward the use of moodle in term of blended learning. Therefore, the concept of attitude is discussed below.

### **2.5.3. Attitude toward Moodle in Blended Learning Environment**

The study also seeks to find strengths and weaknesses of incorporating moodle in terms of blended learning. The strengths and weaknesses of incorporating moodle in terms of blended learning in this study are portrayed through students' attitude toward moodle as a form of blended learning, as will further be found in chapter four.

Furthermore, regarding to the concept of attitude in this study, it consists of three componential viewpoints; they are affective, behavioral, and cognitive. As Allport (cited in Oskamp & Schultz, 2005: 9) sates, "an attitude is a single entity but that it has three aspects or components: affective, behavioral, and cognitive." Furthermore, cognitive component refers to ideas and beliefs toward an object,

affective component refers to feeling and emotions toward an object, and behavior component refers to action tendencies toward an object.

In addition, an example of person's attitude about reading a motorcycle as stated by Allport (cited in Oskamp & Schultz, 2005: 9) is illustrated, as follow:

- A. An **affective (emotional)** component. This refers to the feelings and emotions one has toward the object. For instance,

"Riding a motorcycle is fun."

"Riding a motorcycle is exciting."

- B. A **behavioral** component, consisting of one's action tendencies toward the object. For example,

"I ride motorcycles every chance I get."

"If I had the money, I would buy a motorcycle."

- C. A **cognitive** component, consisting of the ideas and beliefs that one has about the Attitude object. For example,

"Motorcycles are fast."

"Riding a motorcycle instead of a car saves gas."

## **2.6. Implementing Moodle in Teaching and Learning Process.**

From the literature above; moodle for blended learning, moodle as a course management system, moodle classroom management, then the writer tries to describe how Moodle apply in Aesthetic-Efferent reading Comprehension Activities:

1. Teacher needs to train students to understand their role in a course so that they understand how to enroll, log in, and utilize moodle features



(Uploading and sharing material, Forum, quiz, and grade) in a course. Teacher tells students as course participant what they can do. Such as, students' enrolment procedures since students need to log in to a course to access contents and other material which administered by their teacher.

2. Teacher asks the students to practice for implementing Moodle features in computer laboratory. Then the teacher assists them. (Teacher needs to know that all the students really understand how to apply the moodle features in the teaching and learning process then).
3. In teaching and learning process:

#### **Pre-reading activity**

1. Students accesses activities in the Moodle Platform [www.smadapkp.sch.id](http://www.smadapkp.sch.id) (Online Activity)
2. Students answer simple questions from short story which they upload from the forum. In this activity, students try to express their idea, opinion or feeling related to short story individually in Forum. The following questions refer to the aesthetic reading comprehension: What do you think about the story? If you are the main character of the story, what will you do? Is the character of the story kind man/woman? Have you had the experience about the story? (Aesthetic Reading activity in face to face and online classroom).
3. After students post their answer, teacher tries to know the students' understanding about the text. (Ask them to translate the text, find the

difficult words). Then teacher facilitate them how to make the conclusion from the story. Furthermore, the teacher and students analyze the illustration of the content of the story so that the students will review their answers and check them.

4. Teacher asks some questions which relate to the teaching and learning process (Face to face classroom activity)

#### **Whilst-Reading Activity**

1. Students download the text belong to narrative text on [www.smadapkp.sch.id](http://www.smadapkp.sch.id) (Online Activity).
2. Students read the text given (Face to face classroom activity)
3. Teacher asks students to analyze the difficult words, key words from the text and understand the text. (During the understanding of the text , the teacher will assist them to know the communicative purpose, generic structure and language features of the text by underlying the sentences of the text)
4. Teacher assists the students how to apply the language features in the sentence (focus for the tenses which is used in face to face classroom activity)
5. Students give the idea, opinion, and their thinking relate to the story and their life experience (online activity)
6. Teacher gives the comments for their students' answer relate to the story above (Face to face classroom activity)

7. After conducting classroom discussion, the teacher and the students identify the understanding of the text and students answer the text given (Efferent reading Comprehension in Online Activity)

**Post-reading Activity**

1. Teacher and students conclude the discussion material together (face to face classroom activity)
2. Students do the exercises and quiz on [www.smadapkp.sch.id](http://www.smadapkp.sch.id) (online activity)
3. Students accesses moodle grade on [www.smadapkp.sch.id](http://www.smadapkp.sch.id) (online activity)
4. Then teacher accesses moodle grade on [www.smadapkp.sch.id](http://www.smadapkp.sch.id) (online activity)

### **III. METHOD**

This chapter describes methodology aspects of this study. The methodology covers research design, research site and participants, data collection procedures, and data analysis.

#### **3.1. Design**

This study used a qualitative approach that is considered appropriate to “explore attitudes, behavior, and experiences (Dawson, 2007: 15). Furthermore, according to Emilia (2009: 191), this study also refers to case study because “it is carried out in a small scale and a single case and it focuses on one particular instance of educational experience or practice.” The single case in this study refers to the implementation of moodle to support face-to-face classroom aesthetic-efferent reading comprehension activities.

Case study research design in this study, which seeks to present a complete description of a phenomenon within its context, refers to descriptive case study and also seeks to describe how moodle is implemented to support face-to-face classroom aesthetic-efferent reading comprehension activities where four moodle features (uploading and sharing materials, forum, quiz, and grade) are developed. Uploading and sharing materials as a media for the students to get the material

and assignment from the teachers. Forum facilitate students-students, students-teacher, and teacher-students online discussion. Next, quiz is developed by creating online self-marking multiple-choice mini tests and tests. Then, grade is developed by enabling course participants to view their reading comprehension performances by clicking grade toolbar in a course page. The processes of moodle features development are observed, analyzed, and interpreted to understand how the moodle facilitate students-students, students-teacher, and teacher-students discussion, and how the students attitude in utilizing those moodle features are to support face-to-face classroom reading aesthetic-efferent reading comprehension activities within its context. Moreover, classroom observations, interviews, questionnaires, are administered in this study.

Classroom observations, interviews, and questionnaire analyses in this study are aimed to get deeper understanding of phenomenon of utilizing moodle in blended learning from participants' point of view. The classroom observations, interviews, and questionnaires are employed as multiple source of evidence to allow for in-depth study.

### **3.2. Research Site and Participant**

The research site of this study was a Senior High School in Pangkalpinang, Bangka Belitung. The school was chosen as the research site since there has been moodle infrastructure. From the second grades at the school, there were seven classes from the second grade. Every class contains about thirty-one student. The students were assigned into three parallel classes of science major and four parallel classes of social major at the second years academic. Then, one group

from the three parallel classes of science major was assigned to be the research sample. The purposive sample was assigned to obtain the sample from the population in this case study research.

### **3.3. Data Collection Procedures**

The data collection procedures seek to describe how moodle facilitate students' aesthetic-efferent reading comprehension by forum, quiz, grade, and uploading and sharing materials are incorporated to support face-to-face classroom learning environment for reading aesthetic-efferent reading comprehension activities. The data collection in this study was based on main data from observations, semi-structured interviews, and questionnaires. All the data was transcribed and categorized to find central themes. Then, the data was interpreted in a condensed body of information in accordance with research questions and lastly conclusions could be drawn.

Furthermore, to answer the first research question, "How does moodle facilitate students' aesthetic-efferent reading comprehension activities in blended learning context? The writer obtained the data by class observations and interview. Class observations were administered for 90 minutes twice a week for approximately two months. Information was identified in class observations to get rid of information. In this study, the writer employed an observation protocol during the observation which covers: header containing information about the observational session, descriptive notes where the researcher records a description of activities and drawing of physical setting, and reflective notes was notes about the process, reflections on activities and summary conclusion about activities

development. In this study, the writer took an observation and gains the information when the students utilize the moodle in aesthetic-efferent reading comprehension activities in blended learning context.

This study employed participant observer and attempts to gain thorough description of two aspects. First, describing how moodle facilitate students' aesthetic-efferent reading comprehension activities, this was aimed to check the observation administered by researcher where observation notes were written immediately after each session.

Then, Interview in qualitative research seeks to describe phenomenon under studied and to portray meanings of central themes in the life world of the subjects. By having an interview, the central meaning of what the participants say can be portrayed that lead to central themes of the subjects' world lives. In other words, the main task in interviewing is to understand the meaning of what the interviewees say. The interview seeks to cover both factual and meaning level. The interviewer can track in-depth information around the topic. Furthermore, collecting, analyzing, and interpreting data from interviews in this study were done constantly moving back and forth until new information did not add to their understanding of a topic in this study.

Some students are considered as key participants "whose knowledge and opinions may provide important insights regarding the research questions," (Hancock & Algozzine, 2006) are interviewed to gain their inner perspective on how moodle facilitate aesthetic-efferent reading comprehension, and how are students attitude toward moodle in aesthetic-efferent reading comprehension.

There are ten students from the thirty-one are interviewed. As Kvale (1996: 102) states, “in current interview studies, the number of interviews tend to be  $15 \pm 10$ ,” by administering an interview guide or protocol since an interview is conversational that has a structure and purpose.

Every participant from the 10 key informants in this study was interviewed in certain place for approximately 15-minute every student once in two weeks while focus group discussion was administered twice during this study. The interviews are recorded by using recording interview data, audiotape, to avoid losing of valuable information and then “transcribed in order to categorize information into a coding scheme” (Hancock & Algozzine, 2006: 72). Moreover, doing an interview conducted by participant observer may lead to bias.

To minimize bias in verbal report, Emilia (2009: 199) states that removing possibility of verbal report to pleasant teacher as the researcher, who is also the interviewer; interviews are administered by another teacher who does not participate in teaching program. The interviews are administered in Bahasa Indonesia to allow students to express their ideas in more elaborated way two weeks after interviews in stage one by inviting a mid and a high achiever.

Second research question is how are students’ attitudes toward moodle in aesthetic-efferent reading comprehension activities in blended learning context? In this case, the writer obtains the data by class observation and questionnaires. Questionnaires were developed to describe students’ attitude toward moodle in this study. The questionnaires portray three componential viewpoints. They are cognitive component, which refers to participants’ ideas and beliefs in moodle, affective component, which refers to participants’ feeling and emotions toward



moodle, and behavior component, which refers to participants' action tendencies to moodle. As Allport (cited in Oskamp & Schultz, 2005: 9) states, "an attitude is a single entity but that it has three aspects or components: affective, behavioral, and cognitive."

The questionnaires in this study use range scale which is a 5-point for strongly agree to 1-point for strongly disagree. The definitions of each of the numeric value in the scale are reflected on the questionnaires to serve as a guide for the respondents while answering the paper.

Based on the structure of the questionnaire items above, the questionnaires portray three componential viewpoints. They are cognitive component, which refer to participants' ideas and beliefs in moodle, affective component, which refer to participants' feeling and emotions toward moodle, and behavior component, which refer to participants' action tendencies to moodle. The components of the questionnaires use in this study are in line with Allport (as cited in Oskamp & Schultz, 2005: 9)

The questionnaires used in this study portray two aspects, learning through moodle and technical aspects. The first aspect portray four sub-aspects; moodle facilitated learning process, moodle support outside learning environment, moodle is a new way in learning, and moodle support social interaction in learning process. Then, the second aspect of questionnaire in this study portrays three sub-aspects; accessing forum, quiz, grade and uploading and sharing materials. Each sub-aspect realize in to three questionnaires statements that portray students' attitude toward moodle for aesthetic-efferent reading comprehension activities, as will further be discussed in chapter four.

### 3.4. Research Procedure

In conducting the research, the research procedures covered the following steps:

1. Determining research problem
2. Determining the purpose of the research

The purposes of the research are:

- a. To describe how moodle facilitates students' aesthetic-efferent reading comprehension activities in blended learning context.
  - b. To describe how the students' attitude toward moodle in aesthetic-efferent reading comprehension activities in blended learning context.
3. Determining the research Participant

The participant of this research was the second grade of senior high school in Pangkalpinang-Bangka Belitung. The students were assigned into three parallel classes of science major and four parallel classes of social major. Then, one group from three parallel classes of science major was assigned to be research sample.

4. Observing the infrastructure of the school, especially the internet connection which supports the teaching and learning process by utilizing Moodle platform.
5. Preparing the instrument of the research. They were observation, interview and questionnaire. Observation is conducted during the students are taught by using moodle in aesthetic-efferent reading comprehension activity. Interview was conducted to get the depth information around the topic. 10 key informants in this study was interviewed in certain place for approximately 15-minute by using recording interview data, audiotape to avoid losing of valuable information and then transcribed in order to categorize information into coding scheme. Questionnaire was conducted to know the students attitude toward

moodle. Questionnaire portrays three componential viewpoints. They are cognitive, affective and behavior component (cited in Oskamp & Schultz,2005)

#### 6. Determining the way to collecting the data

The data collection in this study was based on main data from observation, semi-structure interviews and questionnaire. All data was transcribed and categorized to find central themes by data reduction, display data and drawing conclusion.

#### 7. Determining the way to interpreting the data descriptively

The last steps of the research procedure are interpreting the data in brief description and verification of the students' aesthetic-efferent reading comprehension toward moodle.

From the research procedure above, the writer expects the collecting the data could be accumulated for further analysis. Furthermore, the results of this study depend on how good the data is collected. The writer assumed that the result should have the criteria to have the trustworthiness of the data. The data should be valid and reliability. They are as the element of methodology not only for the qualitative but also in quantitative research. Furthermore, Setiyadi (2006: 222) states that there are four criteria in qualitative research which refers to trustworthiness, they are consistency, dependability, credibility and transferability”.

The term of consistency in qualitative research is used for reliability. It is also important because it deals with the consistency of the process and the result of the research. Reliability is more relate to how far the test or tool will give the same result even though the test will be given in the different time. The credibility

criteria involve establishing that the results of qualitative research are credible or believable from the perspective of the participant in the research. The perspective's purpose of qualitative research is to describe or understand the phenomena of interest from the participant's eyes; the participants are the only ones who can legitimately judge the credibility of the results. There is correlation between both of credibility and consistency in qualitative research. If credibility aspect has fulfilled, there is not important to see consistency aspect or vice versa.

The term of dependability is used instead of reliability. In qualitative research, reliability is also important because it deals with the consistency of the process and result in the research. The process of the data are collecting and analyzing phases of the research, furthermore the procedure of the research must be consistent. Consistent is meant that description or information must be consistent even though the test will be tested in different time.

The term of credibility is used instead of validity and it refers to confidence in truth-value of the result finding. Triangulation is useful to improve the aspects of authenticity and credibility of the collecting the data. According to Setiyadi (2006:246), there are six types of triangulation. They are time triangulation, place triangulation, theory triangulation, method triangulation, investigator triangulation and methodology triangulation. In this study, the researcher uses the methodology triangulation which means using different methods; they are observations, questionnaire and interview.

Then transferability refers to the extent to find the data of the study. It can be generalized or applied in certain condition. It is meant that the study will conduct the specific research. Transferability refers to the degree to which the

results of qualitative research can be generalized or transferred to other contexts or settings. From a qualitative perspective transferability is primarily the responsibility of the one doing the generalizing.

Validity in qualitative research refers to the result of observation, interview and questionnaire which produce data. In this study, to obtain the strength validity and reliability, the researcher will collect the data by observation, interview and questionnaire.

### **3.5. Data Analysis**

The data analysis is process to analyze the data. The data are collected from the observation, interview, and questionnaire. The data analysis is conducted to make the understanding of the data and present the result finding to the readers. The data analyses are conducted by using the procedure which is suggested by Miles and Huberman (1992: 16). The procedures include three stages. They are data reduction, data display and conclusion/data verification. The Procedure of the stages discussed below.

#### **3.5.1. Data Reduction**

Data reduction is the process how the data is obtained. Miles and Huberman (1992) state that data reduction refers to the process of selecting, focusing for the simplifying the data, abstracting and transforming of raw data from the field notes which obtain from class observation, semi-structure interview and questionnaire. In data reduction, the researcher forms the group of the data by choosing the important matter and classifies the data from the research questions.

The result of the data reduction is a number of selected data in aesthetic-efferent reading comprehension toward moodle. During the process of collecting the data, the researcher will do the summarizing, coding, and classifying the data base on the study purpose.

### **3.5.2. Data Display**

Data display is the collection of information which is arranged systematically, it can give the possibility to draw conclusion and take the action (Miles and Huberman, 1992). The data write in narrative text form to describe students' aesthetic-efferent reading comprehension toward moodle. In this study, the researcher analyze the data in order to find how does moodle facilitate students' aesthetic-efferent reading comprehension in blended learning context and students' attitude toward moodle in aesthetic-efferent reading comprehension by consulting and checking the data.

### **3.5.3 Conclusion/Data Verification**

The third important stage is drawing conclusion and verification. The writer draw conclusion and verification base on the result of data. In collecting the data, the researcher tries to catch the meaning and interpret them into proposition base on the theme of the research, then draw the tentative conclusion while having the some verification. Verification is needed for drawing conclusion meanwhile the researcher consults with some experts and colleagues to draw the conclusion. The stages of this analyzes should be interactive to each other to reach the data verification.

### **3.6. The Process to Analyze the Data**

The process of data analysis includes three aspects. They are processing of data observation, interview, and questionnaire which those are described below.

#### **3.6.1. Analysis of Observation Data**

Analyzing data from observation, there are three main points applied in this study, as follow:

First, observation notes that are written by co-observer, one teacher who works at the same school is invited to observe the class, are classified, analyzed, and interpreted to find pattern of themes that emerged during and after the data analysis in accordance to research questions. Moreover, Miles & Huberman (1984: 15-18) suggest that “data reduction, data display, and conclusion drawing/verification” are used in analyzing data from observation. Data reduction involves focusing, simplifying, abstracting, and transforming the raw data that appear in written-up field notes, data display is an organized assembly of information that permits conclusion drawing and action taking in the form of narrative text, and conclusion drawing/verification involves deciding what things mean, patterns, explanations, possible configurations that conclusions appear until data collection is over.

Second, information from observation is identified to get-rid of information “to shed light on possible answers to the research questions.” Then, observation sheet contains a list of features to be addressed during particular observation such as “time/date/location of the observation, names/positions of persons being

observed, specific activities and events related to the research questions of person being observed, and initial impressions and interpretations of the activities and events under observation” (Hancock & Algozzine, 2006: 46).

### **3.6.2. Analysis of Interview Data**

Analyzing data from interview, three stages of data analysis are administered. They are transcribing, categorizing, and interpreting. According to Kvale (1996:163), “interviews are today seldom analyzed directly from tape recordings. The usual procedure for analyzing is to have the taped interviews transcribed into written texts.”

Furthermore, the written texts of data from interviews are analyzed and categorized to find central meaning of what the participants’ says. In this study, written texts data from interviews are transcribed, categorized, and analyzed into themes which “long statements are compressed into briefer statements in which the main sense of what is said is rephrased in a few words,” (Kvale, 1996:192). Furthermore, one category to another is compared to attain a related conclusion that would then be selected as the final data in form of condensed body of information.

### **3.6.3. Analysis of Questionnaires Data**

Analyzing data from questionnaires which is a 5-point for strongly agree to 1-point for strongly disagree, as a part of data triangulation, is described and interpreted by using Likert Scales.



Furthermore, the questionnaires, which are portrayed the students' attitude toward moodle in terms of blended learning, are formulated into three categories (positive, uncertain, and negative) as suggested by Azwar (2012) to support data from observation and interview. The description of data analysis from questionnaires, students' attitude toward moodle per category and whole category, is described, as follow:

- a. The categories of students' attitude toward moodle per aspect

Table 1. The categories of students' attitude toward moodle per aspect

Categories	Range of Scores
Positive	> 260
Uncertain	130 - 260
Negative	< 130

- b. The categories of students' attitude toward moodle the whole aspect

Table 2. The categories of students' attitude toward moodle the whole aspect

Categories	Range of Scores
Positive	> 1820
Uncertain	910 - 1820
Negative	< 910

The data above shows that there were two aspects: per-aspect and whole-aspect. Data questionnaires from per-aspect portrayed students' attitude toward moodle for aesthetic-efferent reading comprehension activities for each sub-aspects

(7 sub-aspects) separately. Then, data questionnaires from the-whole aspect described students' attitude toward moodle for aesthetic-efferent reading comprehension activities in one unity, as will further be discussed in chapter four.

To sum up, this research is qualitative which conduct to describe how to integrate moodle in aesthetic-efferent reading comprehension in blended learning context. The research participant was second grade of senior high school in Pangkalpinang. There were 31 participants as a sample to conduct the research. Observation, semi-structure and interview employ as methods for collecting the data. Moreover, the writer analyzed the data base on the three stages: data reduction, data display and conclusion/verification.

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

Based on the research results and discussion for the two research questions proposed in chapter one, this chapter points out the conclusion and recommendation, as follow:

#### **5.1. Conclusion**

Considering all data gathered after finishing the research which had been held in one of Senior High Schools in Pangkalpinang, this study has drawn up some conclusions. They are as follows:

1. It is found that four moodle features (Uploading and sharing material, Forum, Quiz, and Grade) are developed for aesthetic-efferent reading comprehension activities to facilitate students to understand the text. By accessing the moodle features, students have the opportunity to understand the text easily. Since they are able to discuss in forum discussion. It means that moodle helped students comprehend aesthetic-efferent texts in learning process, moodle supported outside classroom learning environment, incorporating moodle to support classroom aesthetic-efferent reading comprehension activities was a new way in

learning English, moodle supported social interaction among students-students, students-teacher, and teacher-students.

2. Learning literature for students' aesthetic-efferent reading comprehension was enjoyable for the students since the teaching and learning process used the technology which is moodle. Moodle is a new way for learning English especially in literature for students' aesthetic-efferent reading comprehension. Teacher is able to manage and control the teaching and learning process by moodle. Especially in forum discussion and quiz since there are significant correlation using moodle in aesthetic-efferent reading comprehension activities and student's achievement (grade) in the study. By integrating moodle in teaching and learning moodle literature can answer the problems for the teachers in teaching literature at the classroom.
3. Moodle features which used in the study showed that they gave the contribution in teaching and learning process especially in forum discussion. It was enjoyable for students in forum and they were willing to give their opinion, feeling and experience toward the text. By integrating moodle in aesthetic-efferent reading comprehension gave contribution in teaching and learning process. Then, in process of the teaching and learning activities, students are able to speak English meanwhile they need to share their opinion, feeling and experience toward the text in aesthetic reading activities. It shows the students were enthusiast to speak English.

## **5.2. Recommendation**

Based on the conclusion of this research, here are some following suggestions proposed by this study as the consequence by integrating moodle to improve the Senior High School students' in Aesthetic-efferent reading comprehension activities.

This study investigates four moodle features (Uploading and Sharing materials, Forum, Quiz, and Grade) from at least six moodle features. Further research is recommended to investigate the other two moodle features (chats, and gathering and reviewing assignments) for aesthetic-efferent reading comprehension activities. In addition, it is also worth investigating moodle implementation in terms of blended learning for other subjects taught at school.

This study also proposed some suggestions with regard to the practical of English Language Teaching (ELT), i.e. for teacher, school, and government.

For teacher, by integrating moodle to support face-to-face classroom aesthetic-efferent reading comprehension activities; teachers need a site administrator. Teacher also considers which part of learning materials and instructions are put and accessed online, what activities are administered on face-to-face classroom activities, and what the teaching and learning methods are appropriately used for the senior high school level in learning literature.

For school, school plays an important role in determining the success of integrating moodle to support face-to-face classroom in aesthetic-efferent teaching learning activities. School need to prepare the suitable infrastructure to support the teaching and learning process, especially for internet connection.

For government, administering blended learning in this study is constrained by limited infrastructure and internet connection. Therefore, government together with school provides infrastructures to support the teaching and learning process by integrating moodle as one of the technology media.

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