

## IMPROVING STUDENTS' ABILITY TO ANALYZE DISCOURSE THROUGH THE MOODLE-BASED BLENDED LEARNING METHOD

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APA Citation: Noermanzah & Suryadi (2020). Improving students' ability to analyze discourse through the moodle-based blended learning method. *English Review: Journal of English Education*, 9(1), 81-94. <https://doi.org/10.25134/erjee.v9i1.3781>

Received: 27-06-2020

Accepted: 29-09-2020

Published: 11-12-2020

**Abstract:** The Covid-19 pandemic period requires online learning in Discourse Analysis Courses that are not bound by place and time by providing interactive activities and supported by complete teaching materials. The learning method is the Moodle-based Blended Learning method. This study aims to describe the results of increasing the ability to analyze discourse through the moodle-based blended learning method in the Master Program of Indonesia Language Education, University of Bengkulu. The research method used is a classroom action research method with the model of Kemmis, McTaggart, & Nixon. Data collection techniques used are tests, observation, interviews, and documentation. The data analysis technique used qualitative data analysis and quantitative data analysis and the determination of the indicators for the success of the action. Test the validity of the data used triangulation of data sources and member check. The results showed an increase in activeness, motivation, independence, and student learning outcomes, especially in analyzing discourse after the application of the moodle-based blended learning method. Increasing active, motivated students and the emergence of independence through synchronous activities used Zoom Cloud Meeting and asynchronous activities through Moodle on the website <https://elearning.unib.ac.id/> and assisted by Whatsapp. The increase was seen in learning outcomes in analyzing discourse, especially the ability to analyze the description, interpretation, and explanation of cycle 1 with an average value of 77.3 with the criteria B + increased in cycle 2 of 80.75 with criteria A-.

**Keywords:** *improvement; ability to analyze discourse; blended learning; moodle*

### INTRODUCTION

Discourse analysis studies have now developed into conversations between doctors and patients as part of communication interactions that can help cure patients' illnesses (Hengst, 2020). Good communication between doctors and patients still occurs with many restrictions so as to form a monotonous discourse which causes the patient's healing process to take longer. Likewise, in Romania, according to Ilişanu & Andrei (2019), discourse analysis helps to explain the vaccination policy which obliges its citizens to be only part of the characteristics of a totalitarian country that violates the population's right to have free choice. This is because vaccination in the community is the last option among other possible options to choose from. Discourse analysis has also

developed into how the policy process in the United States is influenced by successful student forums which causes the government to always try to collaborate with education professors, supervisors, and teachers to help provide assistance in building the country (Wang, 2020).

Discourse analysis studies also occur in China and are more related to studies of public discourse related to health topics (Luo, 2018). For example; the discovery of conversational discourse in online discussion forums shows that violence from intimate partners is a major public health problem. Most of those in China who experience the problem of violence shut themselves off and only dare to tell about it in online health forums. Not only that, in the field of language teaching, Chinese as a foreign language that is studied by

many countries in the world, including Indonesia, is currently developing how discourse analysis, especially conversational discourse analysis, is able to provide solutions in overcoming problems of learning foreign languages (Renner, 2019). In addition, Chien (2019) explained that in language teaching, especially regarding translation, students should be provided with provisions to understand how to analyze discourse related to rules in grammar associated with student's experiences through the words they read and hear, such as analyzing cohesion and coherence so that students will be able to understand the language they are learning and be able to teach it to others more easily. For this reason, it is important to improve students' discourse analysis skills in lectures so as to provide the ability to understand and solve various life problems critically and wisely, in the fields of education, health, social, law, religion, and economy.

Norricks (2001) explained that discourse analysis is a process of understanding the language meaning of each phenomenon which is obtained not only from the text, but the actual context of the events that occur. In this case the correct meaning of discourse can be found when examining elements of text and context, but it is different from Ricoeur's contemporary hermeneutic view that the text is basically autonomous to "de-contextualize" or the process of freeing itself from context and "re-contextualizing" the process of returning to context (Atabik, 2019). Discourse analysis also seeks to examine or analyze the language used naturally, both in written and spoken form towards users as an element of society and the presence of text that is built because of social action (Flowerdew, 2017; Schiffrin, 2007; Jorgensen & Phillips, 2002). The study of oral or written discourse is also part of scientific activity if it follows scientific procedures as evidenced by text data and context data of the actors in discourse activities.

Discourse analysis, especially critical discourse analysis, is used to reveal the relationship between science and power (Darma, 2009; Jorgensen & Phillips, 2007). The important characteristics of critical discourse themselves are presented by Teun A. Van Dijk, Fairclough, and Wodak (in Eriyanto, 2001) which are action, context, history, power, and ideology. This means that in an image

discourse building there are also aspects that lie behind it.

A battle of interests and expressions of disappointment can be something that builds this image. The study of discourse can be carried out structurally by linking between text and context, as well as seeing a discourse functionally by analyzing actions taken by a person for a specific purpose in order to give meaning to the involved participants (Schiffrin, 2007). For this reason, improving students' digital literacy skills in the era of 5.0 certainly requires the ability to analyze discourse so that they are able to avoid hoax or false information (Adila, Weda, & Tamitiadini, 2019). The better the ability to analyze discourse, the better students will understand correct information as new knowledge. In addition, the ability to analyze discourse will also affect students' ability to innovate, be creative, think critically, work together, and collaborate (Karto, Suhartono, Susetyo, Noermanzah, & Maisarah, 2019).

The ability to analyze discourse, especially critical discourse analysis by Norman Fairclough's model, second semester student of the Master Program of Indonesia Language Education, University of Bengkulu is still in the sufficient category, namely the average score is 66.5. This can be seen from the low ability to analyze critical discourse starting from the ability to analyze texts, analyze discourse practices, and analyze socio-culture (Fairclough, 1995) so that the meaning of discourse is not maximized. The results of the interviews showed that students still experienced difficulties, especially interpreting texts associated with discourse practices and socio-cultural contexts. In addition, their lack of insight related to studies conducted on critical discourse. The lack of understanding of students in carrying out critical discourse analysis is influenced by a lack of references, a lack of examples of critical discourse analysis results, a lack of analytical activities, and a lack of teaching staff in controlling the development of critical discourse analysis skills. For this reason, a learning method is needed that helps lecturers to control the development of the ability to analyze discourse and also helps students by providing material and examples of complete discourse analysis studies.

In addition, during the Covid-19 pandemic, online learning was needed that is not bound by

place and time. The learning method is the Blended Learning method based on Moodle (Modular Object-Oriented Dynamic Learning Environment). The Moodle-based Blended Learning method, according to Piergiovanni (2018), is a combination of online-based learning with face-to-face learning in (conventional) classrooms. Then, Kaur (2013) also argued that Moodle-based Blended Learning is an effective combination with various delivery models, teaching models, and learning techniques that can be done in an interactive learning environment in online learning (e-learning) and face-to-face learning.

Moodle in this case is a software package produced for learning activities using internet technology and a website to manage courses using the principles of social constructionist pedagogy (Samsudin & Januhari, 2019). In this case, the Moodle system is used via the <https://elearning.unib.ac.id/> page. The Moodle-based Blended Learning system provides facilities for students to become course members who can download all types of teaching materials flexibly and easily start in the form of Microsoft Word, Microsoft Excel, pdf, power point, and video tutorials (Rasmitadila, Yahya, Humaira, & Tambunan, 2020; Hew & Cheung, 2014). In addition, the Moodle system is equipped with a system of questions that vary in the form of quizzes, multiple choice tests, essay tests, chats, forums, and glossaries that can be answered anywhere without being face-to-face. It is expected that with complete material and controlled exercises, it can improve students' ability to analyze critical discourse.

The application of Moodle-based Blended Learning, especially in the Indonesian Language Discourse Analysis Subject, actually aims to increase students' participation. This is in accordance with the opinion of Huda (2018) that Moodle-based Blended Learning makes students have the opportunity to practice analyzing more discourse because students can analyze discourse without being limited by classrooms (multi-space and time learning), and the effectiveness of class management because all activity can be documented. Moreover, the Indonesian Discourse Analysis Course results in a written document containing systematic reports on the results of a

discourse analysis study presented to certain scientific communities (students, lecturers, researchers, scientists, and others) so it is appropriate to use the Blended Learning model (Suryoputro, Riadi, & Sya'ban, 2012).

Then, by using the Moodle-based Blended Learning method, interactive learning can occur like in a classroom, for example, the results of student discourse analysis as a learning process can be seen by other students and these students can receive input other than from the lecturer. Lecturers can responsively monitor the flow of information that occurs between students so that lecturers can straighten out if there are errors in arguments among students (Griffin, 2002). Then, based on Abdullah's research results (2018), Blended Learning is learning that is very effective and efficient to improve student's ability to be fun, student's interest in learning is greater with a diverse learning environment and offers better learning, either separately or in groups and same or different time. For this reason, it is hoped that the application of the Moodle-based Blended Learning method can improve the ability to analyze discourse of students of the Master Program of Indonesia Language Education, University of Bengkulu.

The formulation of the problems to be answered in this study, namely; 1) how is the learning process using the Moodle-based Blended Learning method in improving the ability to analyze discourse of students of the Master Program of Indonesia Language Education, University of Bengkulu? and 2) how to improve learning outcomes from the ability to analyze discourse through the Moodle-based Blended Learning method for students of the Master Program of Indonesia Language Education, University of Bengkulu? Then, the objectives of this study are: 1) to describe the learning process using the Moodle-based Blended Learning method in improving the ability to analyze discourse of students of the Master Program of Indonesia Language Education, University of Bengkulu; and 2) describe the increase in learning outcomes from the ability to analyze discourse through the Moodle-based Blended Learning method for students of the Master Program of Indonesia Language Education, University of Bengkulu.

The results of this study are expected to be useful in the development of knowledge in the field of teaching discourse analysis and teaching methods, especially the Moodle-based Blended Learning method. In addition, the results of this study can be used as relevant research for future research on classroom action research by applying the Moodle-based Blended Learning method to improve students' ability to analyze discourse. Then, the benefits for lecturers in the Indonesian Language Discourse Analysis Course as researchers are; it is greatly helped to understand teaching procedures using the Moodle facilities that have been provided by the University of Bengkulu through the <https://elearning.unib.ac.id/page>; for lecturers of other subjects in the Master Program of Indonesia Language Education, it can be used as a reference in implementing Moodle-based Blended Learning method which has actually been provided by University of Bengkulu.

**METHOD**

The research method used to answer the research problem is the participatory classroom action research method. Participatory classroom action research is a researcher who directly becomes a teacher who takes action to change (Kemmis, McTaggart, & Nixon, 2014). Classroom action research methods use the model of Kemmis, McTaggart, & Nixon. The process of action research using the Kemmis, McTaggart, & Nixon Model in general consists of action steps, namely planning, implementing, observing, and reflecting. Classroom action research procedures in applying the Moodle-based Blended Learning method in improving students' critical discourse analysis skills use the spiral model procedure of Kemmis, McTaggart, & Nixon (2014). The spiral model is planned to be carried out in two cycles which are actually part of one activity in the spiritual model. The population in this study were 7 semester students of the Master Program of Indonesia Language Education, University of Bengkulu, amounting to 7 people consisting of 4 women and 3 men.

The research sample or the object of the study were members of the population, namely students of Class A semester 2 of the Master Program of Indonesia Language Education, University of Bengkulu totaling 7 people consisting of 4 women and 3 men. The sample was determined by

purposive sampling (sampling technique with specific considerations or goals). The purpose of determining the sample is that students take the Indonesian Language Discourse Analysis Subject. Incidentally, the students taking the course only had one class, namely Class A Semester, which totaled 7 students. Data collection techniques used to answer the formulation of research problems, namely test techniques, observation, interviews, and documentation.

The test technique used is the essay technique in the form of performance in analyzing a discourse using the Norman Fairclough model of critical discourse analysis. The observation technique is carried out by open observation which consists of observations of lecturer's activities and students' activities while carrying out learning activity. The interview technique was also carried out by using an open interview technique to lecturers and students in the form of a response to the implementation of discourse analysis learning using the Moodle-based Blended Learning method. Then, the documentation technique is by documenting the semester learning plan, lecture program unit text, and audio visual of the learning implementation process.

The main instruments in this study are researchers and observers. However, researchers and observers in this case are assisted by research instruments, namely 1) essay tests or essay tests which are arranged in the form of performance tests to analyze discourse using Norman Fairclough's critical discourse analysis method. Essay test can be seen in the attachment section of the lesson plan. Assessment indicators for the results of discourse analyzing activity performance are as follows.

Table 1. *Product assessment indicators analyzing discourse using norman fairclough's critical discourse analysis method*

No.	Discourse Analysis Activity Indicators	Weight Value
1.	Activity Description Analysis	35
2.	Interpretation Activities	30
3.	Explanation Activities	35
Score		100

The next instrument, namely 2) the observation sheet used, namely the lecturer's activity observation sheet and the students' activity

observation sheet in face-to-face learning activities and online or online activities in the Moodle system, namely <https://elearning.unib.ac.id>. The observation sheet is open in nature with observed aspects related to preliminary activities, core activities, and closing activities. 3) The interview sheet is an open interview that deals with the responses of lecturers and students to the implementation of learning to analyze discourse using the Moodle-based Blended Learning method. The interview sheets that are asked about are related to preliminary activities, core activities, and closing activities. Then, 4) gadgets; the function of the device is to help researchers to document visual and audio-visuals in the process of implementing Moodle-based Blended Learning to analyze discourse using the Moodle-based Blended Learning method. The data validity test used triangulation of data sources obtained from test data, observation, interviews, and documentation. Data validity testing was also carried out by member-checking each analysis activity, both qualitative data analysis and quantitative data. Then, the data analysis technique in this study is divided into two steps, namely quantitative data analysis and qualitative data. Quantitative data is in the form of test data, while qualitative data is data obtained from observations and interviews.

#### *Quantitative data analysis*

The results of the performance essay test assessed by two reviewers, namely by lecturers and peers. Meanwhile, calculating the average value (Mean) is by using SPSS 20. The classical completeness criteria are obtained if there are 80% in the class with a KKM score of 80 or criterion A-

#### *Qualitative data analysis*

Qualitative data analysis, namely analyzing data from observations of lecturer's activities and students' activities as well as results of interviews with lecturers and students. The results of observations of lecturer's activities related to the implementation of discourse analysis learning are not in accordance with the procedures for the Moodle-based Blended Learning method in the lecture program unit. If it is appropriate, it can be said that the lecturer's activity is good, and vice versa; if it is not then the lecturer's activity is not good.

Same with the case of students' activities related to students' activities in preliminary activities, core activities, and closing activities. If the three activities are mostly active students, then the students' activities are good, on the other hand, if they are not active, then the students' activities are not good.

The results of the interview were also related to the problems faced by lecturers and students. In this case, the results of the interview are more to help reflect or improve the results of the action. The results of the interview are also the basis for determining whether the Moodle-based Blended Learning method actually provides good motivation and impact for lecturers, especially students in understanding discourse analysis activities.

#### *Interpretation and conclusions*

Interpretation activities are interpreting and linking quantitative data and qualitative data whether it has reached the indicators of success or not. Then, if it has reached the indicators of success, it can be concluded that the research hypothesis is accepted, namely the Moodle-based Blended Learning method can improve the ability to analyze the discourse of Semester 2 students of the Master Program of Indonesia Language Education, University of Bengkulu.

Indicators of the success of classroom action research with the application of the Moodle-based Blended Learning method in improving the ability to analyze discourse of Semester 2 students of the Master Program of Indonesia Language Education, University of Bengkulu are as follows:

1. The results of observations of lecturer's activities are in accordance with the procedure for implementing the Moodle-based Blended Learning method in Lecture Program Unit.
2. The results of observations of students' activities show that they are active in every learning activity.
3. The results of the interview show that students are happy and motivated by learning discourse analysis using the Moodle-based Blended Learning method.
4. The completeness criteria of learning in the maximum is 80% with a minimum completeness criteria score of 80 or criterion A-

## **RESULTS AND DISCUSSION**

### *The learning process using moodle based blended learning method in analyzing discourse material*

From the results of observations of the learning process carried out by the lecturer, the learning steps used the Moodle-based Blended Learning method on Analyzing Discourse material and the results of reflection in cycle 1, as follows.

#### *Step-by-step learning cycle 1 virtual face with Zoom Cloud*

Introduction (20 Minutes):

Lecturer check student attendance, the lecturer checks the students' health condition, lecturer provide perception and motivation to students, the lecturer explains the learning objectives, and the lecturer asks students to log in to the <https://elearning.unib.ac.id/> system.

Core Activity (70 Minutes):

Exploration: The lecturer asks students to observe several teaching materials and examples of discourse analysis results, lecturers question and answer students from observations of reading teaching materials and examples of discourse analysis result, and lecturers provide reinforcement regarding the critical discourse analysis procedures of Norman Fairclough's model.

Elaboration: The lecturer asks students individually to analyze one learning video to write an experiment report text, the lecturer guides the discourse analysis assignment individually, the lecturer asks each individual to present the results of critical discourse analysis, and lecturers provide reinforcement of the results of critical discourse analysis.

Confirmation: The lecturer questions and answers students' understanding of the results of the analysis that has been done, and lecturers provide reinforcement of the results of critical discourse analysis that are correct in accordance with the theory and data findings.

Closing Activity (10 Minutes):

The lecturer asks students to do an exercise in analyzing discourse in the Moodle system <https://elearning.unib.ac.id/> according to a predetermined schedule, which are: the lecturer explains the procedures for online assignments on the <https://elearning.unib.ac.id/> system in the form of chat and glossary, the lecturer reflects with questions and answers about the learning objectives that have been and have not been

achieved., and the lecturer closes the learning with students.

#### *Results of cycle reflection 1*

The results of reflection in cycle 1 from the results of observations of the learning process carried out by lecturers and students are as follows:

1. The results of observations of lecturer's activities are in accordance with the procedure for implementing the Moodle-based Blended Learning method in SAP. It is just that lecturers still had problems communicating with participants because the participants' network was unstable during the discussion.
2. The results of observations of student activities showed that they were active in every learning activity. It is just that there are students who did not simultaneously open learning materials in the <https://elearning.unib.ac.id/> system because they were blocked by the network. There are also some students who were not clear about participating in discussion activities regarding discourse analysis activities ranging from descriptive analysis, interpretation, and explanation. Then, there are students who still had difficulty doing discourse analysis, especially in the analysis of descriptions, interpretations, and explanations. This can be seen from the presentation activities. This is because the analysis time was quite short.
3. The results of the interview showed that the students were happy and motivated by learning discourse analysis using the Moodle-based Blended Learning method. It is just that there are students who still found it was difficult to interpret the meaning of the text which is related to the context.
4. The average value of cycle 1 is 77.3 (B +) and only 28.57% have achieved a value of 80. This showed that they have not reached 80 or A- because the specific success indicators of the classical learning completeness criteria must be 80% with a KKM score of 80 or criterion A-.

#### *Step-by-step learning cycle 2 virtual face with Zoom Cloud*

Introduction (10 Minutes):

Lecturers check student attendance, the lecturer checks the students' health condition, lecturers provide perceptions and motivation to students by providing inspirational learning videos, the lecturer

explains the learning objectives, and the lecturer asks students to log in to the <https://elearning.unib.ac.id/system>.

Core Activity (80 Minutes):

Exploration: the lecturer asks students to observe several teaching materials and examples of discourse analysis results, lecturers question and answer students from observations of reading teaching materials and examples of discourse analysis results, and lecturers provide reinforcement regarding the critical discourse analysis procedures of Norman Fairclough's model.

Elaboration: the lecturer asks students individually to analyze one learning video on Writing Experiment Report Text, the lecturer guides the discourse analysis assignment individually, the lecturer asks each individual to present the results of critical discourse analysis, and lecturers provide reinforcement of the results of critical discourse analysis.

Confirmation: the lecturer questions and answers students' understanding of the results of the analysis that has been carried out, and lecturers provide reinforcement of the results of critical discourse analysis that are correct in accordance with the theory and data findings.

Closing Activity (10 Minutes):

The lecturer asks students to do an exercise in analyzing discourse in the Moodle system <https://elearning.unib.ac.id/> according to a predetermined schedule, and the lecturer explains the procedures for online assignments on the <https://elearning.unib.ac.id/system> in the form of chat and glossary, which are: the lecturer reflects with questions and answers about the learning objectives that have been and have not been achieved, lecturers deliver material that will come, and the lecturer closes the lesson with students.

#### *Results of cycle reflection 2*

The results of reflection in cycle 2 from the results of observations of the learning process carried out by lecturers and students are as follows:

1. The results of observations of lecturer activities are in accordance with the procedure for implementing the Moodle-based Blended Learning method in SAP. Students were communicative in every learning activity starting from preliminary activities, core

activities, and closing activities. This can be done because lecturers provided learning experiences to students to always carry out activities ranging from observation activities and analyzing discourse and discussion activities.

2. The results of observations of student activities showed that they were active in every learning activity, starting from preliminary activities, core activities, and closing activities. Students simultaneously opened learning materials in the <https://elearning.unib.ac.id/system> and the student network was stable. Some students had been actively carrying out discourse analysis starting from analysis of descriptions, interpretations, and explanations, as well as presenting in discussion activities. Then, a good understanding from students about analyzing discourse, especially in the analysis of descriptions, interpretations, and explanations, can be seen from the presentation activities that went well.
3. The results of the interview showed that the students were happy and motivated by learning discourse analysis using the Moodle-based Blended Learning method. Students already felt that they got better understanding the process of interpreting the meaning of the text associated with the context of a discourse so that it gets the real meaning.
4. The average value of cycle 2 is 80.75 (A-) reaching 85.71%. It has reached the specific success indicator for the classical completeness criteria as it must be 80% with a minimum completeness criterion value of 80 or criterion A-. Although there is still one student who got a score of 74.5 who has not reached the minimum completeness criteria score of 80.

#### *Improved learning outcomes of the ability to analyze discourse through the moodle-based blended learning method*

The results of the ability to analyze discourse after the implementation of learning using the Moodle-based Blended Learning Method are as follows:

##### *Cycle results 1*

The results of the ability to analyze the discourse of students of the Master Program of Indonesia Language Education, University of Bengkulu after the implementation of learning using the Moodle-

based Blended Learning Method in cycle 1 can be shown in the following table:

Table 2. *Results of the ability to analyze students' discourse master program of indonesia language education after the implementation of learning using the moodle-based blended learning method in cycle 1*

No.	Subject Name	H	T	M	NA	Letter Value
1	IS	75	80	80	79,0	B+
2	DW	75	76	75	75,3	B+
3	FP	75	76	75	75,3	B+
4	FEK	80	82	80	80,6	A-
5	FA	70	74	72	72,2	B
6	RA	80	78	78	78,4	B+
7	RW	82	80	80	80,4	A-
Amount					541,2	A
Average					77,3	B+

*Cycle 2 results*

The results of the ability to analyze the discourse of students of the Indonesian Language Education Master Program at the University of Bengkulu after the implementation of learning using the Moodle-based Blended Learning Method in cycle 2 can be shown in the following table:

Table 3. *Results of the ability to analyze student discourse master program of Indonesia language education after the implementation of learning using the moodle-based blended learning method in cycle 2*

N o.	Subject Name	H	T	M	NA	Letter Value
1	IS	78	82	82	81,2	A-
2	DW	78	82	80	80,2	A-
3	FP	78	80	82	80,6	A-
4	FEK	80	82	84	82,6	A-
5	FA	70	75	76	74,5	B
6	RA	80	82	85	83,1	A-
7	RW	82	80	82	81,4	A-
Amount					563,6	A
Average					80,5	A-

The application of the Moodle-based Blended Learning method is able to improve the students' ability to analyze discourse in the Master Program of Indonesia Language Education, University of Bengkulu. Although in cycle I the action success

indicator has not yet been reached, but in cycle 2 the success indicator has been achieved. The achievement of the success indicators of the action can be shown in the active learning process and motivates students and the learning outcomes that reached an average value in cycle 1 of 77.3 (B +) increased to 80.5 (A-) in cycle 2. This is appropriate with the aim of action research carried out by the teacher that is determined by the success of action research which is determined from the success in terms of the process and learning outcomes (Kemmis et al., 2014).

The success of the learning process to analyze discourse after using the application of the Moodle-based Blended Learning method can be shown from the results of the observation and interview data analysis; starting from the results of observations of lecturer's activities in accordance with the procedure for implementing the Moodle-based Blended Learning method in SAP. Lecturers have provided experiences for students to carry out 6-C activities; namely creativity, collaboration, communication, compassion, critical thinking, computational logic in each learning activities starting from preliminary activities, core activities, and closing activities (Karto et al., 2019; Siekmann, 2014).

This 6-C activity can be carried out because lecturers provide learning experiences to students to always carry out activities ranging from observing, questioning, experimenting, associating, communicating, and creating in learning to analyze discourse. These learning steps are part of learning that uses a scientific approach (Hosnan, 2014; Syahputra, 2020). The scientific approach that is carried out is also in accordance with the level of honing metal skills around HOTS (Higher Order Thinking Skill) -based knowledge, namely remembering, understanding, applying, analyzing, evaluating, and creating (Anderson & Krathwohl, 2001).

Then, from the results of students' activity observations, it showed that students are active, motivated, and the emergence of independence through synchronous activities using Zoom Cloud Meeting and asynchronous activities through Moodle on the website <https://elearning.unib.ac.id/> and assisted by Whatsapp in every activity learning, starting from preliminary activities, core activities, and closing activities. Students have simultaneously opened learning materials in the



<https://elearning.unib.ac.id/> system and the students' network is stable. Then, students have been actively carrying out discourse analysis starting from analysis of descriptions, interpretations, and explanations as well as presenting in discussion activities. Then, a good understanding from students about analyzing discourse, especially in the analysis of descriptions, interpretations, and explanations, can be seen from the presentation activities that went well. This is in accordance with the objectives of the analysis of the discourse model of critical discourse analysis by Norman Fairclough (Fairclough, 1995; Eriyanto, 2001).

The results of interviews with students also showed that students were happy and motivated by learning discourse analysis using the Moodle-based Blended Learning method. Students already felt that they got better understanding the process of interpreting the meaning of the text associated with the context of a discourse so that it gets the real meaning. This is in accordance with the opinion of Norrick, (2001) and Halliday & Hasan (1976) that in interpreting discourse one must be able to interpret not only the text which is shown by the presence of cohesion and coherence, but also the presence of the meaning of the context in which each event occurs in context.

The increase in the ability to analyze the discourse of students of the Master Program of Indonesia Language Education, University of Bengkulu after the implementation of the Moodle-based Blended Learning method was shown by the increase in student learning outcomes from cycle 1 of 77.3 with the criteria of B + and those who had just reached a score of 80 of 28.57%, then increased in cycle 2 amounted to 80.75 with criteria A- reaching 85.71%. The improvement of learning outcomes to analyze the discourse of students of the Master Program of Indonesia Language Education, University of Bengkulu after the implementation of the Moodle-based Blended Learning method from cycle 1 to cycle 2, is as follows:

Tabel 4. *Improved learning outcomes of the ability to analyze students' discourse from cycle 1 to cycle 2 after the implementation of the Moodle-based Blended Learning method*

No.	Criteria	Cycle	
		Cycle 1	Cycle 2
1.	Average Value	77,3	80,75
2.	Value in Letter	B+	A-
3.	Total Students Completed	2	6
3.	Classical Completeness	28,57%	85,71%

From the table 4 above, it shows that students have the ability to analyze good discourse assisted by the application of the Moodle-Based Blended Learning method by the teacher. The Blended Learning method was applied synchronously or face to face through the Zoom Cloud Meeting, while in asynchronous form was through the moodle system at <https://elearning.unib.ac.id/>. In addition, in asynchronous form it was also assisted via the WhatsApp application. The WhatsApp media helped teachers, especially in reminding students about the class schedule to be conducted through Zoom Cloud Meeting and through Moodle at <https://elearning.unib.ac.id/>. Increased ability to analyze student discourse can be seen more clearly in the form of a diagram as follows.

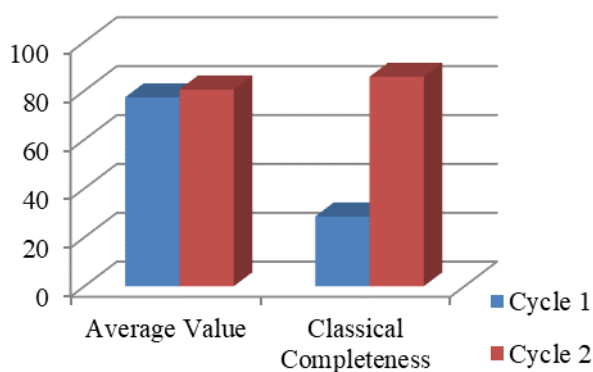


Figure 1. *Diagram of the improvement of learning outcomes for the ability to analyze student discourse from cycle 1 to cycle 2 after the application of the moodle-based blended learning method*

The success of the Moodle-based Blended Learning method in improving the ability to analyze students' discourse in the Master Program

of Indonesia Language Education, University of Bengkulu is also due to the lecturers' implementing the learning steps that have been developed in accordance with the learning plan that has been prepared. The learning steps of the Moodle-based Blended Learning method in learning to analyze discourse are as follows: 1) preliminary activity (10 minutes), by means of the lecturer checking student attendance, the lecturer checking the students' health condition, the lecturer giving apperception and motivation to students by providing inspirational videos learning, the lecturer explaining the learning objectives, and the lecturer asking students to log in to the <https://elearning.unib.ac.id/> system; 2) core activities (80 minutes), by doing: (a) exploration with steps: the lecturer asks students to observe some teaching materials and examples of discourse analysis results, the lecturer questions and answers students from the observation results of reading teaching materials and examples of results discourse analysis, the lecturer provides reinforcement regarding the critical discourse analysis procedure of Norman Fairclough's model, (b) elaboration, with the following steps: the lecturer asks students to individually analyze one learning video on Writing Experiment Report Text, the lecturer guides the assignment of individual discourse analysis, the lecturer asks each individual to present the results of critical discourse analysis, the lecturer provides reinforcement of the results of critical discourse analysis, (c) confirmation, with the following steps: the lecturer questions and answers students' understanding of the results of the analysis that has been carried out, the lecturer provides reinforcement of the results of the correct critical discourse analysis according to theory and data findings; then 3) closing activity (10 minutes), with the following steps: the lecturer asks students to do an exercise in analyzing discourse in the Moodle system <https://elearning.unib.ac.id/> according to a predetermined schedule, the lecturer explains the procedures for online assignments on <https://elearning.unib.ac.id/> system in the form of chat and glossary, lecturers reflect with questions and answers about learning objectives that have been and have not been achieved, lecturers deliver upcoming materials, and lecturers close learning with students.

The steps for learning the Moodle-based Blended Learning method in learning to analyze discourse can be an alternative for teachers in providing material during the Covid-19 pandemic. This is because the Moodle-based Blended Learning method can be done synchronously through Zoom Cloud Meeting and asynchronously through the website system at <https://elearning.unib.ac.id/> which can be done without being limited by time and place. Learning through the Moodle-based Blended Learning method also provides opportunities for students to be more active in independently exploring related materials that have been completely prepared on the website with asynchronous activities through chat and discussion groups. This is in accordance with the opinion of Abdullah (2018) that Blended Learning is very effective and efficient to motivate students to learn with a variety of activities that can be done without being tied to a place and of course a more flexible learning time according to the agreement of lecturers and students. Then, this is also in accordance with the opinion of Rasmitadila et al., (2020), Bariyah & Imania (2018), and Irawan & Surjono (2018) from the results of their research which showed that the Blended Learning method provides benefits to students, especially it can add to the learning experience, increase knowledge of various complete materials provided in the system, accept variations in learning models, increase students' listening and reading abilities, and provide a more flexible and independent learning experience. In addition, students with the Moodle-based Blended Learning method are better in being able to analyze learning discourse in the classroom which of functions not only to add insight into how to critically analyze discourse, but to provide understanding as a language teacher about good conversational discourse in the classroom (Renner, 2019; Chien, 2019).

What needs to be paid attention to the application of the Moodle-based Blended Learning method is that lecturers must really prepare all the various materials in advance into the Moodle system on the website, both in the form of video tutorials, presentations, e-books, question banks, and other forms of material, before learning begins (Rasmitadila, 2020; Hew & Cheung, 2014). In addition, because the Moodle system on the website <https://elearning.unib.ac.id/> has not been

integrated with mobile devices, lecturers must discipline students through WhatsApp class groups to attend lectures either through Zoom Cloud Meeting or in Moodle on the website <https://elearning.unib.ac.id/> according to the agreed schedule.

## CONCLUSION

The application of the Moodle-based Blended Learning method is able to improve the ability to analyze discourse students of the Master Program of Indonesia Language Education, University of Bengkulu. This is indicated by the achievement of the research objectives.

The learning process of analyzing discourse using the Moodle-based Blended Learning method makes students active, motivated, and the emergence of independence through synchronous activities using Zoom Cloud Meeting and asynchronous activities through Moodle on the website <https://elearning.unib.ac.id/> and assisted by Whatsapp. The learning steps of the Moodle-based Blended Learning method in learning to analyze discourse are as follows: 1) preliminary activity (10 minutes), by means of the lecturer checking student attendance, the lecturer checking the students' health condition, the lecturer giving apperception and motivation to students by providing inspirational videos learning, the lecturer explaining the learning objectives, and the lecturer asking students to log in to the <https://elearning.unib.ac.id/> system; 2) core activities (80 minutes), by doing: (a) exploration with steps: the lecturer asks students to observe some teaching materials and examples of discourse analysis results, the lecturer questions and answers students from the observation results of reading teaching materials and examples of results discourse analysis., the lecturer provides reinforcement regarding the critical discourse analysis procedure of Norman Fairclough's model, (b) elaboration, with the following steps: the lecturer asks students to individually analyze one learning video on Writing Experiment Report Text, the lecturer guides the assignment of individual discourse analysis, the lecturer asks each individual to present the results of critical discourse analysis, and the lecturer provides reinforcement of the results of critical discourse analysis, (c) confirmation, with the following

steps: the lecturer questions and answers students' understanding of the results of the analysis that has been carried out, the lecturer provides reinforcement of the results of the correct critical discourse analysis according to theory and data findings; then 3) closing activity (10 minutes), with the following steps: the lecturer asks students to do an exercise in analyzing discourse in the Moodle system <https://elearning.unib.ac.id/> according to a predetermined schedule, the lecturer explains the procedures for online assignments on <https://elearning.unib.ac.id/> system in the form of chat and glossary, lecturers reflect with questions and answers about learning objectives that have been and have not been achieved, lecturers deliver upcoming materials, and lecturers close learning with students.

There was an increase in learning outcomes from the ability to analyze discourse through the Moodle-based Blended Learning method for students of the Master Program of Indonesia Language Education, University of Bengkulu, namely in cycle 1 the student average score was 77.3 with the B + criteria and those who had just reached a score of 80 were 28.57 %, increased in cycle 2 the average value was 80.75 with the criterion A- reaching a level of completeness of 85.71%. The ability to analyze discourse that has been mastered by students is the ability to analyze descriptions, interpretations, and explanations. It is just that there was a small proportion of students who have not been able to explain, namely interpreting the results of interpretations associated with the socio-cultural context of events in the text.

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**Noermanzah & Suryadi**

*Improving students' ability to analyze discourse through the moodle-based blended learning method*