

**THE EFFECTIVENESS OF USING E-LEARNING MOODLE FOR
HOMEWORK IN IMPROVING READING ABILITY OF GRADE X
STUDENTS OF SMAN 4 PADANG**

Submitted as a partial fulfillment of the requirements to obtain strata one (S1) degree

THESIS



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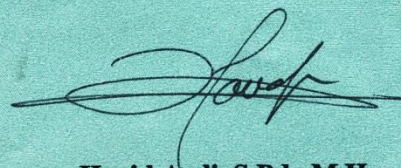
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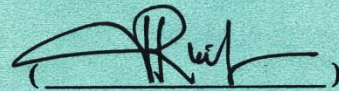
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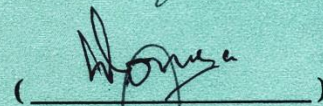
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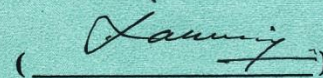
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ABSTRAK

Etry Suwandi. 2013. "Keefektifan Penggunaan E-Learning Moodle Untuk Pekerjaan Rumah Terhadap Kemampuan Membaca Siswa di Kelas X SMAN 4 Padang." *Skripsi*. English Department. Faculty of Languages and Arts. State University of Padang.

Penelitian ini bertujuan untuk melihat keefektifan penggunaan *e-learning Moodle* untuk pekerjaan rumah terhadap kemampuan membaca siswa di kelas X SMAN 4 Padang. Penelitian ini dilandasi oleh fakta bahwa masih rendahnya kemampuan siswa dalam membaca teks *monologue*. Hal tersebut dapat dilihat dari nilai ujian semester ganjil siswa sebelumnya yang kebanyakan di bawah KKM (Kriteria Ketuntasan Minimal).

Penelitian ini merupakan eksperimen semu untuk menguji pengaruh *e-learning Moodle* untuk pekerjaan rumah siswa terhadap kemampuan membaca siswa. Desain penelitian ini menggunakan *Posttest-only control group design* yang diberikan kepada grup eksperimen dan kontrol untuk memperoleh data. Populasi penelitian ini adalah siswa kelas X SMAN 4 Padang tahun ajaran 2012/2013. Sampel dari penelitian ini diambil dengan menggunakan teknik *cluster random sampling* sebanyak enam puluh empat siswa. Dari sepuluh kelas populasi didapat dua kelas sampel yaitu kelompok eksperimen (X7) dan kelompok kontrol (X10).

Pengumpulan data dilakukan dengan melaksanakan tes berupa teks bacaan *narrative*, *descriptive*, dan *news item*. Pos-tes diberikan setelah perlakuan pada kelas eksperimen. Data kemudian dianalisa dengan menggunakan uji – t. Hasil penelitian menunjukkan bahwa nilai rata-rata kelas untuk kelas eksperimen sebesar 81,25 dan kelas kontrol sebesar 73,375. Hasil uji – t penelitian adalah 2,833 sedangkan tabel – t adalah 1,999 dengan taraf signifikansi 0,05. Ini berarti bahwa nilai uji – t lebih tinggi daripada tabel – t sehingga hasil kemampuan membaca siswa dalam penelitian ini diterima karena adanya perbedaan yang signifikan antara penggunaan *e-learning Moodle* dengan LKS (lembar kerja siswa) untuk pekerjaan rumah.

Dengan demikian dapat disimpulkan bahwa penggunaan *e-learning Moodle* untuk pekerjaan rumah lebih efektif dalam meningkatkan kemampuan membaca siswa dibandingkan dengan menggunakan LKS.

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Padang, June 2013

The writer

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CHAPTER I

INTRODUCTION

A. Background of Problem

Reading skill is one of the ways to make people able to share ideas, opinions, or arguments on what they see, feel and think and to express them into such a good communication. Hence, reading is one of the four English skills that become the standard competency of curriculum the teacher must design teaching and learning activities to explore students' skill in reading in order to obtain instructional purpose. By having a good ability in reading, students will get information easily. In this case, the teacher must attempt hard to drill and stimulate students' abilities including their motor skill, intelligences, creativity, strategy, and interest by giving learning material, media, or activities that challenge them.

In English curriculum is clarified that reading skill is understanding the meaning in various types of written interactional and monolog text such as descriptive text, narrative text, procedure text, report text, news item text, spoof text, explanation text, discussion text, and review text. Each of those monolog texts has their own characteristic that differentiates one with another. Three types of the texts which are taught in the first grade of senior high school are narrative text, descriptive text, and news item text.

In the process of learning the text, there are some obstacles can be faced the students. The result of the observation conducted in SMAN 4 Padang reveals that the

students' ability in reading is still low. It can be seen from the average score that the students' got in final examination in first semester. There are ten classes of grade X at SMAN 4 Padang, the score are class X1: 58.45, class X2: 62.15, X3: 59.35, X4: 55.48, class X5: 64.10, X6: 61.81, X7: 60, X8: 62.45, X9: 65.23, X10: 60.44. All average scores of the classes did not indicate satisfying achievement which is still under KKM (minimum standard) that is 76.

There are several causes that make students' ability in reading is low. First, students were less motivated in reading. It is because they did not know what exactly the purpose of reading and how to read it in good way. Moreover, the reading topics that were choose often not familiar and not interesting to the students. In other way, the students need a new strategy in reading, not a conventional strategy as they have got.

Second, most of the students thought that reading was difficult, since they did not have enough vocabulary. Vocabulary is an important part in reading especially for the foreign students which can help them to comprehend the texts. Bakke (2010: 27) says that to become a good reader the reader is crucial with a large vocabulary. To expand one's vocabulary is crucial to be able to read well. The "inter-connection" between vocabulary and reading implies that both vocabulary instruction and reading instruction is essential in building good readers.

Third, the students rarely use their prior knowledge of the previous experience. They only thought what information they were going to read rather than related their background knowledge of the text. It makes the students difficult to

guess what the text will tell them about. Cadena (2006: 35) states that the students read the text without their background knowledge. It makes the students have no interaction with the text. Student's background knowledge actually influences their reading comprehension.

In teaching reading, especially monologue texts, the teacher needs to give the students the text continuously. It will be a good chance for students to increase their numbers of reading to build their reading ability. To solve this problem, the teacher should be able to provide amount of the texts to be delivered to the students. One of the ways to delivered amount of the texts is by giving homework to the students. Therefore, the teacher has to use an appropriate medium to be applied in giving homework to the students.

Homework is one of the activities to improve students' learning ability in reading. Homework can be an assignment the teacher gives to the students which should be finished in particular time outside the classroom. It can influence students to practice their language skill for preparation before and after learning activity in the classroom. Giving homework for the students can enhance their ability in English, attitudes toward school, and perception learning can take place outside of formal schooling (Queensland government : 2004).

Students' worksheet or *Lembar Kerja siswa* (LKS) is one of the media for homework to the students. The LKS that the students use were still in printed technology shape. Besides of providing various form of assignments, in the LKS also available summary of the lesson. However, the students' worksheet has some

weaknesses such as it is not interactive media so that tend to be used passively, it is presenting inflexible, and it is difficult to give the feedback.

From that situation, the teacher should create a new appropriate medium to lead students to learn at home. One of media can be used by the teacher to manage students in learning at home by them self, with teacher guideline, is by using MOODLE (Modular Object-Oriented Dynamic Learning Environment). Moodle is e-learning software which is also known as Learning Management System (LMS). The teacher can build a worksheet for homework and give the students instruction online. It is very useful because the considerable of increasing need of internet in the school.

Some advantages of this media are quickly responded that make the students know the score they get and whether their answer wrong or right, the information that the students want to know is rapidly delivered, and the exercises are easy to be done. Moreover, the students can re-attempt the exercises that available in Moodle as much as they want to get the better score. So, the students can understand the text and improve their reading ability.

Based on the background above, the researcher is interested in studying the student's achievement and attractiveness in giving homework using e-Learning software by using Moodle application on some monologues texts. This media needs to be studied in order to achieve those purposes. This study will be conducted on the first grade students of SMAN 4 Padang year 2012/2013.

B. Identification of the Problem

Based on the background of the problem above, there were some problems faced by the students in learning reading the text. First, students were less motivated in reading. They did not know their reading purpose and how to read in good way. Second, students thought that reading was difficult because they did not have enough vocabularies. Third, the students rarely use their background knowledge while reading a text.

Besides, the media the teacher used in learning, especially the media in giving homework for the students was the conventional media which was not interactive media so that tend to be used passively, it is presenting inflexible, and it is difficult to give the feedback.

C. Limitation of the Problem

There are many kinds of media that can be used in giving homework to the students such as books, paper-based homework, and computer and internet-based homework. This research problem is limited on the effectiveness of using e-Learning Moodle as a computer and internet-based media in giving homework in improving students' reading ability. The researcher will conduct this treatment at grade X of SMAN 4 Padang.

D. Formulation of the Problem

Based on the identification and the limitation of the problems above, the problem of this research is formulated as follows: “Is e-learning Moodle homework more effective than paper-based homework in improving students’ reading ability of first grade of SMAN 4 Padang?”

E. Hypothesis

Hypothesis of the research will be in form of an invalid and alternative hypothesis as the following:

H₀: There is no significant difference on students’ achievement and reading ability between the students who are given e-learning Moodle for homework and those who are given paper-based homework.

H₁: There is a significant difference on students’ achievement and reading ability between the students who are given e-learning Moodle for homework and those who are given paper-based homework.

F. Purpose of the Problem

The aim of this research is to determine the effectiveness of using e-learning Moodle for homework in learning reading skill for students grade X SMAN 4 Padang.

G. Significance of the Research

The researcher expects that this study will give useful contribution to the English teacher about using e-learning Moodle for homework toward students' reading ability of first grade students of SMAN 4 Padang. Moreover, this media will help teacher to face internet era and capable in operating computer in teaching.

H. Definition of Key Words

1. Reading ability: Reading ability is the reading comprehension skills of a reader.
2. Homework: Homework is a further form of learning in the class at the formal school which is used for the students to practice more the study that they got from the class.
3. E-learning Moodle: Moodle (Modular Object-Oriented Dynamic Learning Environment) is e-learning software which is also known as Learning Management System (LMS). MOODLE application will be used in this research is MOODLE version 2.0.1.



CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After analyzing the data and discussion of the research, the result shows that the use of e-learning Moodle for homework is better than use students' worksheet. It has been approved statistically by the calculation of t-test of significance (α) 0.05, is got $t_{\text{calculated}} = 2.883$ and $t_{\text{table}} = 1.999$. The result of the calculation indicated that $t_{\text{calculated}}$ exceed the t_{table} , it shows that there is a significance difference students' reading ability between the students use e-learning Moodle and use students' worksheet for homework. It can be seen from means of two classes, mean of the class use e-learning Moodle is 81.25 and mean of the class use students' worksheet is 73.375. It means that e-learning Moodle is more effective than students' worksheet for students' homework media.

B. Suggestions

Based on the research findings that have been explained, the researcher has some recommendations as follow:

- 1) The teacher should use e-learning Moodle as a media to support students' homework.
- 2) Students can use e-learning Moodle as an alternative source in increasing motivation and competence.

- 3) In using e-learning Moodle, teacher has to prepare the exercise well. To provide e-learning Moodle technically, the teacher should be given seminar in organizing this media.
- 4) The government should allocate the cost for this technology, since the implementation of technology and internet in the education.

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