

# INTEGRATING MOODLE IN AESTHETIC-EFFERENT READING COMPREHENSION ACTIVITIES IN BLENDED LEARNING CONTEXT<sup>1)</sup>

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## Abstract

This study investigated the use of moodle to support aesthetic-efferent reading comprehension in teaching and learning activities for blended-learning context. This study was qualitative research. The students at one of senior high schools in Pangkalpinang were the participants in this study. This study employed three techniques in data collection; they were observation, interview and questionnaire. The data from observations were analyzed qualitatively to investigate their actual interaction in integrating moodle for aesthetic-efferent reading comprehension activities. The data from interviews were transcribed and analyzed based on research questions while the data from questionnaires were analyzed by using Likert Scales. The questionnaires portrayed the students' attitude toward moodle in terms of blended learning, were formulated into three categories (positive, uncertain, and negative). The results of study showed that four moodle features, uploading and sharing materials, forum, quiz, and grade were applied to support classroom aesthetic-efferent reading comprehension activities. The data showed that moodle facilitated students in aesthetic-efferent reading comprehension activities in forum and quiz. And Students' attitude toward integrating of moodle for aesthetic-efferent reading comprehension activities was positive.

**Keywords:** *Aesthetic-efferent reading comprehension, blended learning, moodle.*

## Abstrak

Penelitian ini meneliti penggunaan moodle untuk mendukung pemahaman bacaan estetika-efferent dalam kegiatan belajar-mengajar pada konteks pembelajaran campuran. Penelitian ini merupakan penelitian kualitatif. Para siswa di salah satu sekolah menengah atas di Pangkalpinang adalah peserta dalam penelitian ini. Penelitian ini menggunakan tiga teknik dalam pengumpulan data; observasi, wawancara dan kuesioner. Data dari observasi di analisis secara qualitative untuk menginvestasi interaksi aktual dalam mengintegrasikan Moodle pada kegiatan membaca pemahaman secara estetika-efferent. Data dari wawancara di transkripsikan dan dianalisis berdasarkan pertanyaan penelitian, sedangkan kuesioner data di analisis menggunakan Skala Likert. Kuesioner menggambarkan sikap siswa terhadap Moodle dalam pembelajaran campuran yang dirumuskan ke dalam tiga kategori (positif, tidak pasti, dan negatif). Hasil penelitian menunjukkan bahwa empat fitur moodle, upload dan sharing materi, forum, kuis, dan penilaian diterapkan untuk mendukung kegiatan pemahaman bacaan secara estetika-efferent. Data menunjukkan bahwa moodle memfasilitasi siswa dalam kegiatan pemahaman bacaan secara estetika-efferent di dalam forum dan kuis. Sikap siswa terhadap pengintegrasian moodle pada aktivitas membaca secara estetika-efferent adalah positif.

**Kata Kunci:** *Membaca pemahaman secara estetika-efferent, Moodle, pembelajaran campuran.*

## INTRODUCTION

Reading receives the greatest interest in learning English at school. The fact shows that 35 out of 50 test items of state examination are reading comprehension items. In other words, reading comprehension in language teaching and learning at senior high school curriculum implementation becomes the main point. As it is stated that, “many foreign language students often have reading as one of their most important goals. They want to be able to read for information and for study purpose,” (Richards and Renandya, 2002: 273). Moreover, Harmer (2007) also states that students have many reasons for learning English as a foreign language, students are learning to comprehend English either for careers or for study purposes. Furthermore, comprehension is one of students’ purposes in learning reading. It is obvious that reading without comprehension would be empty and worthless.

Reading comprehension activities by exploring literary works is by enabling students to comprehend text, such as song, short stories in narrative text, and poetry to master its language features, which built the text (Kemendikbud, No 64, 2013). Furthermore, Mickulecky (1990) stated that mastering language features means that the students are not only able to understand the structure of the text, to understand kind of verbs used in the text, to know the purpose the text being responded, to understand grammatical features used in the text, which is refers to efferent reading comprehension process but also to comprehend moral value of the text which refers to aesthetic reading comprehension process by connecting the text they are responding to their live through experiences, thoughts, feelings, and images, which emerged.

In other words, exploration literature works, “stance is frequently discussed in

terms of aesthetic–efferent binary” (Paulson and Armstrong, 2010: 87). Furthermore, Prather (2001) stated that the terms of aesthetic–efferent in reading comprehension have different characteristics. Aesthetic reading comprehension is characterized by students’ effort where the reader focuses on the reading experience itself, drawing on memories and past experience by connecting the text they are studying to their live through experiences, thoughts, feelings, and images, which emerged, then, efferent reading comprehension is characterized by reading activities where reader analyzes idea and information for the specific purpose of abstracting specific information. (Prather, 2001).

Furthermore, at senior high school curriculum implementation, literary works, such as, poetry, song, and short story in a narrative text have been included to junior high school to senior high school curriculum but the fact shows there are some dilemmas in teaching and learning literature in the classroom. There are some dilemmas teaching and learning literature in classroom, such as opportunities of learning literary works, sources, task design and assessment methods (Musthafa, 2014). In addition, Premawardhena (2006) stated, “lack of appreciation for literature, in general, due to traditional teaching methods and the stigma attached to it as being a difficult and uninteresting area also results in the students’ further drawing themselves away from the literature”. Then, teaching Foreign Language Literature to non-native-speaking students is not always an easy task. In some cases, it is itself a situation taken from the absurd, in which the students are supposed to read books in a language they hardly understand and then they discuss structure, author's style etc.(Turker,1991). This implies that teaching foreign language literature needs more attention to make the students more interested and enjoyable, then the fact shows that the learners find

the difficulties to understand the words, phrases, and sentences which written in the literature products, they have to understand all the sentences in the text to make them know what the point of the moral value that's the reason why they think that they have to spend all the time just to understand the text from the literature products. "They devote less time to reading literature. (Premawardhena, 2006).

Regarding to the matter in the paragraph above, previous studies in learning reading comprehension by administering kind of genres have been conducted. Various techniques are administered to enhance students' reading comprehension. Empirical evidence from recent studies (See i.e. Clarke et al., 2010; Wei et al. 2012; Ortlieb, 2013 and Attaprechakul, 2013) demonstrate that reading comprehension are administered as students' single classroom reading activities. These studies examined various techniques to enhance students' comprehension of a text, such as, three interventions design, construction of reading guidance, anticipatory reading guide, and inference strategies.

Furthermore, Many and Wiseman (1992) examined the effect of teaching approaches on the students' response for third graders. In the first approach students' discussion after reading was focused on the efferent stance, in the second approach third graders was focused on the aesthetic stance during their post reading discussion; the third approach did not include a discussion after reading. Similarly, Pilonieta and Hancock (2012) conducted a study to explore how first grade urban students connect to literature that mirrored their personal experiences. It was also of interest to determine how their reading stance as measured by type of connections students made, affected their comprehension of story read. The result indicated that students who assumed an aesthetic stance while listening to the story

and made connections with their personal experiences.

Relating to the previous study, the writer would like to combine both of the aesthetic and efferent reading comprehension in exploration the literature products by utilizing technology, which is moodle. Based on the previous studies, learning literature in the classroom still found the difficulty since the teachers employed the traditional method for aesthetic-efferent reading comprehension. By integrating moodle, process of teaching and learning literature will be monitored easily than traditional ones. The writer assumes that actually, students need to do more reading outside their classroom because "any reading program that substantially increases the amount of reading will affect their reading achievement" (Routman, 2002:83). In other words, managing a classroom single reading comprehension activity in traditional reading is not enough for teacher to enable students to read outside their classroom as an alternative strategy to enhance their reading activities by utilizing technology. Utilizing computerized program, moodle platform to enhance students' outside reading activities has been investigated by Brine et al. (2007), Ali and Jaafar (2010), and Robb and Kano (2013). First, Brine et al. (2007) examines moodle on English as a Foreign Language (EFL) to promote group work at Japanese class to enhance students' reading comprehension. The study reveals that utilizing moodle platform has not only enabled teacher to structure individual and group tasks effectively but also given an account on effective contribution to EFL reading comprehension activities. Second, Ali and Jaafar (2010). This study was conducted to investigate the comparing and analyzing Moodle and traditional reading comprehension testing methods in Malaysian classrooms. The findings of this research indicated that students generally cold perform better in Moodle with reading comprehension tests compared to

the traditional method. Third, Robb and Kano (2013) investigate reading process at a classroom at a university setting in Japan where a group of students is required to read outside class time as part of their course requirement. A moodle platform is utilized to hold the students accountable for their reading. The comparative study shows that the implementation of moodle platform to those who read outside class time as part of their course requirement highly significant gains.

Accordingly, the literatures show that studies of utilizing moodle as blended learning for aesthetic-efferent reading comprehension activities has not been paid attention at senior high school level context, especially at the research site. This study seeks to examine of integrating moodle in aesthetic-efferent reading comprehension activities in blended learning context to support face-to-face classroom activities at a senior high school level in Indonesian context. This study contributes to support previous theories, provides enlightening inputs for further research, and gives practical source in teaching profession at the school, which in turn becomes an informative contribution to teachers who consider utilizing moodle platform in blended learning to support their face-to-face classroom aesthetic-efferent reading comprehension activities.

Based on background of the problem mentioned previously, the research questions of this study are formulated as follows:

1. How does moodle facilitate students' aesthetic-efferent reading comprehension activities in blended learning context?
2. How are students' attitudes toward moodle in aesthetic-efferent reading comprehension activities in blended learning context?

## RESEARCH METHOD

This study used a qualitative approach. The research site of this study was a Senior High School in Pangkalpinang, Bangka Belitung. The students were assigned into three parallel classes of science major and four parallel classes of social major at the second years academic. Then, one group from the three parallel classes of science major was assigned to be the research sample. The purposive sample was assigned to obtain the sample from the population. The data were obtained from observations, interviews, and questionnaires. The data from observations were analyzed qualitatively to investigate their actual interaction in integrating moodle for aesthetic-efferent reading comprehension activities. The data from interviews were transcribed and analyzed based on research questions while the data from questionnaires were analyzed by using Likert Scales. The questionnaires portrayed the students' attitude toward moodle in terms of blended learning, were formulated into three categories (positive, uncertain, and negative) as suggested by Azwar (2012). Checking for validity and reliability of the questionnaire, Pearson-moment  $r$  correlation coefficient test and Cronbach-alpha coefficient test, which were typically used to test validity and reliability, were administered.

Furthermore, to answer the first research question, writer obtained the data by class observations and interview. In this study, the writer employed an observation protocol during the observation, and interview in qualitative research seeks to describe phenomenon under studied and to portray meanings of central themes in the life world of the subjects. There are ten students from the thirty-one are interviewed. Every participant from the 10 key informants in this study was interviewed in certain place for approximately 15-minute every student once in two weeks while focus group

discussion was administered twice during this study. The interviews are recorded by using recording interview data, audiotape, to avoid losing of valuable information and then “transcribed in order to categorize information into a coding scheme” (Hancock and Algozzine, 2006: 72).

Then, to answer the second research question, the writer obtained the data by questionnaires. Questionnaires were developed to describe students’ attitude toward moodle in this study. The questionnaires portray three componential viewpoints. They are cognitive affective and behavior component. The questionnaires used in this study portray two aspects, learning through moodle and technical aspects. The first aspect portrayed four sub-aspects; moodle facilitated learning process, moodle supported outside learning environment, moodle was a new way in learning, and moodle supported social interaction in learning process. Then, the second aspect of questionnaire in this study portrayed four sub-aspects; uploading and sharing materials, accessing forum, quiz, and grade. Each sub-aspect realized in to three questionnaires statements that portray students’ attitude toward moodle for aesthetic-efferent reading comprehension activities.

## RESULTS AND DISCUSSION

To answer the first research question, the researcher obtained the data from observation and interview. Then the results were as follows:

### **1. Moodle Facilitates Aesthetic-Efferent Reading Comprehension Activities**

One of moodle features which facilitated students in aesthetic reading comprehension was forum. Forum facilitated students to explore their thinking, opinion, ideas and experience toward the text given. The excerpt below

was stated some of the participants in the interview.

Moodle sangat membantu saya dalam memahami teks secara aesthetic-efferent dalam forum diskusi, melalui forum diskusi kita dapat bertukar pikiran dengan teman sekelas dan dapat memahami teks bukan hanya dari perspektif kita saja namun bisa di lihat dari perspektif orang lain juga. (S7)

Forum bisa membantu saya dalam memahami teks dengan mudah dan tempat berdiskusi dengan teman-teman lainnya dan menjadi sarana diskusi untuk berkomunikasi dengan tema-teman lewat forum.(S4)  
(12/12/2017)

From the statement of Student 7 and student 4, it was clear that moodle facilitated the students to understand aesthetic-efferent reading comprehension. The students are able to understand the text easily when forum facilitates them in understanding the text. The students are able to communicate each others to discuss about the text presented. By forum discussion students are easier to understand the text.

Moodle membantu saya dalam memahami teks karena di dalam moodle terdapat fitur forum diskusi, disana kita dapat bertukar informasi, ide ataupun pengalaman, selain itu moodle menyediakan cerita yang mengasah kemampuan aesthetic dan juga pertanyaan secara efferent.(S3)

Moodle membantu saya dalam memahami teks karena moodle dapat mengajarkan saya memahami teks secara aesthetic-efferent, dengan moodle dapat membantu saya bertukar pikiran dalam menyelesaikan soal-soal, dan pastinya dapat bertukar pikiran dengan siswa-siswa lainnya di dalam forum diskusi. (S6)  
(12/12/2017)

Then, from the statement of student 3 and student 6, they stated that moodle facilitated them in understanding aesthetic-efferent reading comprehension, forum as a media for them to share information, idea and also their experience toward the

stories. Students could share their idea with their classmates to help them in understanding the text. It means that moodle gave good contribution for the students in learning literature, in this case short stories.

From the interview data above, forum was in line with social constructivist theory in language learning. (Cole and Foster, 2008). The social constructivist referred to learning as social process realized through social interaction in learning process. Forum facilitated students to interact between students-students, students-teacher, and teacher-students by having online discussion through Forum. Incorporating moodle forum to facilitate social transactions between individuals in learning process indicated that more students are willing to participate in an asynchronous online forum in blended learning environment. Furthermore, “a lot of research indicates that more students are willing to participate in an asynchronous forum than are willing to speak up in class” (Cole and Foster, 2008: 69). By accessing forum, the students are able to express what they are thinking, feeling and also having opinion which related their experience toward the text. Forum facilitated them to discuss the text in aesthetic reading comprehension. It was in line with (Cole and Foster, 2008:1).” Forums give your students more time to generate their responses and can lead to more thoughtful discussion”. It means that forum is a media for the students to give the response after they read the text, the students are freely to explore what they are thinking about the text and they are able to read their friends opinion and see the other perspective toward the text. It means that moodle facilitates students in aesthetic reading comprehension activities by discussion forum. Moreover, “without people having discussions, a forum is an empty, quiet space.” (Cole and Foster, 2008).

Then, moodle quiz also has the important role to facilitate students in efferent reading comprehension. After students discussed and understood the text in aesthetic reading comprehension then, they tried to upload their idea, opinion, feeling and experience. Moodle quiz facilitated them to get information by understanding the content of the text. The multiple-choice questions were administered to facilitate students’ efferent reading comprehension. Moodle quiz facilitated students in efferent reading comprehension since the students are able to understand the content of the text to answer the questions given. The data showed that there were the students’ score increasing in efferent reading comprehension activities during the quiz given after the students discussed and understood aesthetic reading comprehension in forum.

Furthermore, the excerpt from the interview and observation class with some students below shows how Moodle quiz facilitated students in efferent reading comprehension activities.

Fitur dalam moodle yang sangat membantu dalam proses belajar saya adalah quiz karena saya langsung belajar didalam quiz. Saya mengerjakan soal-soal pilihan ganda dan bisa diulang-ulang e.. saya tahu kemampuan saya e... jika saya mengerjakan kuis karena saya bisa mengetahui soal yang benar atau salah saya kerjakan jadinya kan lebih efektif dalam belajar. (S2)

The students’ statement above shows that quiz was a media which facilitated them in learning literature. One of the moodle feature used was quiz. The students were able to answer the questions several times in order they were able to see which items were done correctly or incorrectly so that it was more effective in learning process.

Mengakses Quiz dalam kegiatan pembelajaran aesthetic-efferent sangat menyenangkan, dengan mengakses quiz saya dapat mengetahui kemampuan saya sebenarnya sampai dimana dalam memahami teks secara efferent. (S1)

Quiz dalam kegiatan aesthetic-efferent sangat diperlukan untuk membantu saya mengulangi teks yang sudah saya pelajari dan untuk mengetes apakah saya sudah memahami teks secara efferent (S5)  
(28/11/2017 and 12/12/2017)

From the statement of student 1 and student 5, it shows that they really like accessing quiz in learning aesthetic-efferent reading comprehension. They tried to access quiz to know their ability to understand the text, and then they did quiz to repeat the material which they obtained and learned before. In this study, the writer used the multiple choice quiz. The data above shows that one of question types, multiple-choice question type, was chosen in this study to facilitate students' efferent reading comprehension activities. Administering multiple-choice questions to facilitate students' efferent reading comprehension activities through moodle quiz was aimed to introduce, practice, and consolidate learning environment using online activities. The idea above was in line with Cooch (2012) who states that

administering quiz in efferent reading comprehension activities is viewing as an idea for introducing, practicing, and consolidating learning environment using online activities. The online quiz activity is such as in terms of multiple-choice self-marking quiz.

To answer the second research question, the researcher obtained the data from questionnaire.

## **2. Students' Attitude toward Moodle for Aesthetic-Efferent Reading Comprehension Activities**

This study also examined students' attitude toward moodle for aesthetic-efferent reading comprehension activities. It was done to portray students' point of view on the implementation of moodle for aesthetic-efferent reading comprehension as a part of data triangulation in this study. To collect the data on students' attitude toward moodle for aesthetic-efferent reading comprehension activities, questionnaires were developed.

Data from questionnaires, which portrayed students' attitude toward moodle, was described, as follow:

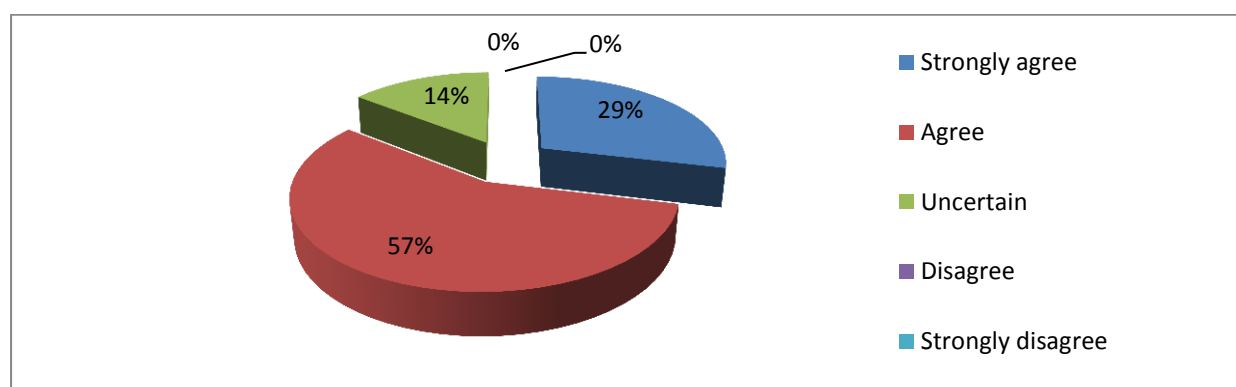
**Table 1 . Score of students' attitude toward moodle**

Aspects/sub aspects	Gained Scores	Category	$\Sigma$ Students	%
1. Learning through Moodle				
a. Moodle facilitated learning process	379	Positive	27	87
b. Moodle supported learning environment outside the classroom	394	Positive	29	94
c. Moodle was a new way in learning English	395	Positive	30	97
d. Moodle supported social interaction in learning process	389	Positive	27	87
2. Technical Aspects				
e. Accessing forum	382	Positive	27	87
f. Accessing Quiz	369	Positive	26	84
g. Accessing Grade	389	Positive	29	94
3. Total Score of students' attitude toward moodle	2697	Positive	28	90

The data above shows aspects/sub aspects, gained scores, categories, number of students, and percentages from questionnaires of students' attitude toward moodle for aesthetic-efferent reading comprehension activities for each aspect and whole aspect.

In addition, the data presentation of students' attitude toward moodle, which consisted of seven sub aspects separately above, shows that students' attitude toward moodle, was positive.

The seven sub aspects of students attitude toward moodle above was described in to the whole aspects of students' attitude toward moodle, as follow:



**Figure 1. The Whole Aspects of the Students' Attitude toward Moodle.**

The data from the whole aspect of students' attitude toward moodle above shows 29% students strongly agree, 57% agree, and 14% uncertain. In other words, the data also means that the students' attitude toward moodle to support classroom aesthetic-efferent reading comprehension was positive (86%). The figure also portrayed students' attitude toward moodle was related to seven aspects, as follow:

The first, moodle facilitated learning process. Moodle helped students comprehend a text as aesthetic-efferent they were studying, they enjoyed learning English through moodle, and students accessed moodle every time they had chance. The second, moodle supported learning environment outside the classroom. Moodle helped students to learn outside their classroom, students enjoyed accessed moodle outside their classroom, and they accessed moodle outside their classroom when there was chance. The finding from questionnaire

above was consistent with Routman (2002:83) who stated that students needed to do more reading outside their classroom, because "any reading program that substantially increases the amount of reading will affect their reading achievement." This finding also consistent with Robb and Kano (2013) who investigated reading process at a classroom at a university setting in Japan where a group of students is required to read outside class time as part of their course requirement by incorporating moodle to support outside students' reading activities. The data from the study shows that students accessed moodle outside the classroom. The third, utilizing moodle was a new way in learning English. Students found utilizing moodle to support classroom aesthetic-efferent reading comprehension was e new way in learning English, moodle was a new alternative in learning English, which was enjoyable, and students tried the new alternative in learning such as moodle. The fourth, moodle supported social interaction in



learning process. Moodle facilitated students to express their ideas, feelings, or experiences among their classmates through online class, students enjoyed expressing ideas, feelings, or experiences with their classmates through online class, and students posted ideas, feelings, or experiences with their classmates every time there was online class. The fifth, Forum, technical aspect of utilizing moodle in blended learning context, facilitated students to express their ideas, feelings, or experiences, they enjoyed accessing forum, and they accessed forum when there was chance. The finding was consistent with Cole and Foster (2008: 1), "online forums provide a means of communication outside of classroom meetings. Forums give your students more time to generate their responses and can lead to more thoughtful discussion." In addition, students enjoyed the activities of accessing online Forum for discussion, and students accessed online Forum when there was chance. The finding above was consistent with Buchner (2011) who states that the role of students in a course is usually allowed to start discussions in forums. Users are encouraged to post comments and problems in online forum. The sixth, Quiz, technical aspect of utilizing moodle in blended learning context, facilitated students to do more multiple-choice exercises items. Then, they liked multiple-choice exercises items, which were presented in moodle, and students attempted all the multiple-choice items exercises. The seventh, Grade, technical aspect of utilizing moodle in blended learning context, enabled students to access their grade on course page since accessing grade to know their comprehension of texts they were studying was important, and students accessed moodle grade every time they had finished attempting the exercises.

## CONCLUSION AND SUGGESTION

Considering all data gathered after finishing the research which had been held in one of Senior High Schools in Pangkalpinang, this study has drawn up some conclusions. They are as follows:

1. It is found that four moodle features (Uploading and sharing material, Forum, Quiz, and Grade) are developed for aesthetic-efferent reading comprehension activities to facilitate students to understand the text. By accessing the moodle features, students have the opportunity to understand the text easily. Since they are able to discuss in forum discussion. It means that moodle helped students comprehend aesthetic-efferent texts in learning process, moodle supported outside classroom learning environment, incorporating moodle to support classroom aesthetic-efferent reading comprehension activities was a new way in learning English, moodle supported social interaction among students-students, students-teacher, and teacher-students.
2. Learning literature for students' aesthetic-efferent reading comprehension was enjoyable for the students since the teaching and learning process used the technology which is moodle. Moodle is a new way for learning English especially in literature for students' aesthetic-efferent reading comprehension. Teacher is able to manage and control the teaching and learning process by moodle. Especially in forum discussion and quiz since there are significant correlation using moodle in aesthetic-efferent reading comprehension activities and student's achievement (grade) in the study. By integrating moodle in teaching and learning moodle literature can answer the dilemma for the teachers in teaching literature at the classroom.
3. Moodle features which used in the study showed that they gave the

contribution in teaching and learning process especially in forum discussion. It was enjoyable for students in forum and they were willing to give their opinion, feeling and experience toward the text. By integrating moodle in aesthetic-efferent reading comprehension gave contribution in teaching and learning process. Then, in process of the teaching and learning activities, students are able to speak English meanwhile they need to share their opinion, feeling and experience toward the text in aesthetic reading activities. It shows the students were enthusiast to speak English.

Based on the conclusion of this research, here are some following suggestions proposed by this study as the consequence by integrating moodle to improve the Senior High School students' in Aesthetic-efferent reading comprehension activities as follows:

1. This study investigates four moodle features (Uploading and Sharing materials, Forum, Quiz, and Grade) from at least six moodle features. Further research is recommended to investigate the other two moodle features (chats, and gathering and reviewing assignments) for aesthetic-efferent reading comprehension activities. In addition, it is also worth investigating moodle implementation in terms of blended learning for other subjects taught at school.
2. For teacher, by integrating moodle to support face-to-face classroom aesthetic-efferent reading comprehension activities; teachers need a site administrator. Teacher also considers which part of learning materials and instructions are put and accessed online, what activities are administered on face-to-face classroom activities, and what the teaching and learning methods are appropriately used for the senior high school level in learning literature.

3. For school, school plays an important role in determining the success of integrating moodle to support face-to-face classroom in aesthetic-efferent teaching learning activities. School need to prepare the suitable infrastructure to support the teaching and learning process, especially for internet connection.
4. For government, administering blended learning in this study is constrained by limited infrastructure and internet connection. Therefore, government together with school provides infrastructures to support the teaching and learning process by integrating moodle as one of the technology media.

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