USING MOODLE AS BLENDED LEARNING FOR ASSESSMENT IN WRITING CLASS

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ABSTRACT

This research aims to expose about how blended learning transforms into writing class as an assessment. With the changing of technology, the conventional classroom also converts into online class. The students mostly interest on using technology like Moodle , to improve their writing essay. Technically, the teacher also improves in giving materials through online since the face – to – face classroom already giving limitation on the time. By using Moodle, the teacher enables assess the students' writing through forum, commentator shown between students as peer assessment, teacher's review, revised the draft, and re-upload the draft.

Keywords: blended learning, writing assessment, Moodle

INTRODUCTION

The transformation of technology also meets into students' learning on English language teaching (Ghahari & Ameri-Golestan, 2013). The technology changes the way of delivering lesson in the classroom as well as on improve teaching and learning inputs, processes and outcomes. When technology integrates into the classroom, the classroom has condition called as blended learning. A blended learning is one kind of method o language instruction that mixes and integrates the most features of both face – to – face teaching activities and online collaborative learning activities (Challob, Bakar, & Latif, 2016). Blended learning is not done merely by mixing face-to-face class material in language learning context. Simply, the purpose of blended learning is the process of integrating online and in-class learning opportunities.

The conventional classroom actually has its limitations. In face – to face classroom, teaching of writing needs to have innovation (Geta & Olango, 2016). Contrary to face – to – face classroom, the online class takes on learning flexibility (Adas & Bakir, 2013). Basically, face – to – face classroom combines with e – learning classroom as blended learning, English learning becomes natural to learn for students beside the teacher also enables to editing and adapting the online course material for students.

In learning English, the technology also interferes on writing class. There are some procedural of writing that influenced students to develop with technology. The

interference of technology as blended learning makes teacher also to develop assessment in writing. This challenging on writing assessment does not stop on the teacher, but teacher has to think the way of assessment after face-to-face class done. This paper is aimed at sharing ideas that how teacher should have awareness to writing assessment by using blended learning as student enhancement.

Blended Learning

Blended learning aims to the combination both face-to-face classroom and e-learning environments (Ghahari & Ameri-Golestan, 2013). According to Neumeier (2005) cited in Whitaker , there framework expectation of blended learning would "help course designers and practitioners to move closer to answering the initial question of which combination provides the optimal basis for language teaching given the particular conditions at hands". Blended learning also kinds of teaching and learning that are delivered, supported, and enhanced through adoption of digital technologies and media along with face – to – face learning (Wang and Gearhart, 2006; Govindasammy , 2002; Graham , 2004 ; Geta and Olango ,2016). The interchange between face – to - face classroom and online learning has been considered as blended learning.

According to Oliver and Trigwell cited in Stacey and Gerbic (2006), there are some notions to the identifying several different blended learning , such as : e-learning with traditional learning, online learning with face – to – face , different media

to conduct the class , different theories of learning, learning objectives, and pedagogic approaches to the students. Contrast to Neumier (2005), he states that blended learning consists of six parameters: mode; model of integration; distribution of learning content and objectives ; language teaching methods; involvement of learning subjects (students, tutors, and teachers) ; and location. Furthermore, blended learning is closed to Neumier parameter that considered as face – to – face learning and e-learning environments.

Graham (2004) states that there are three reasons of choosing blended learning as benefits: improved pedagogy that really works on collaborative learning; increased access /flexibility that gained on students' learning experience and reduced time seat time courses; and increased cost effectiveness that for reaching a large, globally dispersed audience in a short time audience within consistent and semi personal content delivery. Blended learning supposes to give attention meeting students' needs, individual peculiarities and learning desires (Krasnova and Sidorenko,2013). Moreover, the result of using blended learning in English teaching are really helpful for teacher in time management, persuade students' interest through media, and has good positive to target language.

Writing Asessment

According to Brown (2004) , there are two interest field of assessing writing especially in blended learning, they are responsive and extensive writing. Responsive in

writing requires students in making several paragraphs within logically order and sequence. Usually, responsive writing represents through narrative, descriptions, short reports, summaries, interpretations of charts. In extensive writing, students focus on the purpose of writing, organization and developing ideas logically, using details as supporting or illustrate ideas until the process of writing end as a product. The extensive writing represents on large field of writing such as: an essay, a term paper, a major research project report, or even thesis. More further, writing assessment has several category procedures, such as : organization, logical development ideas, punctuation/spelling/mechanics, and style following quality of expression.

The organization of paragraph

The organization of paragraph has introduction, body and conclusion. In introduction, the paragraph has an appropriate title, effective introductory paragraph, stated topic and lead to body. In body, the paragraphs suppose to have transitional expressed used, arrangement of material shows plan, and supporting evidence that given for generalizations. In conclusion, the paragraph has logical conclusion and also complete.

Logical development of ideas: content.

The essay arranged well if the addresses of essay is assigned the topic. The ideas represent concrete and thoroughly developed. The essay has no extraneous materials. The essay reflects thought of writers.

The grammar

The good grammar presents if the essay writes like a native, so s/he really adheres fluency in English grammar. The essay also corrects on using relative clauses, modals, article, verb forms, and tense sequencing.

Punctuation, spelling and mechanics

The essay has correct use of English writing conventions, such as: the left and right of margins, all needed capitals, paragraphs indented, punctuation and spelling that very neat. The last are style and quality of expression. The essay also counts on precise vocabulary usage. Each of sentences uses parallel structures. The essay is also straight away or concise.

From whole criteria procedure, the writing assessment already supposes to build good and precise acceptance to the reader. This criteria actually uses in casual classroom or face – to – face learning, that takes so much time to correcting in individual as self – assessment and also teacher's assess (Challob. et al, 2016). The involvement from other students on giving correction as peer assessment, actually need in writing, as results the writing much enrich and giving example to others. When peer assessment practiced in conventional classroom, consequently that also takes extra time every regular meeting.

CONDUCTING MOODLE IN WRITING ASSESSMENT

A program uses to support blended learning is Moodle (Hubbard , 2005). Moodle is an open source course management system.

By using Moodle , there some advantages for online learning, such as: enhancing students interactions , finding a real audience to interact with , helping students to do their research for their individual study , and changing routine activities in face – to – face classroom. In conducting writing class, Moodle can use to motivate the students to write, to create a space for them to share their experience, to give the students opportunities to provide each other with feedback on their writing, to encourage informal communication, to support course management, to provide additional channels for interaction and opportunities for collaboration (Eyedelman , 2013).

Actually, Moodle has some features that divided into two dimensions: synchronous and asynchronous (Hubbard, 2005). In asynchronous, it takes time between sender and responder, which includes email, bulletins, discussion board, and voice board in audio mode. Synchronous, it does not take much time for chatting, instant messaging, multiuser in text mode and also in audio mode. Actually in using asynchronous and synchronous, there is no different because already mixed between face – to – face learning and online learning.

Acording to Natalya Edelman (2013), there are some areas that figured out to Moodle for assessing writing. Learning collaboration, the students' writing actually depends on their peers' feedback as criticism between them and also teacher's feedback for correcting essay organization. Learning to use the learning environment, the challenging is for the students that some of them have to depend on teacher and totally they have to learn by using others information (environments) to improve their writing. Learning to use the learning environments to its potential, the students need to become more familiar with its affordance and limitations. Learning to manage their time more efficiently, this is of general concern and becomes even more acute than usual in the given context.

According Gruba (2012), the procedures assess writing through blended learning have some steps. First, teacher asks students to upload their essay files into an assignment module on Moodle. On this step, the teacher enables to collect the digital files and give grade to the assignment all in one spot. The next step, the teacher asks the students to use forum board on Moodle for conducting the draft of an essay. In proposing essay, teacher may assign into groups or individual. After the students upload their essay, they will read the essays from other students and post comment (peer assessment). The teacher also posted a reply, but it prefers to re-post with colour codings of text and comment written into the original text. Then, the result from peer comment and teacher comment on a second draft are edited back by the original student, posted back into the same forum. Based on previous writing assessment criteria, the teacher assesses the students' 2nd essay through Moodle forum. Furthermore, the students actually force how to learn in collaboration in writing assess, improve through environments for their essay, and manage them self through Moodle.

CONCLUSION

The changes of technology already take place in learning process. Moodle as blended learning has benefit to change the student's activity through writing assessment. By Moodle, we see the collaborative students' performance from peer assessment or collecting essay in a group. In individual side, the students already learn to improve from critics that are given. For production fluent, teacher realized that the students needed to be socialized into responsibilities on collecting the assignment as learning habits.

In conclusion, the writing assessment in a blended learning makes color on in improvement student's essay. So, the teacher urges to use Moodle for developing good writing.

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