DEVELOPING MOODLE-BASED E-LEARNING MEDIA TO LEARN NEWS WRITING

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Abstract: Students majoring in English language education need to have proficient writing skills which show wide range of cognitive and linguistics abilities. For that reason, news writing that includes techniques for writing good headlines, techniques for writing interesting headlines, and techniques for creating a comprehensive and in-depth news body is appropriate to facilitate that needs. The purpose of this research is to develop Moodle, Google Slides, and Power Point-based E-Learning aids for learning how to write news articles in writing for mass media course for English language education students. This study employs the 4D development model (Define, Design, Development, and Dissemination) to conduct R&D. This research uses a non-test instrument data collection strategy in the form of a questionnaire distributed to two material experts and two media experts. The results are as follows: a) the validation results by material experts received a score of 81.54 %, placing them in the very feasible category; b) the validation results by media experts received a score of 78.4 %, placing them in the feasible category. These results indicate that the E-Learning Moodle's learning materials are suitable to be used in the journalism course.

Keywords: *development*, *e-learning, media, moodle, news writing.*

INTRODUCTION

One of learning outcomes expected from students enrolled in the English language education program is their good skill in writing including in news writing genre. Since writing calls for a diverse range of linguistic and cognitive abilities, it is one of the most challenging language skills to learn. In fact, learning success is closely related to a number of problems that students face when learning, such as inefficient student learning variables and unappealing ways of presenting learning materials or media. Traditional learning systems are very dependent on the instructional learning environment, which is less acceptable now that science and technology are growing so quickly. Traditional ways of learning are less effective and have fallen behind because teachers should be able to adapt learning materials and media to the latest

technological advances (Iskandarwassid et al, 2014).

The word media derives from the Latin word medius, which means middle, intermediary, or introducer. In Arabic, media refers to an intermediate or messenger between the sender and the recipient (Arsyad, 2006). The American Association for Education and Communication Technologies (AECT) defines media as "all forms and ways by which humans disseminate messages/information" (Riyanto, 2015). Media is a tool that can be used to channel messages from the sender to the recipient to stimulate students' ideas, feelings, attention, and interests and attention so that the learning process can take place (Sardiman, 2010). It is clear that media is a tool that is utilized as a channel for messages in order to reach a learning goal. (Komsiyah, 2012). The contributions of media to learning activities include more standardized presentation of material, more interesting learning activities, more interactive learning activities, more efficient use of learning time, and improved learning quality. Learning media is also closely related to technological advances as a tool for the learning process to achieve a learning goal.

The use of media or electronic device help in the learning process is believed to improve the efficacy and efficiency of learning activities (Uno, 2011). Experts believe that media can be employed as an intermediate between instructors and students to achieve the intended learning objectives. The existence of the media as an intermediary will aid in the obscurity of the material or material to be conveyed in the learning process. In other words, learning media serves as a tool for providing students with visual experiences that drive them to learn, clarify the material supplied, and simplify abstract and difficult concepts so that they are simpler, more tangible, and easier to understand. Furthermore, when it comes to the 4.0 era of the industrial revolution, technology has always changed quickly. It also led to a quick rise in the use of technology in Indonesian education. Since technology is changing so quickly, it makes sense for teachers to keep updating the learning tools they use for teaching. Also, teachers need to be able to understand and use the latest technological advances to help their students become successful and creative learners who can learn on their own.

However, preliminary data from one of private universities in Palembang showed that the learning materials for news writing tend to be introductory rather than intensive. The discussion of techniques for writing good headlines, techniques for writing interesting headlines, and techniques for creating a comprehensive and in-depth news body is insufficient. Since very little student journalism is published in professional media, learning to write news as a foundational concept of journalism has very little practical application. In the actual world after graduation, learning to write news as a foundational journalistic skill is inapplicable. The method of learning to write news as fundamental journalistic knowledge still involves one-way lectures and assignments with few varieties. Writing instructions mostly concentrate only on the results of writing rather than the writing activities itself. Students start writing before knowing how to do it. Writing assignments are given by lecturers based on the fundamental skills covered in the program. After students have finished writing, the teacher collects it, edits it, and grades it. The repetition of this task makes children bored and uninterested in learning to write. Consequently, students have limited writing skills as a result. In addition, according to the class of 2019 students who are totally 32 students, 94.1% suggested updating the learning resources by turning them into electronic learning, and 86.3% said that the lectures

were still the primary mode of instruction, which was less creative.

The purpose of this research is to develop a Moodle-based e-learning media to learn news writing. This research as its urgency does not only assists teachers in conveying their instructional materials, but it also enhances learning activities. According to Michael (2013: 27), e-learning is organized learning with the goal of employing electronic systems or computers to support the learning process. According to Nursalam (2008: 135), the characteristics of E-Learning are as follows: (1) utilizing electronic technology services; (2) utilizing computer advantages (digital media and computer networks); (3) utilizing independent teaching materials (self-learning materials) then stored on computers, so that lecturers and students can access them at any time and from any location; and (4) utilizing learning schedules, curriculum, learning progress results, and educational matters. E-learning is one of the learning tools that can be utilized to improve teachers' teaching ability. E-Learning is the most efficient and convenient method of learning for pupils. If this media is skillfully packaged, original, and taken seriously, E-Learning can be used not only as a learning medium, but also as a channel of information, entertainment, and education (Daryanto, 2011:168). E-learning is the science of learning that does not require the use of printed paper or the delivery of material. E-learning is a flexible method of learning since teachers and students can access E-learning media at any time and from any location. The learning methods and learning media employed have a significant impact on the success of the teaching and learning process. Both are interconnected, in that the method chosen will influence the type of media used, implying that the two must be compatible in order to achieve learning objectives (Jailanus & Abiyar, 2016).

Considering the explanation, it is intriguing to create Moodle-based E-Learning teaching resources for students in the English education study program, University of PGRI Palembang by utilizing a more appealing learning media display, adding examples of problems, and adding content that is integrated with a specific web. It is anticipated that lecturers were able to promote learning processes that go beyond the confines of the classroom and a set amount of time with the aid of newly produced media. Additionally, this educational medium expects to serve as a tool for aiding students in comprehending the proper news writing material.

METHODOLOGY

The development model used in this study refers to the model proposed by the Nation and Macalister (2010) that is language learning program development including in the work of applied linguistics which is a series of processes that interrelated focusing on designing, revising, implementing, and evaluating language learning programs. This research was carried out following the model mentioned above with the steps: (1) Doing a preliminary study; (2) Designing a draft learning model and its tools; and (3) Doing the development process, which takes the form of peer and expert validation, and testing try the model in the learning process.

Subjects

This research was conducted at the English education study program PGRI University of Palembang, located in Plaju, Palembang, South Sumatera. The subjects of this research were students of English education who have taken Writing in Mass Media course. The purpose of this research is to develop an E-Learning based

learning media for the Writing in Mass Media course in accordance with the Semester Learning Activity Program Plan (RPKPS) that applies to students in the English education study program, Faculty of Language and Arts, PGRI University of Palembang.

Design and Procedures

This research used Research and Development (R&D) design which had a final product in the form of software. This research aims to develop an E-Learning based learning media for the Writing in Mass Media course in accordance with the Semester Learning Activity Program Plan (RPKPS) that applies to students in the English education, PGRI University of Palembang. The initial stage of this research is to develop thoughts or ideas obtained after identifying problems through the findings of the initial needs analysis survey, namely the usage of monotonous learning media that requires renewal. Additionally, the idea evolved during the product design stage, which included gathering materials and finally manufacturing the device. Additionally, after the product is completed, media and material experts conducted a product validity test.

Instrument

In this research, data collection techniques were used by means of content analysis method in the form of assessment. Data analysis technique is to process the numbers that have been obtained from the measurement results of the questionnaire data to be used as an assessment of the material experts and media experts. Furthermore, the data that has been obtained was analyzed to determine the feasibility of the media that has been made. The data gathered is qualitative in nature. The qualitative data in question are evaluations, comments, and recommendations from media and material experts. In this research, data analysis approaches such as expert validation using a Likert Scale were applied. Each instrument item's response on a Likert scale ranges from very positive to very negative.

FINDINGS AND DISCUSSION
Findings

The e-learning product developed in this study consists of elements referred to as Courses that are organized in accordance with the Semester Learning Activities Program Plan (RPKPS) of the Writing in Mass Media course. The learning media was created using the PowerPoint application as a material processor, Google slides as an editor of material files created, and Moodle as an E-Learning platform that would be used in learning activities. To obtain good and consistent results from the creation of teaching material products, the validation of e-learning teaching material development products for Writing in Mass Media courses was carried out by two material experts and two media experts as validators utilizing a validation system. Validation by material experts and media experts used a Likert-scaled questionnaire that has five levels of answers. The validation results from the experts are as shown in Table 1.

Table 1. Results of material expert and media expert

	Validator 1	Validator 2	Final score
Material Expert	80,18%	82,91%	81,54%
Media Expert	84%	72,8%	78,4%

Table 1 shows that the material expert validation results obtained a final score of 81.54%, which included a very feasible category, and the media expert validation findings received a final score of 78.4%, which included a practicable category. Upon validation, material experts made the following recommendations: (1) check the applicability of the material; (2) write down the reference source; and (3) included how to utilize the Harry King nomogram. Meanwhile, media experts made the following recommendations: (1) Instructions for use/Learning Guide should be added; (2) Decorative graphics that are not in accordance with the content should be minimized; (3) Provide information about the course in the RPKPS; (4) Provide a description of the material; and (5) Divided the material into tabs by topic.

After specialists determined the E-Learning learning media to be valid, a practicality test was done. The usefulness of E-Learning learning media was evaluated using three criteria: the usefulness of E-Learning learning media by lecturers, the usefulness of E-Learning learning media by students, and student learning activities. The usability of E-Learning learning media by lecturers was evaluated using two criteria: simplicity of use and effectiveness. Furthermore, the exercises in E-Learning learning media make it easier for lecturers to know students' abilities, and E-Learning learning media may be employed as a practical learning solution related to learning to write news. As a result, lecturers as learning practitioners who utilize E-Learning learning media give a score of 92.86% for the issue of ease of use of E-Learning learning media.

Based on the practicality analysis for time used, it was found that the E-Learning learning media helped students to use their learning time more effectively. In addition, learning using E-Learning learning media helps students master learning in a relatively short time. Therefore, the lecturer gave a score of 91.67% for the time used aspect. Overall, the practicality score of E-Learning learning media by lecturers was 94,27%. In accordance with the opinion of (Riduwan, 2012) practicality with a value range of 81-100 is categorized as very practical. This means that the Moodle-based E-Learning learning media for Study Program Students is very practical to be used by lecturers in learning to write news.

The practicality of Moodle-based E-learning material by students is evaluated based on two factors: ease of use and time spent. According to the results of the practicality questionnaire for the convenience of use of Moodle-based E-Learning learning media, the built E-Learning learning media makes it easier for students to understand news learning and helps students create news material concepts appropriately and quickly. Furthermore, the activities in the E-Learning learning media make it easier for students to accurately know their abilities because the E-Learning learning media includes an answer key that students may use to independently test their abilities. Therefore, students gave a score of 87.10% for the aspect of ease of use of E-Learning learning media.

Based on the practicality study for the time consumed, it was discovered that learning with Moodle-based E-Learning learning media assisted students in saving time to absorb the news. Also, the time allotted for exercises and evaluations is fairly

efficient. The evaluation process is quite efficient. As a result, students gave the time used component an 86.72%. Generally, students rate E-Learning learning medium as 86.91% practical. According to (Riduwan, 2012), practicality with a value range of 81-100 is classified as very practical. This means that the Moodle-based E-Learning learning media intended for PBSI Study Program students is extremely useful for students learning to write news.

Observation of student activity was conducted during the learning process. The ten aspects of student activities observed were as follows: studying E-Learning media according to the instructions given, building their own knowledge, discovering their own learning concepts based on the illustrations provided, utilizing text models as an easy step in writing news, daring to raise questions or responses, being active in the learning community, formulating conclusions, reflecting, assessing their own work, and taking the tests provided.

Based on the analysis conducted, the percentage of students who complete activities within the allotted time is 89.22%. With a percentage of 100%, the most activities carried out by students in accordance with the specified time are studying E-Learning learning media with instructions given and working on texts in accordance with the specified time, while the least student activity in accordance with the specified time is active in the community.

The development product's effectiveness test is designed to determine whether or not the development product is beneficial when used in the learning process of creating news in the field. The efficacy test is performed by administering a distinct measure of student learning achievement prior to and after the learning process utilizing the development product. Scores represent the pupils' learning achievement in news writing.

The design used was a single group pretest and posttest design. According to the statistical test results, there was a difference between the pretest and posttest scores in the learning process of composing news that used the development product. The pretest average score for paper preparation was 71.23, and the post-test average score was 88.24. The score difference as a result of using the development product is 17.01. The corresponding sample t test result reveals significance (sign-2) p=0.000 = 0.005.

It indicates that there is a statistically significant difference between the pretest and posttest scores. According to the calculation results, using the development product in the learning process of writing news has a considerable favorable effect on students' news writing learning achievement. Based on the calculation results, it can be said that there is a real increase in students' news writing learning achievement before and after the learning process.

Discussion

Producing the Moodle-based E-Learning learning media is advantageous in the process of enhancing students' ability to write news articles as mentioned in the findings above thus it answered the need analysis throughout this research. This observation adds support to the research carried out by Hidayat et al. (2020), which contends that the usage of E-Learning learning media has an impact on students' capacity to function independently and live their lives as contributing members of society due to the fact that E-Learning learning media requires and instructs students to complete tasks. Additionally, Alias et al. (2014) revealed that there was a

significant difference in scores both before and after the use of E-Learning as a learning medium. This indicates that students' scores improved after they used the E-Learning learning material that was developed and produced. In addition to the utilization of E-Learning learning media, the utilization of a selection based on Moodle is extremely ideal for generating E-Learning learning media for the purpose of learning to write news articles. This adds to the body of evidence that supports the findings of Wahyuni et al. (2015), who found that better learning outcomes can be achieved by students when syntax is taught using textbooks that take a contextual approach. It is possible to draw the conclusion, on the basis of the findings of this study as well as those of other studies, that Moodle-based E-Learning learning media is very suitable for use in learning because it provides many benefits in terms of learning outcomes in the form of test scores as well as the ability to develop critical thinking skills. Thus, the

CONCLUSION AND SUGGESTION

E-Learning has been validated through various stages and it can be concluded as the effective media. This model is effective because it fits the needs of students, institutional needs, the development of English teaching science as foreign language (EFL), and in accordance with the demands of the times. Based on the results of research done on the development of E-Learning learning media, it can be said that the results of E-Learning learning media development in Mass Media Writing courses can be used as one of the learning media options that can be used, starting with activities to determine the background of the problem, initial needs analysis, product determination and specifications to be used, product design, product development, and product revision.

The following are the feasibility results with a total of 11 E-Learning learning media provided in E-Learning learning media: a) Media experts gave it a score of 78.4%, which puts it in the feasible category; and b) Material experts gave it a score of 81.54%, which puts it in the extremely feasible category. Based on the findings of this feasibility study, it is possible to infer that the E-Learning learning media generated is suitable for use as a variety of learning media in Writing in Mass Media courses.

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