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The use of Moodle Application in Teaching Writing: A Business Letter at Twelfth Grade of SMKS PGRI 1 Tangerang

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Abstract

This study aims to determine the learning process and students perception of using the Moodle application in teaching and learning at one of the schools in Tangerang, Banten. The method used in this research is qualitative, collecting data through class with two times observations, two times questionnaires, and two times interviews with teacher and students. The researcher's used class observations to determine the implementation of Moodle in

the teaching-learning process and used questionnaires and interviews to find the student's and teachers' perceptions regarding writing a business letter using the Moodle application. Based on the positive responses obtained from the participant, the result of this study indicate that the Moodle application can be used in the teaching and learning process with several positive responses, the presences of student agree for using Moodle as their learning media.

Keywords: Business Letter, Moodle Application, Writing

Introduction

Writing is one of the English skills that produces words, phrases, sentences, and paragraphs in communication skills. Writing is a process of expressing feelings, thoughts, and ideas in graphic language and is one of the English skills that English language learners must master (Harmer, 2004). In Indonesia, writing in English text is a challenge for students. Especially for writing an English letter, the students face the problem to writing a letter using English language such as grammatically, punctuation, the purpose letter, etc.

This is in line with the case study that researchers found in SMKS PGRI 1 Tangerang to build creative, efficient, and effective by using learning media. With Moodle application the students and teachers will be more productive, and learn to writing a letter with a good paragraph. In addition, the students and teacher will collaboration in teaching-learning process in 4.0 era. Moreover, the researchers were found that this school has the implementation Moodle for 5 years. Unfortunately, based on the researcher's observation, not all students enjoyed and attractive in using Moodle as learning media. Eventhough, the Moodle application has several menu to make the teaching-learning process more effective and efficient, such as, live chat, discussion, download material, submit assignment, etc.

Literature Review

There are the several definitions of writing to support the study. Writing is written communication besides oral communication. Written communication is the process of delivering messages through words, phrases, and sentences in writing (Puspitasari *et al.*, 2022) ^[9]. Therefore, written communication has the primary role too in human life, not only oral communication.

Writing is the process of expressing ideas, information, knowledge, or experience and understanding the writing to acquire the knowledge or information to share and learn as represented by signs or symbols (Miftahul *et al.*, 2020) ^[8]. In addition, the writer also delivers new knowledge and information by writing. There are four general aims of writing, which are (1) to inform, (2) to persuade, (3) to educate, and (4) to entertain (Syarif *et al.*, 2009). Writing has the step for making one product. Writing starts with planning, drafting, revising, editing, and publishing strategies at each stage of the writing process to help them to write freely and arrive at a product of good quality (Harmer, 2001) ^[2].

Furthermore, learn to write needs teachers to teach Writing. Teaching writing is a process of interaction between students and

teachers in the classroom that results in the production of writing. Teaching writing to foreign learners is challenging since the teachers and students do not know native English. Teaching writing, there is English competence, including learners' grammatical competence, vocabulary mastery, and how to organize a good paragraph of English (Hidayati, 2018)^[4].

Media is the tool to send and receive information from one person to another. In the teaching-learning process, the teachers use media to be compelling and exciting for students to learn. Teaching media is something that teachers use to share the message, and it can stimulate attention and interest and achieve learning goals (Andriani, 2022)^[1]. On the other hand, teaching media positively affects student learning (Lilis, 2022)^[7].

Modular Object-Oriented Dynamic Learning Environment, namely, Moodle. Generally, Moodle is a platform as a learning management system with educational tools for the learning-teaching process to enhance and maintain administration, tracking, reporting, and distribution of classes, lessons, and assessments to be effective and efficient as the educator and learners (Kurniawan *et al.*, 2021)^[5]. In learning-teaching writing, Moodle is the solution to enhance student writing skills. Students can comment, live chat, and discuss in this application, which can help them familiarly write.

English letter is a communication written for individuals, companies, or organizations that provide messages from sender to receiver. English correspondence studies writing letters, even sending, receiving, responding to, and complying with letters. Furthermore, not all written messages can be called letters. Messages conveyed verbally clearly cannot be referred to as letters (Ramelan, 2005)^[10].

Research Methodology

In this research method, the researcher used a qualitative approach with case study to help get valid data to examine the detail of people's experiences about something or media with specific research methods such as in-depth interviews, focus group discussions, observation, life histories, or biographies (Hennink *et al.*, 2020).

Therefore, the population of this research is twelfth-grade students, and a sample is one English teacher and 12 OTKP 1, which consist of 34 students. The technique that the researcher used to collect the data as a sample is purposive sampling. The purposive sampling technique is judgment sampling by the researcher to choose the informants as they suit the problems (Lenaini, 2021)^[6]. Based on preliminary research, the researchers determined the twelfth grade because, in this grade, they are learning English correspondence for the final examination. Also, the researcher wants to know whether using Moodle as a learning media for them is helpful. The tools used by the instruments were an observation sheet, a questionnaire with twelve statements, a list of the question interviews with twelve questions, and documentation.

This research used Miles & Huberman theory for data analysis, as follows:

1. Data reduction

Analyzing by reducing data is needed for qualitative research to get systematic data. In reducing data, the researcher collects data by questionnaire and interview, interprets, selects, and centers the data, then displays the results in a data display.

2. Data display

After reducing the data form three instruments, the display data is processed to present data in either form, tables, essay, or descriptively, to get the conclusion and it is understood. The displayed data can be presented in brief descriptions, flow charts, and the like in qualitative research (Lilis, 2022)^[7]. The researcher's used the formula to calculate the questionnaire through paper by using formula:

Y = Highest score likert x number of respondents

X = The lowest score likert x number of respondents

Number of interpretations

SA: $5 \times 34 = 170$

A: $4 \times 34 = 136$

N: $3 \times 34 = 102$

D: $2 \times 34 = 68$

SD: $1 \times 34 = 34$

After that, the reseacher used the index % formula, as follows:

$x/y \times 100 = \dots \%$

Interval formula

I = $100 / \text{total score (Likert)}$

It means = $100 / 5 = 20$

Result (I) = 20

The following criteria for interpretation of scores based on intervals:

Number 0% - 19.99% = strongly disagree

Number 20% - 39.99% = Disagree

Number 40% - 59.99% = Neutral

Number 60% - 79.99% = Agree

Number 80% - 100% = Strongly agree

3. Verification and conclusion

The last step in the data analysis is drawing a conclusion and verification. The decision is developed from data collection in the field. In conclusion, the research questions of this study have been answered perfectly.

Result and Discussion

In this finding, the researcher developed the data descriptively into two categories: The process of implementation of the use of Moodle application in teaching writing a business letter and students' perception of learning to write a business letter by using Moodle application.

1. The process implementation moodle in teaching writing: A business letter

a) Observation

I. First observation

The first meeting was on November 22, 2023; the teaching-learning process is normal, as usual. 1) teacher open the class, 2) teacher start to explain the material combine with whiteboard and Moodle, 3) students pay attention, 4) the teacher started to give the assignment to the students through the Moodle application by importing the file to Moodle as a task and then announcing it directly to the students in class. The teacher and students have been going through well process by using Moodle. The teacher checks absence by Moodle directly and makes sure also in the class, the students complete with 34 students. The students have

small issues by using Moodle is about signal. In the end, the students clearly understand the material of the inquiry business letter.

II. Second observation

The second meeting was conducted on November 23, 2023. As usual, the teacher opened the class with a greeting and praying. After that, the first activity is the teacher asking the students about the material and assignment that was given in the previous meeting. Then, the teacher opened one of the student assignments as an example to explain what they would do correctly from the head of letter until the archive section on a business letter until thirty minutes and gave the feedback also grades. Then, the teacher makes sure that students understand the explanation. Next, the teacher moves to other examples of Inquiry letters that students need to understand perfectly through Moodle to deliver the content. For closing the class, the teacher greetings and prayed to God.

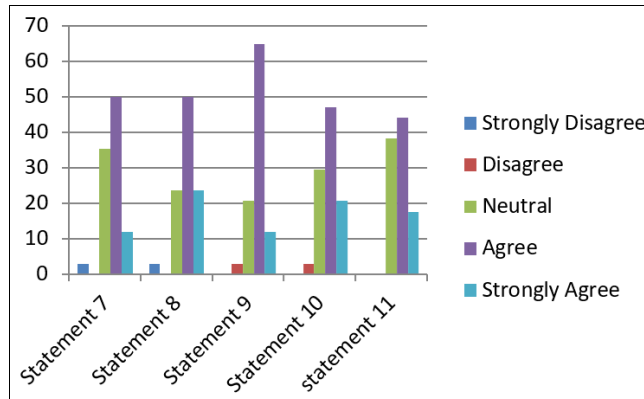
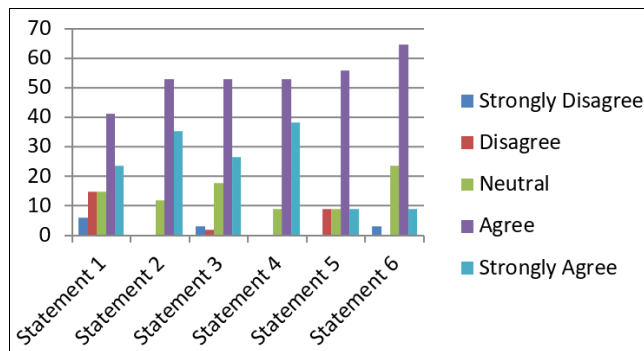
b) Interview

To get more deep data for the research, the researcher interviewed an English teacher in 12 OTKP 1 of SMKS PGRI 1 Tangerang on November 22, 2023. The interview aims to find out the process of teaching writing a business letter using Moodle application with twelve questions. The results of interviews with an English teacher showed that in teaching writing English correspondence, using Moodle is helpful, and students also enjoy for class. Not all the tools that teachers use. The problem found when using Moodle is technically losing the signal, but to solve that problem, the teacher still does the teaching with offline discussion. Also, the students have better writing skills because the teacher combines handwriting with digital typing on Moodle as a learning media. So, the students are good at typing digital and handwriting letters.

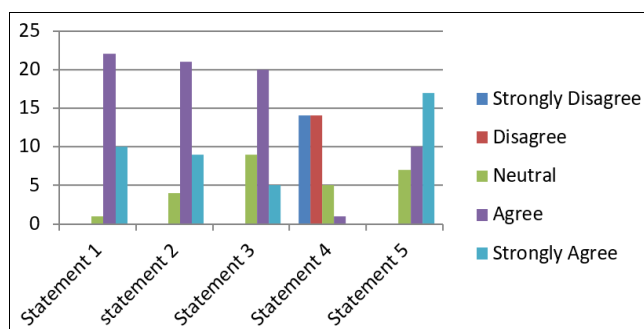
2. Students' perception of using Moodle application in learning to write a business letter

a) Questionnaire

Through the use of a questionnaire sheet for collecting the data, the students were given twelve statements with two themes by the researcher for two times with link G-form and paper. With G-form, the first theme is about the Moodle application, including five statements 1) Moodle application is easy to access from the classroom, 2) Moodle application is easy to access from home, 3) Moodle application has an easy tool for understanding, 4) Moodle application helps submit an assignment, 5) Moodle application is helpful for interaction between students and teachers. The second theme is the students' self-reflection, including seven statements 6) Learning to write a business letter by using Moodle is fun, 7) Learning to write a business letter by using Moodle improve my writing skill, 8) Learning to write a business letter by using Moodle is efficient and saves time, 9) Learning to write a business letter using moodle improves my writing letter skills, 10) I can get a higher score by learning to write a business letter using Moodle, 11) Learning to write a business letter using Moodle boosted my confidence in writing in English, 12) the English teacher teaches English correspondence by Moodle is helpful. Furthermore, the result of questionnaire through G-form as follows:



The results of the questionnaire through Google-form that has been described above showed that students agreed that the Moodle application is easy to access everywhere, every time. Also, the tools of Moodle are easy to understand by students. Then, the students can get a higher score. Based on the data above, the student's skills also improve perfectly. Moreover, the statements of paper divided into five statements. 1) I enjoy using Moodle application as my learning media system, 2) I can download and submit the assignment too easy with Moodle application, 3) I can improve my writing skill with Moodle application, 4) Writing a business letter is not effective by using Moodle application, 5) My confidence in writing a business letter better after using Moodle application. The result of questionnaire through paper as follows:



Next, the researcher used 5 statements for questionnaire for the second times with paper to 34 students. The result of questionnaire through paper shows that most of students agree with S1, S2, S3, and S5. 8,17% are in the category strongly agree with the statement 1 that students are enjoy using Moodle applicaion as their learning media system. 82,94% are in the category strongly agree with the statement 2 that students can download and submit assignment too

easy by using Moodle application. 77,64% are in the category agree with the statement 3 that students can improve their writing skill by using Moodle application. 35,88% are in the category disagree with the statement 4 that writing a business letter is not effective by using Moodle application. 85,88% are in the category strongly agree with the statement 5 that student's confidence in writing better after using Moodle application. These result same with questionnaire by Google-Form, the student's perception is positive of using Moodle application in their teaching-learning process.

b) Interview

Interviews were conducted with ten students grade 12 OTKP 1 students at SMKS PGRI 1 Tangerang to give more deep data about students' perception of using the Moodle application in learning English correspondence based on purposive sampling. The interview was held on November 24, 2023. Respondents were selected based on the recommendation from the teachers. The interview questions were divided into two themes same as the questionnaire: The first one about the Moodle application with two questions, and the second one about students' self-reflection with six questions.

The results of the interview with the students showed that learning to write a business letter is fun and effective by using the Moodle application. Also, the students can understand the material anywhere, not only at school, to access the material. The result is the student understands the material and improves the writing letter skill. Then, the student's difficulties are about signal issues also tuition payment as the obligation to access the Moodle application. Next, the students give some suggestions to the teacher and school for upgrading the signal and also think again of the obligation for using Moodle.

Conclusions

First, the process of teaching writing a business letter by using Moodle has been going well. The teacher taught clearly and competently in using the Moodle application. Moreover, the students enjoy the process of learning to write a business letter. As a result, the students have a positive response to using Moodle, and also, the result of using Moodle is they get a higher score.

Second, the students find several difficulties in using Moodle in learning to write a business letter. The first thing is about the device and signal. If the signal is disconnected, the application does not work well. The second thing is about the obligation of using Moodle, and the students should pay first to access the application because this is a private school. To solve the problems, the teacher will announce if the terminals of payment will come and also find a better provider if the WI-Fi is disconnected to access Moodle. Also, the teacher gives the best performance by using Moodle as well grounded, then the students easy to understand. Teachers also considered that using the Moodle application could be a better choice for a more effective and efficient learning process. The final results show that using Moodle application can be used in the learning-teaching process in class 12 OTKP 1 at SMKS PGRI 1 Tangerang. Positive responses from students and teachers confirmed it.

Suggestions

First, in teaching, especially teaching writing a business letter, the researcher recommends other English teachers use the Moodle application as a learning media for students to make the learning process more efficient and effective. Also, using Moodle helps improve the writing skills of students.

Second, the researcher suggests further research to carry out the research of Moodle application in the teaching-learning process with other English language skills.

For the last, the researcher suggests that the school upgrade the connection of the signal to give the best learning-teaching process. Also, for the obligation to access learning management systems should pay the full payment.

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