

CHAPTER I

INTRODUCTION

A. THE BACKGROUND OF THE STUDY

Language is a complex phenomenon whose meaning depends on where and when it is used. English is an international language. English is in international languages and culture all over the world. Hence, in Indonesia English is the important things that belongs to compulsory subject in all education level and taught from kindergarten till university level. English also is a subject that determines graduating of every student of school in final examination. So, it is big responsibility of every English teacher.

In learning English. there are four skill that must be mastered, is listening and reading as receptive skills. speaking and writing as productive skills. Naturally many learners can comprehend receptive skills first. but when they are emphasized to produce the language, they have the difficulties

Writing is a form of thinking. It certainly is not the only form of thinking. Our brains process ideas in different ways: mathematically, musically, and visually. But our use of language is

the basis of all thinking, and it is what makes us distinctly human. allow us to share ideas, pass on knowledge, engage in debate and advance our understanding of the world. In college, writing is the vehicle through which we learn new ideas and share them with one another¹

According to the basic competence in the Senior High School curriculum, in learning writing, Students are expected to write some texts for example letters, short messages, greeting cards, monologs such as descriptive, , narrative, procedure and report texts. To produce those writing products, especially monologs, students have to follow the writing steps.

In fact, most students hardly ever follow the writing stages in their writings. They often copied texts from the students who were good at English subject. Sometimes they just rearranged jumbled sentences given by the teacher or taken from the textbooks.

In this opportunity a writer had observed Yudi Setiadi S.S as an English teacher at SMAN 1 Baros about the teaching English process and difficulties of teaching English. Yudi Setiadi said that the teachers always teach the students by old method as like

¹ Luis A. Nazrio, Deborah D. Borchers, William F. Lewis, *Brides to Better Writing* (Boston: Wadsworth, 2010), 5.

talkative method or sometimes they teach the students at language laboratory to listening skill, but the teachers never teach they students about writing. It means the students never practice their writing a long English teaching process. Except explain about the teaching english process Yudi Setiadi explain about the difficulties in teaching English and the difficult in teaching English the students feel not confident to write. The difficulties of write are,

1. Students low ability in writing
2. Students never practice their writing
3. Students have not a good vocabularies
4. Students feel not confidents in writing

In fact, the teacher at SMAN 1 Baros only use old method as Talkative method when teaching the students specially in teaching English. The teachers only order the students to read the material and answer the question about the material. There is not a good interacts between student and teacher. This condition can make students bored.

Based on problem what we can see about teaching English. The writer feels, Teachers have to improve creativity of the techer

in teaching english. In this opportunity the writer chooses Moddle technique to help student student on their writing ability.

MOODLE is a compatible e-learning application to be used for teacher, It is designed for teacher not for the programmer. Teacher should not have to master in programming for working with MOODLE. Moreover, there are many sources that the teacher can find from the internet to operate it. Sasikumar clarifies that Moodle is easy to use². When teachers want to edit something, there is edit mode feature available on the same screen. Teacher will directly get the screen by typing the menu in the item the teachers want to edit.

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 del vered, and the exercises are easy to be done, Further, Sasikumar stated that Moodle can be used as the medium for communication, collaboration, content hosting, and assessments³. which offers some facilities such as:

2. ² M. Sasikumar, *Moodle Your Way to E-learning*, (Mumbai: CDAC, 2008),

³ M. Sasikumar, *Moodle Your Way to E-learning*, 1.

1. Teacher can post study material – downloaded files, web links, own notes and articles, videos, etc – for anytime anywhere access by the students. It is generally possible to check if and when students have accessed these materials.
2. Announcements and calendar online
3. Assignment posting, submission, and evaluation with feedback can be done online. Rich control is often possible to restrict what can be submitted and when.
4. Encourage student-student interaction, discussion of issues, etc through discussion boards and chats.
5. Keeping track of student performance and grades.

Moreover, the students can re-attempt the exercises that available in Moodle as much as they want to get the better score. So that, the students can understand the text and improve their writing ability.

Because of the reasons above, e-learning Moodle software will be used. This study is going to investigate whether e-learning Moodle for study can give a significant effect on the students' writing ability or not. Therefore, the researcher wants to conduct a

research about the effectiveness of using Moolde on students writing descriptive text at first grade of senior high school 1 Baros.

B. Identification of the Problem

Based on the background of the study above and the observation in the field, it could be found that there were some problems in English teaching and learning, especially in teaching and learning writing skill at class X of SMAN 1 Baros. They came from students and teacher's factor.

One of the factors coming from the students was concerning with students' low motivation. It could be seen from the situation in the classroom. Many of them did not do the homework, some of them looked sleepy, doodling, day-dreaming, yawning, and did not pay attention to the teaching and learning process. Besides, students' ability in writing was low. It could be seen from their writing products. Some students even asked the teacher in sundanese about what they should write and what language they should use. In writing, they often lacked vocabularies, had a lot of mistakes of spelling and choice of words, and lacked ideas. Moreover, they were reluctant to bring dictionaries. In the class which contains 40 students, there are only about 5 female students

who brought dictionaries. When observation was being done, there was an announcement from the loudspeaker in the class about the school activities, and the students became noisy and talked about the announcement. They ignored the teacher and this needed more time to lead the students into the lesson again. So, it could be seen that the students' attention was easily distracted.

Meanwhile, the factors coming from the teacher were that the teacher used a conventional media such as textbooks and student worksheets, and the teacher used techniques which were not quite interesting for the students. He just gave tasks and students were asked to do the tasks. So, it looked like only testing activities. Actually, the teacher is humorous, but the students often paid attention on the jokes only, not the lesson. Even the students made jokes with their friends.

Furthermore, the writing skill has small portion in the teaching learning process. The most taught skill is reading. So, the students had less practice in writing.

C. Limitation of the Problem

From the identification of the problems that occurred in class X of SMAN 1 Baros above, it can be seen that there were many problems related to the students' achievement in learning writing. So, it is impossible to solve all the problems. Therefore, this research limited the problems in the media used to improve students' ability in writing. The media used were moodle. The writing products were limited in the short texts. The limitation was based on the discussion between the researcher and the English teacher of the class, because writing was the most difficult in English lesson, especially writing short texts.

D. Formulation of the Problem

Based on the background and identification of the problem, the writer would like to formulate the problem in this paper as follows: "How can moodle improve students' ability in writing descriptive texts at class X of SMA N 1 Baros in the academic year of 2017/2018?"

E. Objectives of the Study

Based on the formulation of the problem above, this study was aimed at improving students' ability in writing descriptive texts using Moodle at class X of SMAN 1 Baros in the academic year of 2017/2018.

F. Significance of the Research Findings

1. For students, this study was expected to be a motivation to improve their ability in writing short texts. Besides, the teacher implementation of this study can ease them in writing Short texts, so that their ability in writing will be improved.
2. For teachers, this study is expected to be one input to improve their teaching strategies especially in teaching writing.
3. For the researcher, this study is expected to be a great experience to face the future when she becomes a real teacher.
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