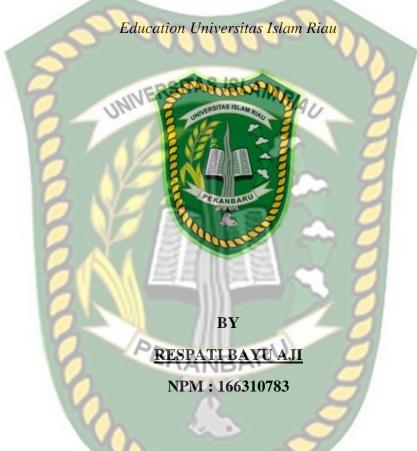# AN ANALYSIS OF INTENSIVE READING LEARNING PROCESS ON MOODLE AT THE FIRST SEMESTER OF ENGLISH EDUCATION FKIP UIR PEKANBARU

A THESIS

Intended to Fulfill One Requirements for the Award of Sarjana Degree In English Language Teaching and Education Universitas Islam Riau

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ABSTRACT

Respati Bayu Aji (2021) : An Analysis of Intensive Reading Learning Process

**on Moodle at the First Semester of English
Language Education FKIP UIR Pekanbaru**

The aimed of this research was to know the intensive reading process through moodle application. This kinds of this research was qualitative research that used the questionnaire as the instruments of this research. The researcher conducted the research at the first semester students by distributed questionnaires included six indicators to obtain the students' process in intensive reading. First, experience interactivity in the learning moodle. Second, experience of the value of help and feedback in the learning. Third, experience of the learner centeredness while using the learning moodle. Fourth, experience the adaptation to individual preferences. Fifth, authenticity of the learning moodle. Last, experience of other benefits while using the learning moodle. The result can be concluded that the activties or the process used in intensive reading by using moodle were the lecturers and the students did the discussion, asking and giving questions then giving feedback. Overall, the students gave the positive respons in intensive reading process by using moodle.

Keywords : Moodle, Intensive Reading

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CHAPTER I

INTRODUCTION

1.1. Background of the Problem

Increasing technology in this era of globalization can be applied to the world of education as more sophisticated and sophisticated facilities to facilitate the learning process. Here the importance of technology is always followed by its development. The use of technology is proven to increase student interest in learning because it has a more attractive appearance so that it will avoid feeling bored during the lesson. As in Indonesia, most schools still do not use technology in education. The meaning of learning technology is an application or media that has been designed in a modern way and is used as theory and practice in learning, as a learning resource. Currently, the technology that is widely used in education is information technology. The information used for learning media can have a positive impact on students, they can more easily find the information needed during the learning process. The media that can be used is to provide computers and the Internet in each school.

At this time, online learning is no longer a new thing for teachers and students. Online learning makes it easier for students and teachers in the learning process. Teachers / lecturers make it easy to provide material using applications and students can access the material without time restrictions. In other words, it can be interpreted that there is no reason for students not to take part in learning wherever and whenever they are.

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Furthermore, Online learning is a form of distance learning or distance education, which has long been a part of the American education system, and it has become the largest sector of distance learning in recent years (Bartley & Golek, 2004; Evans & Haase, 2001). It means that the teachers and students meet through online media. Then, there are many kinds of online learning media. They are *google classroom, quiziz, quiper, blended learning, moodle, ect.*

In this research, especially in English Department, the students at the first semester used moodle as online learning media in reading subject. Moodle (Modular Object-Oriented Dynamic Learning Environment) is basically an Open Source e-learning platform. Moodle is a Course Management System (CMS) - a software package designed to help educators to create quality online courses. Such e-learning systems are sometimes also called Learning Management Systems (LMS) or Virtual Learning Environments (VLE). Moodle presents an excellent platform for resources and communication tools. It was created by Martin Dougiamas, a computer scientist and educator who deeply believes that a CMS should be created by an educator and not by an engineer.

Moodle is a learning management system that is designed to help teachers or lecturers create an online classroom setting with opportunities for rich interaction and collaboration with their students. Moodle contains various design aspects that allow instructors and students to interact, collaborate, and experience online learning in exciting multiple ways. Moodle can be used to supplement onground courses or can be used to host completely online courses. The Moodle Course Management System can provide teachers with a powerful set of tools to

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create and manage courses, course content, course materials, track student attendance and performance through tests, and administer quizzes, assignments, and surveys provides a platform to create a forum for interaction between students and teachers and between students also. Moodle is designed so that universities, community colleges, schools, businesses, and even individual instructors can utilize the benefits of web technology as a supplement to traditional classrooms.

In developing its application for distance learning, the Moodle application offers three versions that can be used by its users. The types of moodle are moodle.com, moodle.org and moodlecloud.com. In the learning process, lecturers in the intensive reading course choose moodlecloud.com in carrying out distance learning. This is the favorite version of Moodle. In using this platform, users or admins / lecturers can build their own online learning sites for free. Then the learning material will also be easily accessible because it is stored on the Moodle server. And this platform can be installed for free via a smartphone. Therefore, researchers are interested in researching the intensive reading learning process using a moodle cloud **"An Analysis of Intensive Reading Learning Process on Moodle at the First Semester of English Language Education FKIP UIR Pekanbaru"**

1.2. Statement of Problem

Online learning is the most popular form of distance education. Within the past decade it has had a major impact on postsecondary education and the trend is only increasing. Online learning is education that takes place over the Internet. It is often referred to as "e-learning" among other terms. However, online learning is

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just one type of "distance learning" the umbrella term for any learning that takes place across distance and not in a traditional classroom.

Online learning refers to instructional environments supported by the Internet. Online learning comprises a wide variety of programs that use the Internet within and beyond school walls to provide access to instructional materials as well as facilitate interaction among teachers and students. Online learning can be fully online or blended with face-to-face interactions

In online learning, not all students can accept this learning presence. Based on observations with the students who have faced online learning, there are several by problems faced students. The problems faced by by students are, first, the learning explanation is not too clear and detailed, so there were some students cannot understand it. Secondly, some students said that this learning is very costly, because students must use large internet quotas to be able to connect in online learning sites. Third, the learning is very short, so students do not have the opportunity to ask questions about material that they do not understand. Thus, based on the problems, can be concluded that online learning still not effective by the students.

However, some previous studies; Ragan (2015), Carolan (2015), Nosseir (2009) stated that the online learning was efffective in teaching and learning process. The success or failure of a learning can not be separated from the collaboration of teachers and students in the success of learning. Considering to the previous studies, the teacher and lecturers did the appropriate process in teaching online learning. It can be reasons and gap in conducting the research,

because despite the many problems faced by students in online learning, but, the learning can be overcome by the teacher. Therefore the researcher interested to explore and explain the process and problem faced by the students in online learning especially in FKIP UIR, because FKIP UIR have applied the online learning in teaching and learning process. Therefore, the researcher is interested in conducting the research in order to know the online learning process in intensive reading activity especially in using moodle cloud.

1.3. Limitation of The Problem

Despite the effort made in providing a better understanding to inform the research questions, there are a number of limitations of this study, the researcher explored the students process in online learning especially in reading activity. The researcher limited the analysis that focused on analysis intensive reading process faced by the students through moodle as online learning media and explained the problems faced by the students at the first semester of English education FKIP UIR.

1.4. Research Question

Based on the explanation above, the researcher would like to find out some problems that are necessary to be analyzed, and the problem statements in this research is : How was the learning process of intensive reading course with moodle application?

1.5.Purpose of the Study

The purpose of this study which is derived from the statement of the problem statement are : To explain the intensive reading process used by the students in using moodle application

1.6.Significance of the Research

This study is projected to give more involvement to both of theoretical and practical improvement of reading process by using online learning especially in moodle platform. Theoritically, the researcher expects that this study can contribute or being reference in reading process on online learning. Then, as the development concept related to intensive reading process. Practically, this study can become literature or information, so that the other lecturers can be used the process of teaching English in reading skill by using online learning according to the result of this study.

The researcher limited the analysis that focused on analyse the process of reading activity by using moodle and explain the problem in using moodle at the first semester of English education FKIP UIR Pekanbaru.

1.7. Definition of Key Terms

In this study, it is important to know the definition of related terms in order to make this study clearer. The definitionss of related terms in this study are stated as follow :

Reading Reading is a process in which done by the readers to get message or information from the writer through printed media. It is an interactive process in which readers construct a meaningful representation of a text using effective reading strategies

Online learning refers to instructional environments supported by the Internet. Online learning comprises a wide variety of programs that use the Internet within and beyond school walls to provide access to instructional materials as well as facilitate interaction among teachers and students.

Moodle (Modular Object-Oriented Dynamic Learning Environment) is basically an Open Source e-learning platform. Moodle is a Course Management System (CMS) - a software package designed to help educators to create quality online courses.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. The Nature of Online Learning

Online learning is the newest and most popular form of distance education today. Within the past decade it has had a major impact on postsecondary education and the trend is only increasing. Online Learning encompasses a range of technologies such as the worldwide web, email, chat, new groups and texts, audio and video conferencing delivered over computer networks to impart education. It helps the learner to learn at their own pace, according to their own convenience. Online Education requires a great deal of resources and careful planning. In this, teachers act as facilitators rather than transmitters of content knowledge, and ICT is regarded as resource that enhances the learning experience of students. Learners learn through e-learning tools which are available to all. E-Learning has brought back the joy in learning through its innovative and interactive content delivery and has proved to be more appealing among students.

2.1.1. Definition of Online Learning

Online learning is a system that can Make it easier for students to learn more broadly, more widely, and in a variety of ways. Through the facilities provided by the system, students can learn anytime and anywhere without being limited by distance, space and time. Learning materials what is learned is more varied, not only in verbal form, it is published more varied such as visuals, audio, and motion.

Online learning is a form of distance learning or distance education, which has long been a part of the American education system, and it has become the largest sector of distance learning in recent years (Bartley & Golek, 2004; Evans & Haase, 2001). It is a form of distance learning – formal study in which teacher and learner are separate in time and space. The terms "online learning," "virtual learning," and "elearning" are interchangeable. Similarly, other terms including cyberschools and electronic courses do not have generally understood meanings. All of these terms refer to some sort of Internet- or computer-based instruction, but two courses that are both called "online" may in fact be very different in terms of production values, level of teacher involvement, instructional technology, and other factors.

Carliner (1999) defines online learning as educational material that is presented on a computer. Khan (1997) defines online instruction as an innovative approach for delivering instruction to a remote audience, using the Web as the medium. Online learning, however, involves more than just the presentation and delivery of materials using the Web: the learner and the learning process should be the focus of online learning. As a result, the author defines online learning as the use of the Internet to access learning materials; to interact with the content, instructor, and other learners; and to obtain support during the learning process, in order to acquire knowledge, to construct personal meaning, and to grow from the learning experience. (Ally, p. 7)

From the explanation above, it can be describe that online learning is the alternative ways to change the learning process in order to make the learning be easy and effective for the students. By using online learning, the students can get the other resources from the internet through e-book in order to add the knowledge. Therefore, in pandemic era, almost the university used online learning in replacing the teaching and learning and process. Thus, this research explored the online learning process in English department FKIP UIR Pekanbaru.

2.1.2. Benefit of Online Learning

At the same time, educational institutions are moving toward the use of the Internet for delivery, both on campus and at a distance. For organizations and institutions to make this often expensive move, there must be a perception that using online learning provides major benefits. Some of the benefits for learners and instructors are detailed below.

For learners, online learning knows no time zones, and location and distance are not issues. In asynchronous online learning, students can access the online materials anytime, while synchronous online learning allows for real-time interaction between students and instructors. Learners can use the Internet to access up-to-date and relevant learning materials, and can communicate with experts in the field which they are studying. Situated learning, or the application of knowledge and skills in specific contexts, is facilitated, since learners can complete online courses while working on the job or in their own space, and can contextualize the learning.

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For instructors, tutoring can be done anytime, anywhere. Online materials can be updated, and learners can see the changes immediately. When learners are able to access materials on the Internet, it is easier for instructors to direct them to appropriate information based on their needs. If designed properly, online learning systems can be used to determine learners' needs and current level of expertise, and to assign appropriate materials for learners to select from, to achieve their desired learning outcomes.

2.1.3. Designing Online Learning Material

The goal of any instructional system is to promote learning. Therefore, before any learning materials are developed, educators must tacitly or explicitly know the principles of learning and how students learn. This is especially true for online learning, where instructors and learners are separated. The development of effective online learning materials should be based on proven and sound learning theories. As discussed above, the delivery medium is not the determining factor in the quality of learning per se; rather, course design determines the effectiveness of the learning (Rovai, 2002).

There are many schools of thought on learning, and no one school is used exclusively to design online learning materials. As there is no single learning theory to follow, we can use a combination of theories to develop online learning materials. In addition, as research progresses, new theories that should be used are emerging and evolving. A recent example is connectivity theory, which is needed for the emerging age of distributed and network learning. Some may question the

need for a new learning theory, however, especially when there are already well-established theories used successfully to design instruction. Also, past learning theories have been adapted to address new and changing learning contexts. These existing learning theories, however, were developed before distributed and networked learning was used widely by educators. According to Siemens (2004), we now need a theory for the digital age to guide the development of learning materials for the networked world. Educators should be able to adapt existing learning theories for the digital age, while at the same time using the principles of connectivism to guide the development of effective learning materials. What is needed is not a new stand-alone theory for the digital age, but a moodle that integrates the different theories to guide the design of online learning materials.

To select the most appropriate instructional strategies, the online developer must know the different approaches to learning. Strategies should be selected to motivate learners, facilitate deep processing, build the whole person, cater to individual differences, promote meaningful learning, encourage interaction, provide relevant feedback, facilitate contextual learning, and provide support during the learning process. The remaining sections of this chapter present the different schools of thought on learning and suggest how these different schools of thought can be used to develop effective online materials.

2.1.4. Implication of Online Learning

There were some implication of online learning according to Ally in their article, they are;

1. Learners should be told the explicit outcomes of the learning so they can set expectations and judge for themselves whether or not they have achieved the outcome of the online lesson.

2. Learners must be tested to determine whether or not they have achieved the learning outcome. Online testing or other forms of testing and assessment should be integrated into the learning sequence to check individual learner's achievement level and provide appropriate feedback.

3. The learning materials must be sequenced appropriately to promote learning. The sequencing could take the form of simple to complex, known to unknown, and knowledge to application.

4. Learners must be provided with feedback so that they can monitor how they are doing and take corrective action if required.

5. Strategies used should allow learners to perceive and attend to the information so that it can be transferred to working memory. Learners use their sensory systems to register the information in the form of sensations. Strategies to facilitate maximum sensation should be used. Examples include the proper location of the information on the screen, the attributes of the screen (e.g., colour, graphics, size of text), the pacing of the information, and the mode of delivery (audio, visuals, animations, or video). Learners must receive the information in the form of sensations

before perception and processing can occur; however, the learner must not be overloaded with sensations, which could be counterproductive to the learning process. Non-essential sensations should be avoided, to allow learners to attend to the important information. Strategies to promote perception and attention for online learning include the following:

a. Important information should be placed in the centre of the screen for reading, and learners must be able to read from left to right.

b. Information critical for learning should be highlighted to focus learners' attention. For example, in an online lesson, headings should be used to organize the details, and formatted to allow learners to attend to and process the information they contain.

c. Learners should be told why they should take the lesson, so that they can attend to the information throughout the lesson.

d. The difficulty level of the material must match the cognitive level of the learner, so that the learner can both attend to and relate to the material. Links to both simpler and more complicated materials can be used to accommodate learners at different knowledge levels.

6. Strategies used should allow learners to retrieve existing information from long-term memory to help make sense of the new information.

Learners must construct a memory link between the new information and some related information already stored in long term memory. Strategies to facilitate the use of existing schema are the following:

a. Use advance organizers to activate existing cognitive structure or to provide the information to incorporate the details of the lesson. A comparative advance organizer can be used to help learners recall prior knowledge to help in processing, and an expository advance organizer can be used to help incorporate the details of the lesson (Ausubel, 1960). Mayer (1979) conducted a meta-analysis of advance organizer studies, and found that these strategies are effective when students are learning from text that is presented in an unfamiliar form. Since most courses contain materials that are new to learners, advance organizers should be used to provide the framework for learning.

b. Provide conceptual moodle that learners can use to retrieve existing mental moodle or to store the structure they will need to use to learn the details of the lesson.

c. Use pre-instructional questions to set expectations and to activate the learners' existing knowledge structure. Questions presented before the lesson facilitate the recall of existing knowledge, help learners to learn the materials, and

motivate them to find additional resources to achieve the lesson outcome.

    d. Use prerequisite test questions to activate the prerequisite knowledge structure required for learning the new materials. With the flexibility of online learning, students with diverse background and knowledge can choose the most appropriate path to review previous or prerequisite learning before new information is presented.

7. Information should be chunked to prevent overload during processing in working memory (Miller, 1956). To facilitate efficient processing in working memory, online learning materials should present between five and nine items on a screen.

8. Other strategies that promote deep processing should be used to help transfer information to long-term storage. To make the transfer to long-term memory more effective, strategies should be used that require learners to apply, analyze, synthesize, and evaluate promote higher-level learning. Online strategies to allow learners to apply the information in real life should also be included, to contextualize the learning and to facilitate deep processing.

9. A variety of learning strategies should be included in online instruction to accommodate individual differences and learning styles (Cassidy, 2004). Learning style refers to how a learner perceives, interacts with, and responds to the learning environment; it measures individual differences.

Different learning style instruments are used to determine students' learning styles. The Kolb Learning Style Inventory (LSI) looks at how learners perceive and process information (Kolb, 1984), whereas the Myers-Briggs Type Indicator uses dichotomous scales to measure extroversion versus introversion, sensing versus intuition, thinking versus feeling, and judging versus perception (Myers, 1978). In the following discussion, we consider the Kolb Learning Style Inventory.

10. Online learning materials should include activities for the different styles, so that learners can select appropriate activities based on their preferred learning style. Concrete-experience learners prefer specific examples in which they can be involved, and they relate to peers more than to people in authority. They like group work and peer feedback, and they see the instructor as a coach or helper. These learners prefer support methods that allow them to interact with peers and obtain coaching from the instructor. Reflective-observation learners like to observe carefully before taking any action. They prefer that all the information be available for learning, and see the instructor as the expert. They tend to avoid interaction with others. Abstract-conceptualization learners like to work more with things and symbols and less with people. They like to work with theory and to conduct systematic analyses. Active-experimentation learners prefer to learn by doing practical projects and participating in group discussions. They prefer active learning methods and interact with peers for feedback and information. They tend to establish their own criteria for evaluating

situations. Adequate supports should be provided for students with different learning styles. Ally and Fahy (2002) found that students with different learning styles have different preferences for support. For example, the assimilator learning style prefers high instructor presence, while the accommodator learning style prefers low instructor presence.

Cognitive style refers to a learner's preferred way of processing information; that is, the person's typical mode of thinking, remembering, or problem solving. Thus, cognitive style is another individual difference indicator. Cognitive style is considered to be a personality dimension that influences attitudes, values, and social interaction. One of the dimensions of cognitive style that has implications for online learning is the distinction between field-dependent and field-independent personalities (Witkin, Moore, Good enough, & Cox, 1977). Field-independent personalities approach the environment in an analytical manner; for example, they distinguish figures as discrete from their backgrounds.Field-independent individuals experience events in a more global, less differentiated way. Field-dependent individuals have a greater social orientation compared to field-independent personalities. Field-independent individuals are likely to learn more effectively under conditions of intrinsic motivation, such as self-study, and are influenced less by social reinforcement.

2.1.5. Learning Management System (LMS)

According to Araújo Júnior and Marquesi (2009) a Learning Management System, widely spread as LMS and, hence the use of this acronym in this study may be defined, in the user perspective, as a virtual environment that aims to simulate face-toface learning environments with the use of Information Technology. In an LMS, the interaction happens through devices that enable communication either synchronously or asynchronously, allowing the creation of different strategies to encourage a dialogue and active participation of students. According to Lonn and Teasley (2009) Learning Management Systems are web-based systems that enable teachers and students to share materials, to submit and return assignments and to communicate online. Meanwhile Almrashdeh et al. (2011) point out that an LMS is software used to plan, implement and evaluate a specific learning process.

In LMS, mediation involves both the acquisition of competences and communication skills of all teachers and students, and a greater concern to create interaction moments and practical application possibilities of collaborative work, with that learning process happening in a participatory manner. For that, the teacher relies on communication devices, such as chat rooms, forums, blogs, video blogs (Souza, 2005; Sartori & Garcia, 2009; Rosini, 2013). To these authors, it is necessary to consider that an LMS must seek to get the best advances in technology available today, for reasons of efficiency and for enabling the maximum

degree of interactivity and communication among users. Learning and collaborative work have become fundamental and technological advances should lead to the achievement of high interaction levels.

The first LMS appeared in the nineties, along with the first web browsers. According to Silva (2013), Learning Management Systems are often criticized, due to the belief that these technologies simply virtualize non-virtual classrooms. However, according to the author, they are not the main problem, but the way they are designed, structured and crafted. Furthermore, the use of an LMS requires careful studies particularly in relation to educational and financial aspects.

2.1.6. LMS in Higher Education

Many higher education's use LMS as a learning tool during the development of technology. When the lecturer takes an online course, an LMS is necessary to create a learning process. Bonk and Graham (2006) as a cited in Monsakul (2007) states that LMS also provides a software application tools for students to do their assignment, and supporting interaction including discussion group, chat sessions, and online quizzes and examinations. LMS have the potential to increase the quantity and quality of communication in a variety of ways. The lecturer can communicate and store course information, such as syllabus, assignment instructions, and instructional materials.

2.1.6.1. The Benefit Using LMS

Rubin et al, 2010, as cited in Schlager, 2016 There are three aspects benefits LMS, they are:

1. **Improved Pedagogy**

   LMS is more effective pedagogical practices (Bonk & Graham, 2006, as cited in Monsakul, 2007). LMS increases the level of active learning strategies, and peer-to-peer learning strategies. The use of LMS in University can help students to make an effective learning, improve their pedagogical practices, and increase their skills in technology.

2. **Increased Access and Flexibility**

   Since Access is one of reasons that influencing the growth of distributed learning environments, it makes learning possible when students do not attend the class, they can access LMS software to know the material that the lecturer gives in the class, it is the way to make learning more flexible and students can keep their knowledge in education even they cannot attend the class.

3. **Increased Cost - Effectiveness**

   LMS is one of solutions in cost effectiveness in higher education. since LMS provides a tool to make learning easier and it is an opportunity for influence a market globally.

2.1.6.2. Kinds of LMS

1. Schoology

Schoology is part of Learning Management System (LMS) that is used by students and lecturers in higher education. Luaran (2012) says that Schoology is an online learning session, classroom management, and social networking platform that improve learning become interesting. Through Schoology application, teaching learning can be more powerful and create a dynamic learning process. Some lecturers in Islamic University of Riau have used this application, since Schoology is a software application that student can download in internet and it is free, and Schoology also support the lecturer to deliver their material anywhere. Schoology is an online tool to help students manage their classroom more effectively, engage student in media-rich lessons, and get a communicate instantly. Moreover, this application tool helps student to maximize the potential of their time. It keeps student organized, and improve pedagogical learning. It makes simple to produce and distribute academic content. Schoology gives opportunity to have collaboration of traditional class and online class.

Schoology gives a new platform to student and lecturer for learning outcomes. Schoology is quite similar with the social networking nowadays such as Facebook and Twitter, but have different functions. Facebook and Twitter are for people to say hello with their friend and share their activity with photos or videos, while Schoology has a function to share their documents and make a group discussion it can become an online school. There will be an assignment, notes, and examination. The design of Schoology is similar to that of Facebook in

which conversations take place, messages are sent, statuses are updated and information and other media are shared within a classroom network (Sicat, 2015). Schoology consists of two main contexts: interactive communication and academic information exchange. The lecturer can create discussions questions, collaborative groups, or boards for assignments that allow for dynamic interaction between students and their lecturer. The second aspect that Schoology has utilized is the ability to deliver academic information to students. Within Schoology students are able to access their grades, attendance list, and teacher feedback on electronically-submitted assignments. Access to this information increase communication between lecturer and students and holds students become more responsible for their academic assignments (Sicat, 2015). Overall, the design of Schoology encourages students to be more active and creative in and out the classroom. Instead of depending on in the old methods of teaching and learning, incorporating learning n this digital may help the students to be more involved in their studies.

2.1.6.3. Google Classroom

Google Classroom is a tool which facilitates students and teacher collaboration; also teacher can create and distribute assignments for students in an online classroom for free (Beal, 2017). It makes teachers simply build groups to share assignments and announcements. Google Classroom can be a tool that makes learners become active participants. Nagele (2017) said, teachers can create active lessons which are student-centered, collaborative, and unforgettable just

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through Google Classroom, because it provides easy-to-use learning features with students of all categories able to cooperate.

Google Classroom is helpful to all of learner categories and including adult learners. It also has some benefits such as paperless, can be accessed anywhere and everywhere as long as there is internet connection and from any devices, to communicate between teachers and students, to give feedback to students, and personalized learning. It has a learning feature that makes teachers create and handle assignments actively and also provide feedback to students. Google Classroom makes it easier for teachers to handle students work. It is really beneficial for both teachers and students, because it is easy and simple to use.

2.1.6.4 Definition of Moodle

Darmawan (2014 : 29-30) stated that Moodle (Modular Object-Oriented Dynamic Learning Environment) is a Software Course Content Management (CMS), which was introduced first by Martin Dougiamas, a scientist and educator, who spent most of his time developing a learning management system at one of the universities in Perth City, Australia. Moodle is available for free on the web. So anyone can download and install it. It has been translated into over 100 languages in the world including into Indonesian, it makes it easier for us in developing e-Learning applications. Sukari (2014: 2) Moodle can also be referred to as LMS (Learning Management System). Moodle is one of the most popular open source LMS (can be modified according to school conditions and needs). Moodle can easily be used to develop an e-learning system portal. Before going

any further we need to understand the basic characteristics of an LMS. It is these characteristics that guide the Ministry of Education and Culture in developing LMS in schools. The characteristics are as follows:

a. Providing student self service, it means that all learners in ICT-based learning can serve themselves when they want to have learning activities. Curriculum structure and teaching materials are accessible independently without interference from other parties.

b. Providing online learning services, it means that all the teaching materials prepared by educators accessible to online learners through internet or intranet path. The teaching materials are presented in the course form (courses) that have been packaged according to Standards Competency and Basic Competencies.

c. Providing online assessment services, it means that the participants who have been doing online learning can tell if he has mastered the learning materials by following the assessment service by online.

d. Providing collaborative learning services, it means that the application provides learning collaboration services between educators with educators, educators with learners, and among learners.

e. Providing training services resources management, it means that the application provides computerized training resource management

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services. The LMS application platform must be Web-based to be accessible through multiple platforms.

2.1.6.5. Kinds of Moodle

a. Moodle.com and Moodle.org

According to singh (2015: 11) Moodle.org is the community website for the Moodle project. You can download the source code & the plugins through this portal. The beauty lies in the community support in the Moodle forums where you will get the solutions to your problems in no time. While, Moodle.com is the commercial face of the Moodle project. Moodle.com is a place where you will find details about the Moodle Partners in your country and the commercial services on offer. It can be concluded that Moodle.org is Self hosted; all source code is available to you for deployment on your own hosting environment. Then, Moodle.com is Moodle Partners will help you in setting up your own learning environment.

b. Moodle Gnomio

Singh (2015: 13) stated that Gnomio is another Moodle hosting platform created by a bunch of Moodle fans. It also comes with similar features but without any limitation on the number of users or courses. However it also supports ads which are a bit costlier to turn off as compared to MoodleCloud. It means that this kinds of moodle most expensive than others. Then, it has the limit user to use it.

c. **Moodle Cloud**

Moodle cloud is a kid of moodle that used in this research. According to Singh (2015:15) MoodleCloud – the hosting solution by the creators of Moodle is the first stop point for all the new Moodle users for getting their first Moodle site. You can use the site for teaching as a single individual teacher. There are higher packages available for small schools consisting up to 500 users, but if you need for higher number of users then contact the Moodle partners in your country. It comes with a maximum limit of 50 users and 200 MB of disk space. You are also capable to track your site's usage and monitor statistics on the administrator panel. It also comes with the world's most popular open source web conferencing solution BigBlueButton. You can share video, audio, whiteboards and desktop sharing with your students without any hassle. It can be summarized that MoodleCloud is suitable for: Individual teachers and small schools who want to start their online learning portal. Factors like design and hosting are not much issue.

2.1.6.7. Access Moodle

Sukari explains that moodle is an open source and web-based course management software. Moodle is also often referred to as the Course Management System which is currently widely used by various agencies (Sukari, 2013).Currently Moodle has been used by many educational organizations, in providing online education services as an additional delivery channel for education. Moodle can be accessed and

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downloaded for free via the Wet.Moodle stands for Modular Object-Oriented Dynamic Learning Environment. (M stands for "Martin's", which refers to Martin Dougiamas, who is the original developer name). The name was chosen because of the dictionary definition from Moodle and to match the available domain name.

Sukari (2014: 10) stated that there are several things that make Moodle different from others, including:

a.   Very easy installation.

b.   Support multiple languages including Indonesia language.

c.   Availability of site management to make overall site settings, module changes and so forth.

d.   Availability of user management (user management).

e.   Availability of good course management. g. Availability of chat module, polling module, forum module, module for journal, modules for quizzes, modules for workshops and surveys, and many more again.

Sukari (2014: 3) mentioned Some of learning activities supported by Moodle are as follows:

a. Assigment

This facility is used to give assignments to the participants on online learning. Learning participants can access task materials and collect tasks by sending files of their work.

b. Chat

This facility is used by faculty and participants to learn interacting online by means of a text dialogue (conversation on line).

c. Forum

An online discussion forum between teachers and participants learning participants that addresses the related topics of learning materials.

d. Quiz

This facility is used by teachers to conduct exams or tests online.

According to Lopes in the article, there are some activities that available in Moodle;

a. Chat

The Chat module allows participants to have a real-time synchronous discussion.This is a useful way to get a different understanding of each other and the topic being discussed – the mode of using a chat room is quite different from typical internet forums. Chat contains a number of features for managing and reviewing chat discussions.

b. Database

The Database module allows the lecturer and/or students to build, display and search a bank of record entries about a topic. The format and structure of these entries can include images, files, URLs, numbers and text amongst other things. Although the database currently has issues exporting data for different modules, it is sometimes convenient to store and share data with all the participants. Database consists of multiple fields, which you need to create. You also set each database to decide how many entries each participant must write in order to view other entries, minimum and maximum entries one is allowed, and so on.

c. Forums

Forums are used for asynchronous online discussion. By subscribing to a forum, participants receive copies of each new post by email. Teachers can impose subscription on everyone if they want to, and in this way can use a forum to contact all students on a course. They allow students and teachers to post comments in a central place to simulate (and stimulate) discussion. All Moodle courses automatically come with a News forum which cannot be removed, and all course participants will receive email whenever anything is added to that particular forum. However, you can add new forums as well.

d. Glossary

The Glossary activity allows participants to create and maintain a list of terms and definitions, as in a dictionary. It can be used to build an annotated list of useful websites or FAQs. The definitions can be searched or browsed in many different formats, and can be linked from other places on the site.

e. Questionnaire

The questionnaire module in Moodle allows you to create a survey or questionnaire for students to fill out, for instance a course evaluation or a reading response survey. You may choose whether or not the responses are anonymous.

f. Scheduler

Scheduler is a Moodle Activity that allows the course instructor to post available meeting times and then has the students sign up for the slot that best suits them. This is useful for required meetings between student and professor, such as advising days, or simply for optional office hours.

g. Lesson

A Lesson allows a lecturer to create conditional pathways through material. It consists of a number of pages, each page normally ending with a question and a number of possible answers. Depending on the student's choice of answer they either progress to the next page or are taken back to a previous page. When students answer a question,

they are redirected to whatever page you'd like them to see next based on their answer. It can be a helpful tool for practicing material, studying, and testing.

h. Assignments

Assignments allow students to submit work online, including uploading any file type (Word document, Powerpoint, video clip etc.). Lecturers can grade and give feedback.

1. Advanced Uploading of Files

This option should be used when you want your students to be submitting multiple files, or particularly big files. In this sub-module, you will be able to set a maximum file size as well as a maximum number of files submitted per student, and you can decide if you want students to work in groups, if students can delete files after they are uploaded, if students can write notes to you online, and when the assignment is due. You can also decide whether you would like to receive an email every time a student submits a file. This assignment has a further feature of allowing teachers to submit feedback in the form of a file, so an electronically corrected document may be returned. For detailed documentation on this, see the Advanced Assignments PDF on the right side of this page.

2. Online Text

This option is for relatively short, text-based assignments. For example, if you wanted to ask students to submit their thoughts on a reading assignment, you might use this kind of assignment. Students will not be able to upload files from their computer; they will simply see a text editor box, approximately paragraph-sized, where they can type something up online and submit it to you. In the sub-module, you can set things like due dates, whether late assignments are acceptable, whether assignments can be resubmitted, and whether you would like to receive email alerts when a submission has been made. You can also make the submissions easier to grade by turning on the "Comment inline" option, which will allow you to edit the original text, or comment using a different color. Furthermore, you can split students into groups, but this is generally a solitary kind of assignment.

3. Upload Single File

If you would like to have your students upload files, but you only want each student to upload one file and the files aren't particularly big (Word documents, Excel spreadsheets, etc.), then you can use the much simpler "Upload a single file" option, which works almost exactly like "Advanced uploading of files", except for the number limit on each student. As a professor, you can set a grade scale, due date, late submission policy, and resubmission policy,

as well as a maximum size of file. You can also split students into groups and have each group submit one assignment, and decide whether you would like email alerts when files are submitted.

4. Offline Activity

This is the easiest option to use. There is no online submission of any kind; the assignment mostly exists as a reminder to students that they have a certain assignment due on a certain day. Mostly, this is used for assignments from the textbook, or offline worksheets. You can set a grading scale, a due date, and a late submission policy, but again, this is all for the students' benefit, since they won't be submitting anything online, anyway.

i. Quiz

The Quiz module allows the lecturer to design and set quiz tests, and includes a range of question types and reporting options. Moodle Quizzes are a great resource for every professor. Electronic quizzes can do many things that paper quizzes just can't. You can create different question types, randomly generate quizzes from pools of questions, allow students to retake quizzes multiple times, and have the computer score it all. These features open up a world of possibilities that just aren't practical with paper-based testing. Moodle quizzes have two components: the quiz body and the question pools. The body is the final quiz that a student will see, after all the randomizing and question-picking--it is the "container" for the various questions pulled

from the question pools. You can define rules for how the body pulls from the pools: for example, you might create three question pools, one for each chapter that you are testing, and tell the quiz body to pull five questions from the first chapter, two questions from the second chapter, and three from the third chapter. Pools can be reused, shared between classes, and moved between systems.

j. Wiki

A Wiki enables documents to be authored collectively. A history of all contributions and changes is stored and the wiki can be rolled back to a previous version at any time. Wikis can be formatted with Wiki Markup or with HTML if the wiki has been given that option.

k. Workshop

A Workshop is a peer assessment activity. It allows participants to assess each other's projects, as well as exemplar projects, in a number of ways. The key to the Workshop is the scoring guide, which is a set of specific criteria for making judgments about the quality of a given work. This helps to provide a framework for both instructor and peer feedback on openended assignments, such as essays and research papers.

l. Scorm

Moodle has an embedded module for both SCORM or AICC formats that allows you to easily create, reuse, and transfer your (or someone

else's) custom training content to and from other course management

systems (and from some text book resources).

m. Survey

Moodle's surveys can give feedback on how useful certain aspects of

coursework are. There are currently only five pre-designed surveys to

choose from; you cannot write your own survey at present.

Based on the explanation above, it can be summarize that The Moodle is

an e-learning platform used throughout the world. Universities, communities,

schools and teachers serve up to her to communicate and transmit information to

their educational communities. Developed by Martin Dougiamas is a platform

with technological characteristics and satisfactory teaching, gaining users and

developers working collaboratively. The great success of this platform due to the

fact that a open source system, providing programmers the opportunity to make

new contributions, with new applications, making it one of the most widely used

in courses distance. It seems to us that the integration of such platforms deserves

special attention and should be included in educational settings, despite all the

limitations and lack of existing at the different levels, such as difficulty in

accessing the platform, because the connections are very slow or that the servers

can not manage the information when there are many users, or because there is no

availability of computers with Internet connection.

Moodle is the online media that used by the students in learning process.

In moodle platform, the students can used some facilities, such as assignment,

chat, forum group discussion and quiz. Those facilities will support the students in

learning process. The students can used forum group discussion to disscuss the difficulties material to the teacher. In this case, the researcher will analyze the students' learning process in intensive reading by using moodle platform.

2.2. The Nature of Reading

2.2.1. The Definition of Reading

Reading is a process in which done by the readers to get message or information from the writer through printed media. It is an interactive process in which readers construct a meaningful representation of a text using effective reading strategies. According to Grabe cited by Sabouri (2016: 230), he defined reading as an interactive process between readers and texts that result in reading fluency. Readers interact with texts as they try to extract meaning and there are different types of knowledge: linguistic or systemic knowledge (bottom-up processing) and schematic knowledge (top-down processing). It can be concluded that reading is the interaction process with the text to get the important information through the text.

In addition, According to Broughton (1980:89) reading is a complex skill that is to say that it involves a whole series of lesser skills. It is particularly way in which reader understand a text or abook. It is the ability to understand and to find out the information present in written from event the information is explicitly state or not in passage. It is the way to interpret the authors' means.

Furthermore, Reading is a cognitive activity in which the reader takes part in a conversation with the author through the text. On the other hand, reading strategies are considered as one of the features of cognitive psychology which are essential for a successful comprehension. According to Urquhart and Weir (1998 : 22) reading is the process of receiving and interpreting information encoded in language form via the medium of print. It is the way in which people extract meaning from they see or hear. It can be concluded that it is the study to comprehend or to know the meaning of text. If the reader wrongs in comprehend the text, the meaning of text cannot be concluded or the meaning of the text are not appropriate.

In addition, Bonomo (1973:119) in Fatmawati (2014: 464) said reading is bringing meaning to and getting meaning from printed or written material. It means that each reading text contains a certain message including the meaning of that message from the writer. In fact, through reading text the reader will get more meaning from the writer's message. It can be inferred that readers will understand the message and get lot of information from the reading. Thus, no reason of the people to blind of information because much information that can the people read.

Moreover, According to Heilman (1981; 265) cited by Elfrida et al (2015:15) reading is a process of making sense of written ideas through meaningful interpretation interaction with language. Through the statement above, reading is the ways of people to make the summary based on the information that the reader reads. After the reader read the text, the reader should be able to

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comprehend what the most important thought is, they need to be able to identify the details that support the main idea. Then, the researcher should think about what he reads in order to interpret meaning as well as to get the factual information given.

Based on the statement of the theories above, it can be summarized that reading is the activity to get the meaning from the text. Through reading, the reader can identify the kinds of the information that they read. In other words, the reader should have the critical thinking to conclude the text. In addition, by reading some information in the texts, the reader can also to share the information to the other. It means that reading is not the skill to get the meaning but also the skill to share the information to others.

2.2.2. Types of Reading

Based on Harmer (2007:99), the researcher can assumes that there are two kinds of reading, they are intensive reading and extensive reading. There are two types of reading:

a. **Intensive reading**

Concerning in intensive reading, Harmer defined that "reading detailed focus on the construction of reading texts which takes place usually (but not always) in classrooms. In other words, studying the construction of the text which has a certain purpose by the reader can be read intensively. Intensive Reading requires students to identify the

words, word meaning from them and determine an accurate reading scenario.

Intensive reading practice can be considered as a starting point to be critical because it lets students recognize what a text says, what a text does and what a text means through its context, language and structure. Intensive reading has important roles to play in helping learners gain fluency, first in critical area of vocabulary and word recognition and then in developing better reading comprehension skills. Intensive reading practice can focus more intentionally on essential core vocabulary, patterns of text organization and types of text processing needed to adequately comprehend any text.

Based on the explanation above, the researcher conclude that intensive reading is reading a text that the reader must pay attention more deeply about the language features. Then, it also needs guidance to help and force the reader to understand.

Table 2.1. Intensive Reading Process in Reading Comprehension

Types of Reading	Intensive
Class goal (general purpose)	Read accurately (reading as accurately as possible) Students were asked to recall important information related to the topic they have read .
Reading purpose (aim)	- Translate (reading by translating) Words or sentences were translated by students are limited to unfamiliar words or sentences. -Answer questions (reading by answering questions) Questions were given to students in the form of oral and written questions. Oral questions given at the time the student has finished completing the reading while writing questions given in essay format.
Focus (attention)	Word by word (reading word by word) At this stage the students read word by word to identify the vocabulary that they do not understand and then try to figure out the meaning of words based on the complete sentence in the paragraph .
Material (reading material)	-Often difficult, (reading material is often difficult to understand) The reading material is selected based on the standard curriculum of CNESP namely Latest English news on technology, Invention, and Gadget. The reading difficulty level corresponds to the students' reading level and the reading results depend on the student's reading style and their reading comprehension of the text. -Lecturer choice (reading text is determined by lecturer) The reading material is chosen by the lecturers in relation to the purpose of research, but the standard of the curriculum is as references in selecting the reading material.
Amount (quantity)	Not much The tendency of students time duration to read is not long.

Speed	Slower (a bit slow) Students reading speed is slow.
Method (way)	-Use dictionary (use the dictionary as often as possible) Using dictionaries can be repeatedly done if students encounter unfamiliar words.

Muchtar (2019 :3)

b. **Extensive Reading**

Broughton (2003:110) Extensive reading enables learners to achieve their independency by reading either in class or at home. Through extensive reading, learners can build their language competence, progress in their reading comprehension ability , become more independent in their studies, acquire cultural knowledge and develop confidence and motivation to carry on learning.

Brown (2003:189) Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories and books. The practice of extensive reading needs little justification. It is clearly the easiest way of bringing the foreign learner into sustained contact with a substantial body of English. If he reads, and what he reads is of some inte rest to him, then the language of what he has read rings in his head, the pattern of collocation and idiom are established almost painlessly with a range and intensity which is impossible in terms of oral classroom treatment of the language.

Based on the explanation above, the researcher concluded that extensive reading is reading as much as possible, for own pleasure, at a difficulty level at which the reader read smoothly and quickly without

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looking up words or translating to English, so the reader just read and know about the main idea of the text. the reader don"t pay attention more deeply about the language features.

2.3. Previous Studies

The first study is "The use of Moodle e-learning platform: a study in a Portuguese University " by Carolina Costa. The study was carried out at the University of Aveiro (UA), Portugal that analysed the functionalities and tools of the Moodle platform and their use by the students. The data were collected based on content analysis, one non structured interview with the responsible of the Moodle from UA and a questionnaire applied to 278 students. The results show that despite Moodle has a great potential, it is mainly used as a repository of materials. However, students recognize the importance of the use of other functionalities of this platform in order to promote the success of the teaching/learning process.

The second previous study is entitled The effectiveness of the use of E Learning Moodle as a Learning Media on Student Value in SMK Ma'arif Kota Mungkid. The use of e-learning in this case was Moodle, it is believed to contribute to the effectiveness of teaching and learning, which in turn can increase the students' grades. Through the study on the effectiveness of Moodle E-learning used in the teaching and learning SMK Maarif Kota Mungkid, it has lasted effective. This study used a method introduced by Mc. DeLone, who applied it through sampling questionnaire test to obtain the data. The data were processed with the software and Spss Amos. The result

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shows that there are still obstacles that led to the use of E-learning has not been effective.

The next research is Pengembangan E-Learning dengan Moodle sebagai Alternative Media Pembelajaran Berbasis Internet SMP Negeri 5 Semarang, this study was conducted by Burhanudin (2011). The research was carried out at SMP Negeri 5 Semarang. The research method was research and development method. The result in the research is that elearning schools with Moodle CMS that have been developed can be said to be good. The result was processed by descriptive percentage. The checklist results from 2 aspects of learning design and visual communication show that e-learning is included in good category with percentage in learning design, 89% teachers, and 82.13% students. While in visual communication, teachers 87.35%, and students 80.3% Based on the three previous studies above, there are similarities and differences.

The similarities are the use of moodle and the skill being focused in the reseachers that is reading skill. The difference among the previous studies is one of the previous studies used quantitative research by using percentage. Furthermore, they used different research design, two of them concerned in experimental research and another concerned in classroom action research. Therefore, this research is different with the other studies, because the researcher will use qualitative research with descriptive approach by using interview and documentation method.

CHAPTER III

RESEARCH METHODOLOGI

3.1. Research Design

The design of this research is qualitative research method because the data is presented in descriptive form. Which mean descriptive research is a study conducted to determine variables, either the variable is one or even more without making comparison or connect with other variables. In this research, the researcher used supporting data from the result of questionnaire. After that, the researcher decribed it.

3.2. Participant

The participants of this study are the students at the first semester of English Education FKIP UIR The researcher used purposive sample to take the sample according to their ability and their knowledge. The researcher took the class that used moodle in the first semester.

3.3. Time and Setting of the Research

This research was conducted at November 2021. This research located at Islamic University of Riau, JL. Kaharudin Nasution, Pekanbaru.

3.4. Indicators of the Research

There were six indicators in the research. Acording to (Baskara 2014:55) the indicators were: First, experience interactivity in the learning moodle. Second, experience of the value of help and feedback in the learning. Third, experience of

the learner centeredness while using the learning moodle. Fourth, experience the adaptation to individual preferences. Fifth, authenticity of the learning moodle. Last, experience of other benefits while using the learning moodleIn this research. The researcher will analyse the students' learning process in intensive reading activities by using moodle application faced by students at the first semester in English education of FKIP UIR. The researcher used the questionaire to explore the moodle process.

3.5. Instrument of the Research

In conducting the research, the researcher used two instruments in getting the research data and to answer the research questions. They are;

1. Questionnaire

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaires can be thought of as a kind of written interview. They can be carried out face to face, by telephone, computer or post. Questionnaires provide a relatively cheap, quick and efficient way of obtaining large amounts of information from a large sample of people.

Table 3.1. The Questionnaire of the Research

INDICATOR	STATEMENT	SA	A	N	D	SD
Experience interactivity in the learning moodle (19,20,21,22)	I discuss what I have read with others					
	I ask others to discuss what they have read					
	Others ask me to discuss what i have read					
	Others respond to my discussion by giving feedback					
Experience of the value of help and feedback in the learning (23,24,25,26,27)	The lecturer stimulates my thinking by giving feedback					
	The lecturer encourages me to participate					
	The lecturer moodle good discourse					
	Other students encourage my participation					
	Other students value my contribution through the comments					

Experience of the learner centeredness while using the learning moodle (9,14,15,17)	Moodle changes and improves my learning attitude to be better					
	Moodle trains me to be an autonomous learner					
	Moodle has given immediate assessment and evaluation that help me to identify my weakness					
	Moodle offers me flexibility in terms of time and place to learn					
Experience the adaptation to individual preferences (1,3,5,6,8,12,16)	I enjoy doing the various activities presented in Moodle					
	The well - presented Moodle makes me want to explore it					
	The experiences in Moodle make intensive reading more interesting to learn					
	I would like to be involved in more activities in Moodle during class time					

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	I would like to access Moodle outside class time			
	I like learning intensive reading using Moodle			
	I experience no difficulty to participate in the activities in Moodle			
Authenticity of the learning moodle (2, 10, 11 ,13, 18	The designed Moodle helps me to learn intensive reading			
	I have acquired knowledge about intensive reading through Moodle			
	I can accomplish what I want to achieve from this course through Moodle			
	I have improved my intensive reading skill through Moodle			
	Moodle supports the classroom teaching well			
Experience of other benefits while using the learning moodle (4, 7)	I gain more confidence in my IT ability by using Moodle			

	Moodle enables me to keep up with any learning materials that I might miss from the class				

<div align="right">Adopted by Baskara (2014:55)</div>

3.6. Technique of Analysis Data

The analytical method used in this research is Descriptive Analysis Percentage. This percentage descriptive is processed by frequency divided by the number of respondents and multiplied by 100 percent, as stated Sudjana (2001: 129) are as follow:

$$P = f/N \times 100\%$$

Description:

P = Percentage

f = Frequency

N = Number of Respondents 100% = Constant Number

The calculation of this descriptive percentage as follows:

      a. Correcting the questionnaire answers from respondents.

      b. Calculating the frequency of respondent's answers

      c. The overall number of respondents is

      d. Insert into the formula.

      e. Interpret the result with the table below

Based on the data analysis , the finding and disscussion of this research can be seen in chapter four.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher discussed about the research finding in order to answer the research questions about the implementation of moodle in intensive reading subject in English department program of English education faculty. The result of this research derived from the questionaires that have filled by the first semester students. The finding of this research can be seen in the following explanation;

4.1. Data Description

In this research the researcher distributed the questionnaires to 28 students that was stayed in the firs semester. There were six indicators in the questionaires. First, experience interactivity in the learning moodle. Second, experience of the value of help and feedback in the learning. Third, experience of the learner centeredness while using the learning moodle. Fourth, experience the adaptation to individual preferences. Fifth, authenticity of the learning moodle. Last, experience of other benefits while using the learning moodle. Those indicators have some questions in order to know the learning process in intensive reading activity. The result in each indicator can be seen in the following description:

4.1.1. Indicator 1 (experience interactivity in the learning moodle)

Indicator 1 consisted in four statements related the students experiences during teaching and learning process using moodle application. The results score can be seen in the following table;

Table 4.1.

The Result Score of First Indicator (experience interactivity in the

learning moodle)

NO	STATEMENT	INDICATOR 1										SCORE	SCORE TOTAL	SCORE MAX	PERCENTAGE
		SA		A		N		D		SD					
		F	SCORE	F	SCORE	F	SCORE	F	SCORE	F	SCORE				
1	Statement 19	4	5	14	6	9	27	1	2	0	0	40			
2	Statement 20	5	25	8	32	15	45	1	2	0	0	104	359	560	64,11
3	Statement 21	4	20	13	52	9	27	2	4	0	0	103			
4	Statement 22	6	30	16	64	6	18	0	0	0	0	112			

From the table above, it can be concluded that the were four statement in

the experience interactivity in learning moodle. Considering on statement 19 *"I

discuss what I have read with others"* there were 4 students that answer strongly

agree and 14 students that answer agree. It means that a half of the students

decided to discuss the reading material with the students. Then, the others students

dissagree to discuss about the things that they read with their friends. Then, the

statement 20 "*I ask others to discuss what they have read"* from the calculation

there were 15 students that answer neutral with point 3. It means that there were

some students that curious and not about the others idea about the topic that they

have read. Further, the statement 21 "*Others ask me to discuss what i have read*"

from 28 students, there were 17 students that agree if the others asks to discuss the

idea about the reading topic. Last,   the statement 22*," Others respond to my

discussion by giving feedback"* there were 22 students from 28 students agree to

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discuss and giving feedback in reading activities. Thus, from the analysed above, it can be describe that the students did interaction to others in reading activities.

4.1.2. Indicator 2 (Experience of the value of help and feedback in the learning)

Indicator 2 consisted of five statement about the value and feedback in learning process especially in intensive reading adctivities. The statements were : *the lecturer encourages me to participate, the lecturer models good discourse, other students encourage my participation, and other students value my contribution through the comments.* The rekapitulatioon of the second indicators can be seen in the table 4.2 below;

Table 4.2.

The Result Score of Second Indicator (Experience of the value of help and feedback in the learning)

NO	STATEMENT	INDICATOR 2										SCORE	SCORE TOTAL	SCORE MAX	PERCENTAGE
		SA		A		N		D		SD					
		F	SCORE	F	SCORE	F	SCORE	F	SCORE	F	SCORE				
1	Statement 23	2	10	18	72	8	24	0	0	0	0	106	388	700	55,43
2	Statement 24	3	15	12	48	13	39	0	0	0	0	102			
3	Statement 25	1	5	8	32	18	54	1	2	0	0	93			
4	Statement 26	16	80	1	4	1	3	0	0	0	0	87			
5	Statement 27	2	10	13	52	0	0	0	0	0	0	62			

Based on the table 4.2 above, it can be concluded that in the statement 23, from the 28 students, there were 2 and 18 students that agree with this statement. Then, 18 student that choose disagree and strongly dissagree and 8 students that answer neutral. It means that, almost students assumed that the lecturer giving stimulate and feedback in teaching and learning process. Further, in statement 24 it can be seen that there were 15 students that answer agree and strongly agree about this statement and there was not students that answer dissagree and strongly dissagree. Moreover, in statement 25, 26 and 27, almost students chose the alternative answer agree and strongly agree. It means that the students felt any feedback between students and lecturers in intensive reading activities.

4.1.3. Indicator 3 (Experience of the learner centeredness while using the learning moodle)

The third indicator was about the learning centerdness while using moodle. In this indicator, there were four statement that supported the indicators. The result of questionnaire can be seen in the following table :

Table 4.3.

The Result Score of Third Indicator (Experience of the learner centeredness while using the learning moodle)

NO	STATEMENT	INDICATOR 3										SCORE	SCORE TOTAL	SCORE MAX	PERCENTAGE
		SA		A		N		D		SD					
		F	SCORE	F	SCORE	F	SCORE	F	SCORE	F	SCORE				
1	Statement 23	3	15	8	32	8	24	4	8	0	0	79	377	560	67,32
2	Statement 24	3	15	11	44	13	39	0	0	1	1	99			
3	Statement 25	3	15	13	52	18	54	2	4	0	0	125			
4	Statement 26	8	40	7	28	1	3	1	2	1	1	74			

Based on the results of each of the statements above, it can be seen that almost all students did not choose alternative answers to disagree with point 3 and the statement strongly disagreed with point 4. This shows that almost all students choose alternative answers to agree and strongly agree. This also proves that learning that is carried out using Moodle can be accepted by students and learning is learner-centered, especially in intensive reading learning.

4.1.4. Indicator 4 (Experience the adaptation to individual preferences)

The forth indicator consisted of seven statements. The statements directed the students to explore their adaptation learning by using moodle. The statement were; *I enjoy doing the various activities presented in Moodle. The well - presented Moodle makes me want to explore it. The experiences in Moodle make intensive reading more interesting to learn. I would like to be involved in*

more activities in Moodle during class time. I would like to access Moodle

outside class time. I like learning intensive reading using Moodle. I experience

no difficulty to participate in the activities in Moodle. In order to know the

result of the students' answer related on this ndicator. It can be analysed in the

table 4.4. below;

Table 4.4.

The Result Score of Forth Indicator (Experience the adaptation to

individual preferences)

NO	STATEMENT	INDICATOR 4										SCORE	SCORE TOTAL	SCOR MAX	PERCENTAGE
		SA		A		N		D		SD					
		F	SCORE	F	SCORE	F	SCORE	F	SCORE	F	SCORE				
1	Statement 1	7	35	7	28	14	42	0	0	0	0	105			
2	Statement 3	3	15	15	60	8	24	2	4	0	0	103			
3	Statement 5	5	25	13	52	8	24	1	2	0	0	103	712	980	72,65
4	Statement 6	10	50	6	24	11	33	1	2	0	0	109			
5	Statement 8	3	15	7	28	13	39	3	6	1	1	89			
6	Statement 12	4	20	13	52	9	27	2	4	0	0	103			
7	Statement 16	3	15	13	52	9	27	3	6	0	0	100			

Based on the table 4,4 above, it can be described that in the statement number 1, the most students chose strongly agree and agree. Based on the result, it can be concluded that the students were enjoy doing the various activities presented in Moodle. The features or activities in moodle can be accepted by the students in intensive reading process. Then, in the statement 3 and 5, the students also choose the strongly agree and agree. From the 28 students, there were 18 students that accepted this statements. It means that by using moodle, their learning be interesting. Then, in the statement number 6 was same with the previous statements in this indicator. Considering with this statement, it can be described that the students can acces moodle anytime and anywhere. Moreover, in the statement number 8, 12, and 16, there were some students that choose disagree

and strongly disagree but almost students choose Strongly disagree. Thus, overall, it can be summarized that the students were not only agree about the moodle aplication, but the students enjoyed when doing intensive reading process.

4.1.5. Indicator 5 (Authenticity of the learning moodle)

In this indicator, there were five statements about the authenticity in learning moodle. The result scoreof fifth indicator can be seen in the table 4.5. below ;

Table 4.5.

The Result Score of Fifth Indicator (Authenticity of the learning moodle)

NO	STATEMENT	INDICATOR 5										SCORE	SCORE TOTAL	SCORE MAX	PERCENTAGE
		SA		A		N		D		SD					
		F	SCORE	F	SCORE	F	SCORE	F	SCORE	F	SCORE				
1	Statement 2	7	35	11	44	10	30	0	0	0	0	109			
2	Statement 10	4	20	10	40	12	36	2	4	0	0	100	519	700	74,14
3	Statement 11	6	30	13	52	8	24	1	2	0	0	108			
4	Statement 13	3	15	13	52	9	27	3	6	0	0	100			
5	Statement 18	6	30	8	32	12	36	2	4	0	0	102			

Considering on fifth indicator, this indicator discussed about the authenticity in learning moodle start from the design of moodle, the benefit of moodle, and the students result after using moodle. Based on the table above, it can be seen that in the statement 2, there were 7 and 11 students that answer strongly agree and disagree. It means that the students like the moodle design in teaching and learning process especially in intensive reading activities. Then, in the statement 10, there were 14 students that support the moodle as the tool of learning and the others student answer neutral. It means that all students accepted the moodle and acquired the students' knowledge about intensive

reading through moodle. Further, in the statement 11, 13 and 18, the students

showed the positive respond in using moodle. It can be proved with the students

result that almost the students choose point 5 and 4 rather than the low score. In

brief, moodle aplication was authentic when implemented to the students

intensive reading activities.

4.1.6. Indicator 6 (Experience of other benefits while using the learning model)

In the last indicator, the showed the students' benefits by using moodle.

The result of the questionnaire can be seen in the table below

Table 4.5.

The Result Score of sixth Indicator (Experience of other benefits while using the learning moodle)

NO	STATEMENT	INDICATOR 6										SCORE	SCORE TOTAL	SCORE MAX	PERCENTAGE
		SA		A		N		D		SD					
		F	SCORE	F	SCORE	F	SCORE	F	SCORE	F	SCORE		194	280	69,29
1	Statement 4	4	20	10	40	11	33	3	6	0	0	99			
2	Statement 7	4	20	7	28	14	42	2	4	1	1	95			

Based on the result score of questionnaire in sixth indicator, it can be seen

there were two statements. The first statement was about the students confidence

and students advantages in using moodle according to result in the two

statements, the students were confidence in reading activities by using moodle and they can use moodle anytime because the material can be accessed anytime.

4.2. Discussion

Based on the explanation from the table above, it can be seen that Moodle provides a positive response for students in the learning process, especially in intensive reading subjects. Based on the results obtained in the statement, it is known that students enjoy intensive reading learning by using Moodle. This states that the Moodle learning process can be accepted by first semester students of the Faculty of English UIR. According to Ulfiati (2014:966) The activities are: Introduction, chat, reading exercises or reading test, Collaborative activities and additional Material. Considering on the result score of questionnaires, the students felt comfortable in using moodle.

According to Ismail (2020) got the result of his research about applying moodle in teaching reading comprehension. The Results indicate that the use of Moodle elearning has a significant effect on improving students' reading comprehension. Then, even without going through face-to-face meetings, lecturers and students can also carry out discussion activities. Lecturers provide discourse related to the material that will be reviewed and understood by students. Furthermore, students admitted that in this Moodle learning they can carry out activities independently and can immediately find out their weaknesses in learning.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the explanation in the previous chapter, there were six indicators in order to know the students process in intensive reading. First, experience interactivity in the learning moodle. Second, experience of the value of help and feedback in the learning. Third, experience of the learner centeredness while using the learning moodle. Fourth, experience the adaptation to individual preferences. Fifth, authenticity of the learning moodle. Last, experience of other benefits while using the learning moodle. Based on the result of the indicators above, the learning process by using moodle can be concluded that the students enjoyed the learning process by using moodle. The students enjoyed the intensive reading process. Then, the students can run the discussion between students and lecturer well. Further, the students can also asking and giving questions by put the comments in moodle application. Then, in brief, it can be summarized that the students can accept and add their knowledge in using moodle.

5.2. Suggestion

a. For English Department Students

This research have advantages for the students to surf the knowledge by using digital application and then the students can learn the online application in order to add their knowledge and can apply the online application as the tool or media in teaching and learning process as the future teacher.

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a. Lecturers or Teachers

The teachers or lecturers can modify the teaching material by using moodle

application. It can make the students more interested and be active in teaching

and learning process.

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