

**Features of a Moodle-site for Teaching How to Write Narrative
Texts: A Case Study at the Eighth Grade Level
of a Junior High School**

A Thesis

Submitted in Partial Fulfillment of the Requirements for the Master's Degree in
English Education



By:

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**ENGLISH EDUCATION PROGRAM
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2014**

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Oleh
Bambang Widyanarko

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Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Magister Pendidikan (M.Pd.) pada Sekolah Pasca Sarjana

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Title : Features of a Moodle-site for Teaching How to Write Narrative Texts: A Case Study at the Eighth Grade Level of a Junior High School

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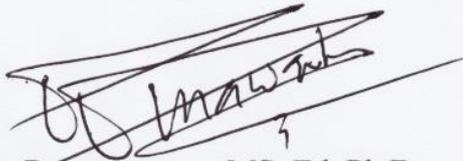
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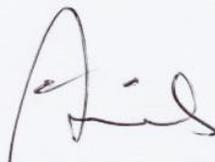
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DECLARATION

I hereby declare that this thesis entitled:

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is my original research work, and that all the sources that I have used and quoted have been acknowledged by means of complete references.

Bandung, June 2014

Bambang Widyanarko

PREFACE

Modular Object Oriented Dynamic Learning Environment (MOODLE) has been acknowledged as a useful tool to create engaging online learning activities. Researchers around the globe demonstrate the ease-of-use and the flexibility of Moodle-sites; some even try to convince that Moodle is effective for enhancing language learning. These accounts intrigue the researcher of this present study to explore Moodle features and share the knowledge gained from this process.

On the other hand, one of the challenges in teaching writing to the eighth grade students of junior high school is that the need more practice and involvement during the creative process. Interestingly, most of the students in this study are found to be active Internet users. While some educators feel concerned with the negative effects of online social-media activities of our students, why not use Internet for learning?

This thesis demystifies Moodle and provides information about its features to create not only engaging language learning activities but also relevant learning stages in accordance with the curriculum used. Although other variations or suggestions about any type of settings may exist, the learning structure described in this study can inspire other teachers to create more Moodle-sites. As a part of professionalism, teachers are expected to be able to use ICT in their teaching. Using Moodle in creating web-based language learning activities is one of the alternatives to such requirement.

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ABSTRACT

This study aimed at describing the features of a website developed using the Modular Object Oriented Dynamic Learning Environment (MOODLE). The Moodle-site (www.widyanarko.com) provides data for the qualitative web document analysis. This exploration was expected to provide understanding on what features a Moodle-site has and how these features can be customized for enhancing the process of learning in the context of users (eighth grade students of junior high school), content (writing the narrative text), and learning theory (the genre-based approach). This presents study reveals that Moodle has an abundant of features that are useful for site administration, user administration, and course administration. In creating activities for teaching to write narrative texts using the genre-based approach, the website applied a number of customized modules. The Building Knowledge of the Filed (BKoF) stage employed the Quiz and Book Modules. Later in the Modeling of the Text (MoT) stage, the Lesson and Quiz Modules were applied. In the Joint Contruction of Text (JCot), the Collaborative Wiki was used, and for the Independent Construction of Text (ICoT), the Individual Wiki was used. This study demonstrates, through specific examples, particular Moodle features that support learning activities in the given context.

Keyword: Moodle features, teaching EFL writing, genre-based approach, narrative text

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