

THE EFFECTIVENESS OF MOODLE TO TEACH WRITING VIEWED FROM STUDENTS' CREATIVITY

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Abstract

This research aims at describing out whether: (1) Moodle is more effective than weblog media to teach writing to the tenth grade of SMA N 7 Purworejo; (2) the students who have high creativity have better writing skill than those who have low creativity of the tenth grade of that school; and (3) there is an interaction between teaching media and creativity to teach writing to the tenth grade that school.

This experimental study was conducted at of SMA N 7 Purworejo. The population in this research is the tenth-grade students of that school. The total number of population is 280 students coming from nine classes. The samples are X.2 as the experiment class and X.3 as the control class which each consist of 30 students. Each class was divided into two groups (the students who have high and low creativity). The technique of collecting the data, the researcher uses a test to get the data. A test uses for writing test to get the data. In this research, there would be one kind of test. There is writing test. The validity and reliability of writing test is measured to give the accurate result. The data were analyzed by using Multifactor analysis of variance ANOVA 2x2 and Tukey test.

Based on the result of analysis, there are some research findings that can be taken: (1) Moodle is more effective than weblog to teach writing; (2) the students who have high creativity have better writing skill than those who have a low creativity; and (3) there is an interaction between teaching media and creativity in teaching writing; and the result of Tukey test shows that: (a) for the students having high creativity, Moodle differs significantly from weblog to teach writing; and (b) for the students having low creativity, weblog differs significantly from Moodle to teach writing.

Based on the result of the research it implies that Moodle is very effective for teaching writing for the tenth-grade students that school. Therefore, it is recommended that: (1) it is better for teachers to apply Moodle in teaching and learning process; (2) to improve the students' creativity, Moodle can be used to teach the students; (3) future the researchers can conduct with different sample a different psychological aspect.

Keywords: Writing, Moodle, Weblog, Creativity, Experimental study

Introduction

In the recent year, the use of media in the teaching and learning process is very famous. Media are an important aspect in the learning process besides learning method. According to Hallowell (2011), Moodle is a web-based software package that allows us to create a learning environment in which an educational program can be delivered. It means that Moodle allows us to create course environments where all sorts of education can take place. The second media is web-blog. A blog (a contraction of the term "web log") is a type of website, usually maintained by an individual with regular entries of commentary, descriptions of events, or other material such as graphics or video. Entries

are commonly displayed in reverse-chronological order. "Blog" can also be used as a verb, meaning to maintain or add content to a web blog. Galien and Bowcher (2010) state that blog is a fairly new tool for written communication and interaction and appear in many different languages. According to Linda et al (2011), creativity has been defined as a mental process involving the generation of new ideas or concepts, or new associations between existing ideas or concepts. From a scientific standpoint the products of creative thought are usually considered to have both originality and appropriateness. According to Cremin (2009), a creative approach in teaching English encompasses several core features that enable teachers to make informed decisions, both at the level of planning and in the moment-to-moment interactions in the classroom.

The function of technology in the schools is to enhance teaching and learning. Using technology can enhance the connection between the curriculum, instruction and assessment methods. It also gives school greater capacity and autonomy in the use of IT for school improvement. Chee and Wong (2002) state that there are many integration strategies addressing to a specific learning or teaching need.

Methodology

The study is an experimental study. This study involves three variables: an independent variable and two dependent variables. The independent variable is the treatment used to teach writing, namely X. Meanwhile, the two dependent variables are the students' writing ability, namely Y and the students' motivation, namely Z. The experimental group in this study is the group to which the special treatment is given. The control group is the group which is used to control the variable that should be measured. Both of the groups are given different treatments after pre-test. The treatment is Moodle activity in the writing class. This treatment is applied in the experimental class. Meanwhile, Blogging activity is applied in the control class.

The population of the research is the tenth grade students of SMA N 7 Purworejo. It consists of 9 classes (280 students). The sample used in the research is the students of class X.2 and X.3 of the tenth grade. One class is the experimental class and the other is the control class.

The data needed in this research are the scores of students' creativity and the score of students writing. The scores of creativities are taken from the result of creativity test. The researcher set one writing test item. It is use to collect data related to the students' improvement after the treatment is given to both groups.

There were two instruments used in this research; writing test and creativity test. The first instrument, a writing test, was constructed to investigate students' writing skill. Then, the second instrument, creativity test, was constructed to classify students in to

different creativity level: students' high creativity, and students' low creativity. The researcher uses a descriptive analysis and inferential analysis in this research. The descriptive analysis is used to know the mean, median, mode, and standard deviation of the score of the test. The normality and homogeneity test are used to know the normality and homogeneity of the data. It is done before testing the hypothesis and the last is the use of multifactor analysis of variance 2×2 . H_0 is rejected if $F_o > F_t$. If H_0 is rejected the analysis is continued to know which group is better using Tukey test.

The research has several stages of preparation. It is started from pre-research until the research is finished. For further explanation for the meetings, it is described on table 1.

Table 1 Distribution of Activities

Me etin g	Moodle	weblog
I, II	<p>The teacher introduces the Moodle to the students.</p> <p>The teacher asks the students to sign up into the Moodle.</p> <p>The students make their account on Moodle.</p> <p>The teacher asks the students to log in in the program and explore the materials there.</p> <p>The students can share their ideas or questions through the chat tool.</p>	<p>The teacher introduces the weblog to the students.</p> <p>The teacher asks the students to sign up into the weblog.</p> <p>The students can share their writing through the post.</p>
III, IV, V	<p>The teacher explains the materials of recount on the Moodle.</p> <p>The students do the exercises.</p> <p>The teacher guides</p>	<p>The teacher explains the materials of recount.</p> <p>The students do the exercises.</p> <p>The teacher guides the student to</p>

Me etin g	Moodle	weblog
	<p>the student to make draft of writing. The students submit their draft on Moodle. The teacher makes discussion forum for the students' draft. The teacher asks the students to give comment on their friends' writing. The teacher discusses the comments and gives reinforcement for the students' draft. The students submit the final writing after they revise their draft.</p>	<p>make draft of writing. The students submit their draft on weblog. The teacher discusses the comments and gives reinforcement for the students' draft. The students submit the final writing after they revise their draft.</p>
VI, VII, VII I, IX	<p>The teacher explains the materials of narrative on the Moodle. The students do the exercises. The teacher guides the student to make draft of writing. The students submit their draft on Moodle.</p>	<p>The teacher explains the materials of narrative. The students do the exercises. The teacher guides the student to make draft of writing. The students submit their draft on weblog. The teacher asks</p>

Me etin g	Moodle	weblog
	<p>The teacher makes discussion forum for the students' draft.</p> <p>The teacher asks the students to give comment on their friends' writing.</p> <p>The teacher discusses the comments and gives reinforcement for the students' draft.</p> <p>The students submit the final writing after they revise their draft.</p>	<p>the students to give comment on their friends' writing.</p> <p>The teacher discusses the comments and gives reinforcement for the students' draft.</p> <p>The students submit the final writing after they revise their draft.</p>
X, XI, XII	<p>The teacher explains the materials of procedure on the Moodle.</p> <p>The students do the exercises.</p> <p>The teacher guides the student to make draft of writing.</p> <p>The students submit their draft on Moodle.</p> <p>The teacher makes discussion forum for the students' draft.</p> <p>The teacher asks the students to</p>	<p>The teacher explains the materials of procedure.</p> <p>The students do the exercises.</p> <p>The teacher guides the student to make draft of writing.</p> <p>The students submit their draft on weblog.</p> <p>The teacher asks the students to give comment on their friends' writing.</p> <p>The teacher discusses the</p>

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	give comment on their friends' writing. The teacher discusses the comments and gives reinforcement for the students' draft. The students submit the final writing after they revise their draft.	comments and gives reinforcement for the students' draft. The students submit the final writing after they revise their draft.

Finding(s) and Discussion

The test can be conducted after the result of normality and homogeneity test are calculated and fulfilled. The data analysis is conducted by using Multifactor Analysis of Variance (ANOVA) 2 x 2. H_0 is rejected if F_o is higher than F_t ($F_o > F_t$). It means that there is a significant effect of two independent variables to dependent variable. After knowing that H_0 is rejected, the analysis is continued by performing the comparison of the mean between cells to see where the significant difference is using Tukey test. To know which group is better, the means between cells are compared. The 2 x 2 ANOVA and Tukey test are listed as follows:

Table 2 The Summary of a 2 x 2 Multifactor Analysis of Variance

Source of variance	SS	df	MS	F_o	$F_{t(0.05)}$	$F_{t(0.01)}$
Between columns	198.0167	1	198.0167	5.755502	4.01	7.12
Between rows	6976.817	1	6976.817	202.7864		
Columns by rows	1135.35	1	1135.35	32.99979		
Between groups	8310.183	3	2770.061			
Within groups	1926.667	56	34.40476			
Total	10236.85	59				

Table 3 Mean Scores

	A1	A2	
B1	82	69.66666	75.83333
		7	3
B2	51.73333	56.8	54.26666
	3		7
	66.86666	63.23333	
	7	3	

Because F_o (5.76) is higher than F_t at the level of significance $\alpha = 0.05$ (4.02), H_0 is rejected and the difference between columns is significant. It can be concluded that Moodle to teach writing at the tenth-grade students of SMA N 7 Purworejo differs significantly from weblog. In addition, the mean score of students who are taught using Moodle (66.87) is higher than that of those who are taught using weblog (63.23). It can be concluded that teaching writing using Moodle is more effective than weblog.

Because F_o (202.79) is higher than F_t at the level of significance $\alpha = 0.05$ (4.02), H_0 is rejected and the difference between rows is significant. It can be concluded that students having high creativity differs significantly from those who have low creativity. In addition, the mean score of students who have high creativity (75.83) is higher than that of those who have low creativity (54.27). It can be concluded that the students having high creativity have better writing ability than those who have low creativity.

Because F_o interaction (33) is higher than F_t at the level significance $\alpha = 0.05$ (4.02), H_0 is rejected and there is interaction between the two variables, the teaching media and students' creativity to teach writing at the tenth-grade students of SMA N 7 Purworejo. It means that in teaching writing, the students who have high creativity are more appropriate taught by using Moodle than those are having low creativity. On the contrary, the students who have low creativity are more appropriate taught by weblog than those are having high creativity.

The researcher continued analyzing the data using Tukey test. The following is the result of analyzing of the data using Tukey test.

Table 4 The result of Tukey Test

No	Data	Sampl e	q_0	q_t	α	Status
1	A1 and B1	30	3.39278	2.8	0.0	Significant
			7	9	5	
2	B1 and B2	30	20.1388	2.8	0.0	Significant
			4	9	5	
3	A1B1 and A2B1	15	8.14360	3.0	0.0	Significant
			7	1	5	
4	A1B2 and A2B2	15	3.34548	3.0	0.0	Significant
				1	5	

Because q_0 between columns (3.39) is higher than q_t at the level of significance $\alpha = 0.05$ (2.89), applying Moodle differs significantly from weblog to teach writing. Because the mean of A1 (66.87) is higher than A2 (63.23), it can be concluded that Moodle is more effective than weblog media to teach writing.

Because q_0 between row (20.14) is higher than q_t at the level of significance $\alpha = 0.05$ (2.89), it can be concluded that students who have high creativity and those who have low creativity significantly different in their writing ability. Because the mean of B1 (75.83) is higher than B2 (54.27), it can be concluded that the students who have high creativity better writing ability than those who have low creativity.

Because q_0 between cells A1B1 and A2B1 (8.14) is higher than q_t at the level of significance $\alpha = 0.05$ (3.01), applying Moodle differs significantly from weblog for teaching writing to the students who have high creativity. It can be concluded that applying Moodle is more effective than weblog toward students who have high creativity because the mean of A1B1 (82) is higher than A2B1 (69.67).

Because q_0 between cells A1B2 and A2B2 (3.34) is higher than q_t at the level of significance $\alpha = 0.05$ (3.01), applying weblog differs significantly from Moodle for teaching writing to the students who have low creativity. Because the mean of A1B2 (51.73) is higher than A2B2 (56.80), it can be concluded that weblog is more effective than Moodle for teaching writing to the students who have low creativity.

Base on the result of points 3 and 4, the use of media in teaching writing has effect toward the creativity. From the point 3, the use of Moodle is effective for the students who have high creativity and from the point 4, the use of weblog is effective for the students who have low creativity.

Conclusions

Based on the hypothesis testing, research findings are as follows: 1) The students who are taught using Moodle have better writing skill than those who are using weblog. In other words, the use of Moodle is more effective than weblog. 2) The students who have high level of creativity have better writing skill than those who have low level of creativity. 3) There is an interaction between teaching media and creativity. This can be seen from the finding of this study that the students who are taught by Moodle have better writing skill than those taught by weblog for the students who have high creativity. The students who are taught by weblog have better writing skill than those taught by Moodle for the students who have low creativity. Based on the research findings, it can be concluded that Moodle is effective for teaching writing.

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