

ANALYSIS OF LEARNING MODEL REQUIREMENTS WRITING ACADEMIC BASED ON-LEARNING MOODLE

Santi Oktarina¹

Emzir²

Zainal Rafli³

Universitas Sriwijaya

santioktarina@yahoo.com

Emzir.pb@gmail.com

Zainal.Rafli@unj.ac.id

Abstract

This study aims to find out how the learning model of moodle-based academic writing in Indonesian subjects required by students at Sriwijaya University in terms of students and lecturers. The method used in this study is research and development (Research and Development as proposed by Borg and Gall. Teknik data collection in the analysis of this need is a questionnaire, library review, interviews, and focus group discussion. The results show first, an instructional model of academic writing in the Moodle-based Indonesian language should refer to the Signs of Group Work Subjects Personality development in universities, the principle -The principle of learning based on KKNi, the principle of learning to write, and the principle of learning E-Learning. Second, the results showed that the shortcomings contained in the learning of academic writing in Indonesian language courses caused this lesson does not refer to Student Group Conduct Signs Personality development in universities, principles of learning based on KKNi, and the principle of learning to write maximally. In addition, most lecturers do not use E-Learning learning that has been facilitated by the university. Third, the results of the study show that the learning model of academic writing in Indonesian language is needed is a learning model that applies the principles of learning in accordance with KKNi, the principles of learning to write, and the principles of E-Learning learning by adapting to the characteristics of the language courses Indonesia for college. Meanwhile, Rambu-Rambu Group Implementation Course Development of personality in universities must be adjusted in order to meet the needs of students in academic writing learning in universities.

Keywords : Needs Analysis, Academic Writing, E-Learning, Moodle

Preliminary

The ability to write academic as the main focus of learning in Indonesian language courses for college must be mastered by all students because of this ability greatly affect their academic sustainability. Many academic activities require maximal academic writing skills such as in the process of teaching and learning in the classroom, lecture tasks, whether in the form of papers, articles, or other, various exams, writing proposals, and in completing the thesis that must be written in a variety of scientific language . This is in line with the opinion of Akhadiah (2015: 15) that writing for college is an activity that must be done if he does not want his academic career cut off in the middle of the road.

For that, the effort to improve students' academic writing skills is crucial. The use of technological innovation in education ie E-Learning moodle is one effort to do. Implementation of learning model of moodle-based academic writing in the Indonesian language course at Sriwijaya University is a form of effort to improve the process and the result of students' academic writing skill. The utilization of technology in learning which is commonly called E-Learning is believed to improve the quality of learning. This is in line with the opinion (McMahon, 2009; Cing and Howard, 2010) that the application of technology in learning results can improve the quality of the learning process, moreover the university has embodied this in the E-Learning System of Sriwijaya University called Moodle E-Learning for Sriwijaya Student (MoDELss). However, not many lecturers teach Indonesian language using this learning technology.

Moodle is a web-based learning tool designed to create a digital, secure, integrated, and innovative learning environment. Moodle is a web-based software package that enables us to create an environment where educational programs can be delivered and Moodle enables the creation of an environment anywhere and in any kind of education (Hollowell, 2011: 1). In the second language learning, moodle can be used as a software to improve the quality of process and learning outcomes especially writing learning (Stanford, 2009: 305). By using moodle, academic writing learning is not only done in the form of face-to-face only, but coupled with learning activities structured and self-reliant so that students can study anywhere and anytime. The same thing is proved by the study of Eskandari (2016: 153-163) that the use of moodle in academic writing learning can improve the ability to write academic learners.

To develop a model of moodle-based academic writing for Indonesian language courses needs to be analyzed needs first. In research and development, needs analysis is an important part of instructional design. This is in line with the opinion of Carey and Carey (2009: 23) argued that needs analysis is an important component of the overall design process. In addition, Richards (2001: 52) defines needs analysis as a procedure used to gather information about student needs. Richard (2001: 52) defines the needs in learning language as a language deficiency, ie the difference between what what the current student can do with what he or she should be able to do. Nation (2009: 27-30) divides needs into three components, namely necessities, lacks, and expectations. These three components constitute a set of tools necessary to analyze students' needs in learning a target language.

From the description above, the problem discussed in this research, that is how the learning model of moodle-based academic writing Indonesian language courses required by students at the University of Sriwijaya viewed from students and lecturers.

Research methods

The approach of this research is "research with mixed methods that is, apply a combination of two approaches at once (qualitative and quantitative) (Creswell, 2010: 304)." The method used in this research is research and development (Research and Development as proposed by Borg and Gall .

Data collection techniques in the analysis of these needs are questionnaires, study libraries, interviews, and focus group discussion. Akket distributed to students of semester 2 who are following the Indonesian language courses and semester 4 who have followed the Indonesian language courses. The number of population in this preliminary study for needs analysis consists of 1,278 people semester 2 and 1,225 students of 4th semester who follow Indonesian language courses at UPT of University Personality Development Course. So the total population in the study for this phase is 2,503 students. The sample of this study was taken 10-15% of the total population. Meanwhile, questionnaires for lecturers were distributed to 18 lecturers who taught Indonesian language courses at UPT MPK Unsri. The interviews were conducted on three lecturers teaching Indonesian language and focus group discussion was conducted with students who represented by seven people from seven faculties within Sriwijaya University. Data obtained in this research are quantitative data (questionnaire) and qualitative data (interview and focus group discussion). Qualitative data is analyzed descriptively while quantitative data is analyzed descriptively quantitative in the form of percentage.

Research result

Nation (2009: 27-30) divides the needs into three components, namely necessities, lacks, and expectations. These three components are the tools needed to analyze the needs of students in studying a target language. In other words, these three components are used to find out the needs of students on learning models of moodle-based academic writing in the Indonesian language course. First is the necessity (necessities). The necessities are what the student must master. The focus of the necessities is on the skills and circumstances of use. Second is the lack (lacks). The lacks refer to the current student position (knowledge). Third is hope (wish). Students have their own opinion about what they feel useful for them. Information about what the student hopes will be useful for determining whether students' views and analyst views have something in common.

The necessities

The necessities are what the student must master. The focus of the necessities is on the skills and circumstances of use. In the development of learning model of

Moodle-based academic writing in Indonesian language learning structure, reaction principle, social system, and support system that must exist in a learning must be adjusted to standard of learning process according to KKNi, learning process in accordance with learning principle of writing, which is in accordance with the principles of learning E-Learning, and Rambu-Rambu Group Implementation Course Development of personality in universities. First, the standard of learning process according to KKNi, that is interactive, holistic, integrative, contextual, scientific, thematic, effective, collaborative, student-centered. Second, the learning process in accordance with the principles of writing writing, which is writing praktik efficiently, associated with writing approach (process approach and results), the process of learning to write attention to the background of the reader, the process of learning to write integrate all language skills, the process of writing writing is authentic, learning is related to the process of writing, how to respond and correct student writing, and formal writing conventions. Third, the learning process in accordance with the principle of learning E-Learning, namely interactivity, independence, accessibility, and pengayaan. Keempat, the process of learning appropriate Rambu-Rambu Group Implementation Course Development of personality in universities based on Decision of Director General of Higher Education Department of National Education Republic of Indonesia Number: 43 / Dikti / Kep / 2006.

Disadvantages (Lack)

The lacks refer to the current (knowledge) position of the students. Information about the lack of learning in academic writing in Indonesian courses is known from interviews conducted on three lecturers teaching Indonesian for university and focus group discussion on seven students representing seven faculties which is in Sriwijaya University.

From the focus group discussion with students is known some things. First, in terms of learning activities it is known that 1) The learning activities are monotonous and not conducive; 2) Learning activities are only fixed on the explanation of lecturers and tasks; 3) The concepts taught are not clear; 4) Discussion activities are not interactive. 5) There is no maximum interaction between lecturers and students; 6) How to teach is focused only on one book; 7) Lack of motivation in learning; 8) Direct writing activities are not maximal; 9) Learning does not use learning technology such as web learning. Secondly, in terms of the given learning material it is known that 1) The material being taught is not clear; 2) The material taught does not match the material required by the students; 3) The material is not uniform with other classes; 4) The material taught is too little. 5) Limitations of literature sources provided. Referred from the evaluation of learning it is known that 1) Assessment is taken only from the task being done; 2) The evaluation system is not satisfactory; 3) The assessment is too closed; 4) Assessment of tasks is not performed. Based on the interviews of the three lecturers teaching Indonesian, it is known that 1) the lack of motivation for students to write 2) The class is too big to make the lecturer difficult to do the assessment 3) the lack of writing exercise.

Needs

Needs refer to the needs of the students. They have their own opinions about what they feel useful for them. To find information about the needs of students and lecturers about the model of Moodle-based academic writing by distributing questionnaires on 333 students as a sample of research and 18 lecturers, focus group discussion with 7 students from 7 faculties at Sriwijaya University, and conducted interviews with three lecturers teaching Indonesian language.

Data from Student and Lecturer Questionnaire

Questionnaire given contains 83 items used to find out the required competencies (23 items), required material (23 items), required learning activities (27 items), and required evaluation system (11 items).

1. Required Competencies

In the academic writing competence component required most of the students answered is needed and needed for each item questionnaire. For the less needed and not needed answer only small part who answered it (see table below). Following competencies that are needed and needed by students based on the results of the questionnaire.

Table 1: Types of competencies required

No.	The types of competencies required	Assessment			
		C.Student		Lecturer	
1	Understand Indonesian position.	3,60	SB	3,38	SB
2.	Able to identify academic and non-academic writing.	3,37	SB	3,61	SB
3.	Able to use enhanced spelling in scientific papers.	3,57	SB	3,77	SB
4.	Able to choose a good word in academic writing.	3,49	SB	3,66	SB
5.	Able to write effective sentences in academic writing.	3,45	SB	3,88	SB
6.	Be able to write paragraphs and develop them.	3,44	SB	3,94	SB
7.	Able to understand the aspect of reasoning in scientific writing.	3,39	SB	3,77	SB
8	Edit various discourses and writings in various genres.	3,19	B	3,38	SB

9.	Be able to quote well.	3,41	SB	4	SB
10.	Be able to make good footnotes.	3,36	SB	3,6	SB
11	Being able to make final notes well.	3,29	SB	3,27	SB
12.	Able to make a list of libraries well.	3,50	SB	3,83	SB
13.	Be able to summarize the book or chapter in the book.	3,34	SB	3,33	SB
14.	Able to write scientific discourse (description, argumentation, persuasion, exposition, and narration) well.	3.43	SB	3,66	SB
15	Write in various factual genres (reports, descriptions, recon, explanations, expositions, and discussions).	3,37	SB	3,44	SB
16.	Able to write a book review well.	3,25	SB	3	B
17.	Able to write essays well.	3,58	SB	3,55	SB
18.	Able to write scientific papers well.	3,51	SB	3,94	SB
19.	Able to write a research proposal well.	3,55	SB	3,55	SB
20.	Able to write a research report well.	3,54	SB	3,38	SB
21.	Able to write activity reports well.	3,47	SB	3,33	SB
22.	Able to write scientific articles well.	3,43	SB	3,83	SB
23.	Able to write letters well.	3,22	SB	3,27	SB

2. Materials Required

In the academic writing materials component required most of the students answered is needed and needed for each questionnaire item. For less needed and unnecessary answers only the smallest answer (see table below). Following competencies that are needed and needed by students based on the questionnaire results.

Table 2: Material Types Needed

No.	The types of materials needed	Assessment
-----	-------------------------------	------------

		C.Student		Lecture	
1.	the position of Bahasa Indonesia includes (a) the history of the Indonesian language (b) the language of the country. (c) the language of unity, (d) the language of science, technology. and art, and (e) the function and role of the Indonesian language in nation-building.	3,42	SB	3,33	SB
2.	Academic and non-academic writings include (a) understanding of academic and non-academic writings, (b) features of academic and non-academic writings, (c) examples of academic and non-academic writings.	3,36	SB	3,55	SB
3.	Improved spelling.	3,54	SB	3,72	SB
4.	Diction or word choice includes: (a) accuracy in choosing words and (b) conformity in choosing words.	3,49	SB	3,66	SB
5.	Effective sentences include: (a) the meaning of effective sentences, (b) the characteristics of effective sentences, (c) examples of effective sentences.	3,44	SB	3,72	SB
6.	The paragraphs and their development include: (a) the meaning of the paragraph, (b) the various paragraphs, (c) the requirements for paragraph formation, (d) the location of the topic sentence, (d) the development of the paragraph.	3,40	SB	3,83	SB
7.	Reasoning in scientific writing includes: (a) the notion of reasoning, (b) the kinds of reasoning and, for example, (c) misconceptions.	3,36	SB	3,38	SB
8.	The quotation includes: (a) the definition of the quotation, (b) the types of quotations, (c) the procedure of making the quotation, (d) the examples of quotations.	3,43	SB	3,77	SB
9.	Footnotes include: (a) notes of footnotes, (b) procedures for making footnotes, (c) examples of	3,37	SB	3,33	SB

	footnotes.				
10.	The final note includes: (a) the understanding of the final note, (b) the procedure for making the final note, (c) the examples of writing the final note.	3,35	SB	3,05	B
11.	Bibliography includes: (a) understanding of bibliography, (b) how to write bibliography, (c) examples of literature writing.	3,49	SB	3,77	SB
12.	Summaries or summaries include: (a) understanding, (b) how to summarize or summarize.	3,34	SB	3,16	B
13.	Scientific discourse (description, argumentation, exposition includes: (a) discourse meaning (description, argumentation, narrative, persuasion, and argument), (b) discourse characteristics by type, (c) systematics of discourse by type,) examples of discourses by type.	3,46	SB	3,5	SB
14.	Writings in various factual genres (reports, descriptions, recommendations, explanations, expositions, and discussions) include (a) understanding, (b) the structure of writing, and (d) written examples.	3,42	SB	3,33	SB
15.	The review includes: (a) the understanding of the reviewer, (b) the steps of making the reviewer, (c) the reviewer's example.	3,03	B	2,94	B
16.	Essays include: (a) the definition of the essay, (b) the systematic essay, (d) the types of essays, and (e) the essay examples by type.	3,59	SB	3,66	SB
17.	Scientific Papers include: (a) understanding of scientific papers, (b) systematic scientific papers, (c) examples of scientific papers.	3,49	SB	3,94	SB
18.	Research proposals include: (a) understanding of research proposals, (b) systematic research proposals.	3,52	SB	3,44	SB

19.	Research reports include: (a) understanding of research reports, (b) systematic research reports, (c) sample research reports.	3,55	SB	3,38	SB
20.	Activity reports include: (a) definition of activity reports, (b) systematic reports on activities, (c) sample activity reports.	3,47	SB	3,16	SB
21	Scientific articles include: (a) understanding of articles, (b) systematic scientific articles, (c) examples of scientific articles.	3,45	SB	4	SB
22.	The official letter includes: (a) the meaning of the official letter, (b) the function of the official letter, (c) the types of official mail, (d) the forms of the official letter, (e) the parts of the official letter, and in an official letter.	3,40	SB	3,22	SB

3. Learning Activities Needed

In the component of learning activity of academic writing that is needed most of student answer is very needed and needed for each item of questionnaire. For less answer needed and not needed only small part answer it (see table below). Here are the competences that are needed and required by students based on questionnaire results.

Table 3: Learning Activities Needed

No.	Learning activities needed	Assessment			
		C.Student		Lecture	
1.	Student-centered learning.	3,38	SB	3,72	SB
2.	All learning activities are conducted in the classroom in the form of face-to-face.	3,29	SB	3,27	SB
3.	Learning activities are conducted in the form of	3,31	SB	3,55	SB

	face-to-face 85% and 15% e-learning, online lecture, or video conference by using the facility of Information and Communication Technology (ICT) by using e-learning (moodle).				
4.	Lecturers present the learning procedure using web-learning (moodle) based on student manual.	3,24	SB	3,16	SB
5.	Lecturers and students agree on rules and sanctions in lectures using web-learning (moodle).	3,26	SB	3,11	B
6.	Students can interpret the materials that exist in web-learning (moodle).	3,27	SB	3,33	SB
7.	Students are divided into groups.	3,24	SB	3,5	SB
8.	Students explore the writing theory in groups from the various references that are defined as independent group tasks.	3,27	SB	3,5	SB
9.	Each group discusses the exploration results as an independent task.	3,15	B	3,66	SB
10.	Each group creates an article based on group exploration and discussion.	3,20	B	3,72	SB
11	Theoretical exploration tasks (in the form of power points) and writing assignments in groups are posted to the moodle before the face-to-face schedule.	3,22	B	3,5	SB
12.	Other groups comment on concepts and writings based on assessment indicators provided in web-learning (moodle) prior to the face-to-face schedule.	3,21	B	3,55	SB
13.	Each group presents and discusses the theory of a topic, writing, and other group comments in front of the class in groups.	3,36	SB	3,66	SB
14.	The lecturer gives an assessment of the group	3,48	SB	3,77	SB

	writing that gets the assignment in the presentation in front of the class.				
15.	Students create an idea network / map mapping of individual writing assignments according to their respective fields of science in online moodle in the classroom.	3,19	B	3,44	SB
16.	Each network of ideas / map mapping students in the commentary of three students.	3,10	B	3,33	SB
17.	Lecturers and students discuss two tasks of mapping networks in front of the classroom.	3,14	B	3,33	SB
18.	Students are assigned to write as independent tasks based on an idea map mapping network and posting tasks in moodle based on agreed time.	3,18	B	3,5	SB
19.	During the writing, students and lecturers can communicate with the chatonline facility in moodle.	3,52	SB	3,55	SB
20.	Each student's writing is commented upon by colleagues in moodle based on the penile indicator.	3,09	B	3,33	SB
21.	The students revised their writing and posted back to the moodle.	3,07	B	3,66	SB
22.	Students and lecturers discussed five revised tasks in front of the class.	3,14	B	3,38	SB
23.	Students do self-assessment of their duties.be online in the moodle after listening to the discussion in front of the class.	3,08	B	3,38	SB
24.	Students revise individual tasks and post to moodle. As an independent task at home.	3,18	B	3,77	SB
25.	Lecturers give assessment of individual assignments of all students.	3,42	SB	3,72	SB

26.	Students revise and post assignments.	3,17	B	3,88	SB
27.	Students choose the best writing.	3,13	B	3,66	SB

4. Learning Evaluation System Needed

In the academic writing appraisal component of the required study, most students responded indispensable and required for each questionnaire item. For the lesser required and unnecessary answers only the smallest who answered it (see table below). Following the much-needed competencies and required by students based on questionnaire results.

Table 4: Learning Evaluation System Required

No.	System Evaluation of learning required	Level of Requirement			
		C.Student		Lecture	
1.	Assessment of the process is done by peers for each post.	3,02	B	3,5	SB
2.	Assessment of the process is done by the lecturer on each assigned task.	3,48	SB	3.85	SB
3.	Self-assessment is done for every post.	3,11	B	3.33	SB
4.	Self-assessment, peers, and lecturers are delivered in web-learning (moodle).	3,12	B	3.33	SB
5.	All assessments are based on indicators agreed at the beginning of the lecture.	3,48	SB	3.66	SB
6.	Assessment is done objectively.	3,52	SB	3.77	SB
7.	Assessment in portfolio form (online).	3,11	B	3.94	SB
8.	Quizzes are given and done in web-learning (moodle).	3,10	B	3.55	SB
9.	Midterm exam is given and done in web-learning (moodle).	2,97	B	3.44	SB
10	The final exam of the semester is given and done in web-learning (moodle).	2,88	B	3.50	SB

11	All values can be accessed in web-learning (moodle).	3,31	SB	3.61	SB
----	--	------	----	------	----

Data from Focus Group Discussion Activities with Students

To maximize information, focus group discussion with students. The participants are seven students from seven faculties of Sriwijaya University, Faculty of Law, Faculty of Medicine, Faculty of Social and Political Sciences, Faculty of MIFA, Faculty of Agriculture, Faculty of Engineering, and Faculty of Teacher Training and Education. The focus of discussion on this activity is the learning model of Moodle-based academic writing that is required by the students. Based on the Focus Group Discussion activities with the students, the information obtained is as follows. First, the competencies needed in web-learning academic writing learning moodle 1) Understanding the Indonesian position; 2) Able to identify academic and non-academic writing.3) Able to understand the logical aspect in scientific writing.3) Able to use Indonesian spelling in scientific writing 4) Be able to choose a good word in academic writing; 5) Able to write effective sentences in academic writing; 6) Be able to write paragraphs and develop them; 7) Able to make a list of libraries well; 8) Be able to quote well; 9) Be able to make footnotes well; 10) Able to write essays well; 11) Able to write a scientific paper well; 12) Able to write scientific articles well; 13) Able to write activity reports well. Secondly, in terms of Indonesian language material, they need 12 materials to be studied in Indonesian language courses, namely, Indonesian position and function, reasoning in scientific writing, Indonesian spelling, word choice, effective sentence, quotation, bibliography, essay , scientific papers, and scientific articles. Second, in the learning activities they expect Indonesian learning as follows, 1) Learning focuses on the students; 2) the learning process that directs them to write directly based on the literary genre; 3) collaborative learning; 4) There is maximum interactivity between lecturers and students; 5) Learning materials are fully prepared and accessible to students quickly, anytime, anywhere; 6) Lecturers facilitate and motivate students in writing activities directly; 7) Students need feedback from lecturers on their writing; 8) Lecturers are able to utilize learning technology in the learning process. Thirdly, in terms of the assessment system some information obtained is 1) the students need the assessment of the lecturer on their writing assignment based on clear assessment indicators; 2) The semester test and final semester exam are still done in the classroom.

Interview Result With Lecturer Teaching Indonesian Language Course

Interview in this research is one of the techniques to collect information about the need of academic writing learning in the Indonesian language course at Sriwijaya University. The interview was conducted on three lecturers who taught Indonesian language course at Sriwijaya University. For more details, the following interviews were reported with the three lecturers the. First, the competencies required by the students are 1) Understanding Indonesian position; 2) Be able to identify academic and non-academic

papers; 3) Able to understand the aspect of reasoning in scientific writing; 4) Able to use the Indonesian spelling in I Scientific writing; 5) Be able to choose a good word in academic writing; 6) Able to write effective sentences in academic writing; 7) Be able to write paragraphs and develop them; 8) Able to make a list of libraries well; 9) Be able to quote well; 10) Able to write essays well; 11) Able to write a scientific paper well; 12) Able to write scientific articles well; and 13) Able to write a letter of service well. Second, the required materials are 1) Indonesian position; 2) academic and academic writing; 3) Reasoning in scientific writing; 4) Spelling Guidelines for Indonesian Language; 5) Diction; 6) Effective sentence; 7) Paragraph and its development; 8) Quote; 9) References; 10) Essays; 11) Scientific papers; 12) Scientific articles; 13) Letter of Service. Third, the learning activities needed for Moodle-based academic writing learning are 1) Lecturers using web learning provided by Sriwijaya University; 2) Learning activities should be directed to direct genre-based writing lessons; 3) Students make essays individually; 4) There is a process of editing and revision of essay; 4) The lecturer corrects student's writing in accordance with the assessment indicator; 5) Lecturer should be a facilitator and motivator of academic writing learning. Fourthly, in terms of the assessment system it is known that this moodle-based academic writing should be 1) the learning assessment must be in accordance with the percentage of the assessment determined and must be transparent; 2) The assessment of peers and lecturer assessment for all assigned tasks; 3) Midterm exam and final exam of semester should not be implemented in moodle.

RESULTS AND DISCUSSIONS

The need analysis of learning model of academic writing berbasis moodle on Indonesian language course at Sriwijaya University is used to find out the need of learning model of academic writing in terms of students and lecturers. The three components, namely necessities, lacks, and hopes are central concepts for obtaining information about the learning model's needs.

In the components of necessities, the learning model of academic writing should be based on learning in accordance with KKNi, the principles of learning to write, and the principles of E-Learning learning. In addition, Rambu-Rambu Group Implementation Course Development of personality in universities based on Decree of the Director General of Higher Education Ministry of National Education of the Republic of Indonesia No. 43 / Dikti / Kep / 2006 is a reference in the implementation of this lesson. The combination of these four principles should be the basis for designing a moodle-based learning model of academic writing for Indonesian language courses in universities.

The results also show that there is a lack of learning models applied so far. If we menealaah of learning model components such as those presented by Joyce, Weil, and Calhoun things as follows. First, from the result of the research, it is known that the structure of learning model (syntax), reaction principle, social system and support system applied so far do not apply the principle of learning to write and study in accordance with KKNi, and Rambu-Rambu Implementation of Subject Group Development of personality in

university based on Decision Director General of Higher Education Ministry of National Education Republic of Indonesia Number: 43 / Dikti / Kep / 2006 with maximum. Secondly, most lecturers do not use E-Learning learning whose facilitation is provided by the university. In terms of moodle use can improve the quality of learning. This is in line with Raman, Don Khalid and Rizuan (2014) and Syamsudin and Alamin (2014) studies which also examine the use of moodle in language learning. The results achieved are very effective use of moodle in learning.

In the need component (need) is known that most of the competencies offered are needed by students and lecturers. Nevertheless, after the FGD held with students and interviews with lecturers found that not all competence offered is needed in this course. Basically they want this course oriented to learning to write according to the genre. Added also, the material they are expected to learn is something new instead of repeating the genres that have been taught high school. The same thing is seen in the material required in this course. In the component of learning activities offered on moodle-based learning model of academic writing it is known that both lecturers and students agree that learning by using E-Learning Moodle is needed and required by incorporating the principles of learning writing, KKNi learning principles, E-Learning learning principles, and still refers to the Student Group Development Signs Development of personality in college. The results also indicate that the evaluation system of moodle-based academic writing instruction offered is needed and required, both students and lecturers. They hope that the writings that students make are assessed and feedback especially from the lecturers so they can know the mistakes they are doing. that is, all the values for classmates' tasks they can access to learn.

CONCLUSION

Needs analysis in language learning is an important part in development research that is used to gather information about the needs of language learning, both from lecturers and students. To know the needs of language learning, there are three components must be collected information, namely necessities,), and hope. These three components are a set of tools needed to analyze students' needs in learning a target language.

From the research results it is known that the first, an academic teaching learning model in Moodle-based Indonesian language must refer to Students Group Development Signs Personality development in universities based on Decree of Director General of Higher Education Ministry of National Education Republic of Indonesia No. 43 / Dikti / Kep / 2006, the principles of learning based on KKNi, the principle of learning to write, and the principle of learning E-Learning. Second, the results showed that the deficiencies contained in the learning of academic writing in the Indonesian language course occurs because this lesson does not refer to the Signs of Implementation Subject Group Development of personality in universities based on Decree of the Director General of

Higher Education Ministry of National Education Republic of Indonesia No. 43 / Dikti / Kep / 2006, principles of learning based on KKNi, and the principle of learning to write maximal. In addition, most lecturers do not use E-Learning learning that has been facilitated by the university. Third, the results of the study show that the learning model of academic writing in Indonesian language is needed is a learning model that applies the principles of learning in accordance with KKNi, the principles of learning to write, and the principles of E-Learning learning by adapting to the characteristics of the language courses Indonesia for college. In the meantime, Rambu-Rambu Group Implementation Courses Personality development in universities must be adjusted in order to meet the needs of students in academic writing learning in college.

References

- Akhadiyah, Sabarti, (2015) *Bahasa Sebagai Sarana Komunikasi Ilmiah*. Bekasi: Paedea.
- Cing, H.C and B. Howard. 2010. Effect of Live Stimulation on Middle School Student's Attitudes and Learning toward Science. *Educational Technology & Society*
- Creswell, John W, (2010) *Research Design: Pendekatan Kualitatif, Kuantitatif dan Mixed*. Yogyakarta: Pustaka Pelaja.
- Dick, Walter, Lao Carey, dan James O. Carey, (2009) *The Systematic Design of Instruction*. New Jersey: Pearson Education.
- EskAndaria, Monirch, (2016) *The effect of Collaborative Discovery Learning Using Moodle on the Learning of Conditional Sentence by Iranian EFL Lerner*. Theory and Practice, *Language Studies*
- Jack C. Richards, (2001) *Curriculum Development in Language Teaching*. United State of America: Cambridge University Press.
- Hollowel, Jason, (2011) *Moodle as a Curriculum and Information Management Sytem: Beginner Guide*. Birmingham-Mumbai: Packt Publishing.
- McMahon, G. (2009). Critical Thinking and ICT Integration in a Western Australian Secondary School. *Education Technology & Society*.
- Nation, L.S.P dan John Macalister, (2009) *Language Curriculum Design*. New York and London: Routledge.
- Raman, Don Khalid, dan Rizuan . (2014). *Usage of Learnig Mangament Sytem (Moodle) among Postgraduate Student : UTAUT Model*. *Asian Social Science*.

Stanford. Jaff, (2009) *Moodle 1.9 for Second Language Teaching* (Birmingham-Mumbai: Packt Publishing).

Syamsudin, Irfan dan Alamin, (2014) Assesing Moodle as Learning Management Sytem Platform For English Course Base TOEFL. *Internasional Journal of Computer and Technology* (IJCTT).