



Premise: Journal of English Education and Applied Linguistics

e-ISSN: 2442-482x, p-ISSN: 2089-3345

<https://fkip.ummetro.ac.id/journal/index.php/english>

DOI: 10.24127/pj.v11i2.4540

THE EFFECTIVENESS OF USING MOODLE ON THE STUDENTS' ATTITUDE IN THE EFL CLASSROOM

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(Received:07-12-2021;Reviewed1:01-01-2022;Reviewed2:11-05-2022: Accepted:07-06-2022;Published:15-06-2022)

Abstract

Since classroom-based instruction has been replaced by a hybrid of in-person interaction and online study, technology has transformed how knowledge is transferred and acquired. During the covid-19 pandemic, to overcome the situation, Learning From Home (LFH) is being implemented in all majors. Today, Moodle, one of Learning Management System (LMS), is mainly used during online learning as a learning platform. This research investigates the students' attitude in learning English using Moodle. The researcher has done this research by using the descriptive qualitative research method. In collecting the data, the researcher interviewed the University of Islam Malang students as the subject. After that, the researcher analyzes and describes the result of the interview sessions. However, it was found that the students of University Islam Malang have a positive attitude towards using Moodle, which can improve their grades and motivation in learning English.

Keywords: *The effectiveness of Moodle, Students' Attitude, EFL Classroom*

INTRODUCTION

Technological advancements have transformed teaching and learning, moving away from face-to-face interaction and toward a virtual environment. An online learning environment is a virtual classroom, and Online learning is a method of delivering education over the internet as an educational management system. Many universities in developed countries have implemented online learning as a component of their educational system. LMS differ from exclusive course management systems since they allow learners to be presented with

How cite this article:

Rahayu, P., Mustofa, M., & Rahmah, D. A. (2022). The effectiveness of using moodle to the students. *Premise: Journal of English Education and Applied Linguistics*, 11(2), 316–328. <https://doi.org/10.24127/pj.v11i2.4540>

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information in discrete chunks, assess their progress, and go over the material before moving on to the next (Moir, 2005). Assigning and analyzing assignments reviewing in-class courses, or discussing ideas on forums are all possible with Moodle's extensive range of multimedia technologies (audio, video, image, documents). The purpose of Moodle is to give educators and students the tools they need to make a difference in the world. Moreover, Moodle may be used to create a process where the students learn at their own pace from various learning sources. The other benefits of Moodle include the ability to impact the existing educational environment substantially.

Tertiary institutions have used various course management systems to improve online teaching activities. The modular object-oriented dynamic learning environment (Moodle) and freely available on the internet (<http://www.moodle.org>), is one of the most widely used open-source course management systems (Vinet & Zhedanov, 2010). Moodle allows for the creation of online teaching environments with teaching materials (Perron et al., 2014) and the development of online activities such as quizzes to improve interactivity during a lecture and tests for continuous assessment (Seluakumaran et al., 2011). Several studies (Reis et al., 2015) have described the use of Moodle for online teaching of medical disciplines such as urology, thoracic surgery, physiology, epidemiology, and medical statistics. Students widely accept Moodle, and some studies have found that using Moodle may improve student knowledge and grades compared to face-to-face courses (Kibble, 2007). Moodle has recently been characterized as a tool to supplement face-to-face courses, giving rise to the emerging concept of blended learning (Lou et al., 1996).

There are so many benefits that we can get from applying Moodle as the teaching media. It can improve the student's motivation to learn English, enhance their performance and increase their grade. The result of the recent research proved it.

Moodle Platform

Technology-integrated learning, such as e-learning, m-learning, or computer-assisted language learning (CALL), has significantly impacted learning and teaching during the last few decades. Many educators and academics have explored the influence of adopting new technology in language teaching as these creative instructional methods and tactics have improved (Jeong, 2017)

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Moodle is one of the Learning Management System (LMS) platforms commonly used as a medium in teaching and learning. Learning Management System (LMS) is a virtual software platform or a web-based technology that enables teachers to build virtual courses in specialized learning processes that give content, exercise, and administered by the instructor, students, and administrators (Sabharwal et al., 2018). Saw et al. (2019) say this LMS can help student-teacher interaction, develop student independence, and give students more flexibility in learning, particularly in English (Saw et al., 2019). By utilizing Moodle, Martín-Blas & Serrano-Fernández (2009) made their course more student-friendly and engaging for their students (Martín-Blas & Serrano-Fernández, 2009). Furthermore, it simplifies course administration and lowers the cost and duration of instruction delivery (Suppasetserree & Dennis, 2010).

Most students showed a positive attitude, which is the trigger of the student's motivation and performance in learning English (Sinaga & Pustika, 2021). Truong (2021) supports that Moodle dramatically improves students' speaking ability and motivates them to improve their speaking skills (Truong, 2021). According to Moodle official statistics, more than 60% of higher education has utilized Moodle as a platform for online or offline learning. Moodle is being used to enable educators and learners to change our planet. Furthermore, the utilization of Moodle may be used to establish a process of students studying at their speed from various learning sources (Sinaga & Pustika, 2021).

Moodle is one of the most widely used open-source e-learning platforms, allowing the creation of a course website and restricting access to enrolled students (Vinet & Zhedanov, 2010). This platform enables the exchange of information among geographically dispersed users via synchronous (chats) and asynchronous communication mechanisms (discussion forums). In terms of functionality, it has easily configurable features that allow the creation of student assessment processes (quizzes, online tests, and surveys), as well as managing their tasks with their timetable (Cavus & Zabadi, 2014; Heemann, 2011; Mahmoud, 2008), in addition to offering a wide range of complementary tools to support the teaching and learning process.

The Benefit of using Moodle Platform

This study chose Moodle as a Learning Management System (LMS) because it provides an excellent platform for resources and communication tools. LMS also provides some

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advantages, such as a discussion forum, file exchange, email notification, notification dashboard, progress review, searching within the course, and module page, as well as optimized architecture, compared to other e-learning systems (Subramanian et al., 2014). The theory underlying this learning management system (LMS) lends itself to social constructivism concepts, which place the interactive element of dialogues and learners' active engagement at the core of second language acquisition.

Some of the features of Moodle that make it the most popular LMS are: Moodle is an open-source platform that users and administrators may freely run, share, and adapt to meet their business or non-commercial needs. Aside from that, there is no license price. It is user-friendly with a basic interface (HTML 5), easy to configure, and can be viewed from any mobile device (Yildiz et al., 2018). In Addition, Moodle may be accessible from any computer, laptop, or smartphone connected to the internet. It may also reduce smartphone misuse by students throughout the continuous learning process in the classroom, as well as acquaint pupils with ICT-based learning to prepare them for the digital era (Sari & Setiawan, 2018). Moodle provides various multimedia features (audio, video, picture, and document) and is mainly designed for educational applications ranging from sharing lesson-related resources, giving and assessing homework, reviewing in-class lectures, and debating ideas on forums (Truong, 2021).

Negative features of Moodle Implementation

Although Moodle is an excellent platform for teaching and learning, there are some negative aspects, such as problems or difficulties when learning online.

Moodle adoption was hampered by a lack of digital skills, policies, devices, high data costs, and slow Internet speeds (Maphosa, 2022).

This study is presented based on the two research questions:

1. How does the students' attitude in learning English towards using Moodle?
2. What are the students' obstacles in using Moodle?.

METHOD

Design

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The study employs a qualitative approach with a phenomenology procedure (Rossmann & Rallis, 2003). The researcher explored the live experiences of the ELT students in learning English using Moodle. The focus was on their perception of Moodle, why they use Moodle and the benefits of using Moodle in an ELT context.

Participants

The participants were students of the English Department of Universitas Islam Malang. They were enrolled in semester 2. They were chosen purposively due to the nature of this research; qualitative phenomenology (Groenewald, 2004).

Instrument

To gain the expected data, three instruments were created. All were based on the nature of the research question. The questionnaire was created to describe target participants who used Moodle, and the data output was nominal data describing the participants. The interview prompt was created to gain content of the participants' experience using Moodle; thus, the data was content. The last instrument was the observation checklist. We used electronic observation to obtain data from the Moodle account of the participants.

Data Collection

Data were gathered in three stages. The first stage was collecting target participants using a questionnaire. The questionnaire was in Google Form and sent to respondents directly with a link in the WhatsApp group. They filled out the form, and the result was nominal data. The result was analyzed to see the users of Moodle. The second stage was that the researchers chose the Moodle users for interview purposes. Finally, the listed users of Moodle were interviewed in person. The interview was via WhatsApp and recorded.

Data Analysis

Data analysis was processed through three different stages. The questionnaire was analyzed using category data and accumulated in ordinal numbers. However, the parametric statistic was not applied but descriptive such as bar chart. The interview was analyzed using criteria content analysis (CCA) with three main stages; listing, categorizing and displaying (Matthew B. et al., 2014). To maintain the validity of the data, the researchers' triangulation of

sources: questionnaire, the script of an interview, and Moodle account. At the end of the process, we also did member checking before presenting the result. All participants were requested to check the individual interview scripts result. The citation and reference list process adopted the "Offline automatic system by using Mendeley Desktop" (Turmudi, 2020).

RESULTS AND DISCUSSION

Results

The result of the findings of this study are presented based on the two research questions, (1) How does the students' attitude in learning English towards using Moodle? (2) What are the students' obstacles in using Moodle?.

As a result, it was shown that there is a positive attitude. Most students revealed that using Moodle makes teaching and learning more fun, exciting, and easy to use. It can also improve their learning outcomes and confidence and facilitate their collaboration.

Besides that, the students claimed that in the forum discussion, they could share with the others student as well as teachers without limited time and space, could see the materials and online books, enable to follow online tests easily, it provides comments, suggestions, or even feedback in every task, and satisfied with submitting the task collectively.

Table 1. Positive Feedbacks

Student	Response
P-1	By using Moodle, it can make the teaching and learning process become more fun and interactive . In Moodle, there is an interactive video feature, and the teacher used that feature to teach listening skills. From that interactive skill videos, the teacher asks the students to answer the following questions based on that video.
P-2	It is exciting and easy to use because we can open Moodle on our mobile phones and submit our tasks. The teacher can also give comments and feedback, and we can see our scores easily.
P-3	I think using Moodle can improve my learning outcomes because, in every task assessment, the teacher grades our task and gives us positive comments and feedback. Based on the feedback, I could learn from my mistakes.
P-4	In my opinion, it can improve my confidence in learning English. Some features in Moodle could help me to increase my grade. Not only that, but the features also can facilitate students' collaboration because we can discuss our difficulties in learning English.

P-5	There are various interesting features in Moodle. One of them is forum discussion. In the forum discussion, the teacher asks us questions about our difficulties in learning English. Then, the teacher gives us a suggestion, and the other students also can share something about their problems
P-6	We can freely share our problems in learning English in forum discussions without limited time . On that forum, we will receive some suggestions from the teacher, and we can share them with other students too
P-7	In Moodle, the teacher could share new materials and provide an online book . So, all the students can read and know what material the teacher will explain in the next meeting. We also can download the course outline there
P-8	It is easy for us to do some tests like mid-term or quizzes because Moodle also provides quiz features. On that feature, we can quickly answer the questions. The questions could be multiple choice, true and false, essay, and matchmaking. In the end, we can see our grades and the feedback from the teacher
P-9	One satisfying feature I liked in using Moodle is that in every task we did, the teacher always gave comments, suggestions, or even feedback on our work . Based on that, it can prevent me from making the same mistakes
P-10	I am satisfied with using Moodle , especially when I submit a task. In submitting the task, we can directly submit it on Moodle easily . Every student who submits their task could not see the others students' tasks. There is also a reminder deadline for doing the task

However, besides Moodle being practical and a good platform, there are some negative features. Some of the students also faced the same problems in using this platform, which was proven by their responses as follows.

Table 2. Problems faced by students

Student	Responds
P-1	Sometimes I had a problem with the internet connection . When I want to submit my task, internet access is always buffering. So, I prefer to submit the task in advance.
P-2	The main problem is the internet connection . Not only that, but I also faced difficulties operating technology tools, especially in using features such as interactive video tasks .
P-3	The most important that must be noticed is the internet connection . If our internet connection has problems, we cannot access Moodle.
P-4	I had a financial problem purchasing the internet credits or quotas to download the materials or videos that consume a large size of data as well as to participate in a video conference.

As the final result, Moodle is one of the online LMS platforms with many interactive features that can make the students more active and confident and help them enhance their grades. Although there are some problems during the online classes, it could be stated that this study showed a positive attitude towards Moodle in learning English. On the other hand, Moodle is also helpful for the students in increasing their learning enthusiasm even through online learning.

Discussions

Based the results above indicate that Moodle has a positive impact on the teaching and learning process. Moodle has various features that make learning more fun and more accessible to use as well as similar to the finding of the others expert (Gudkova et al., 2021) who claimed that Moodle has crucial components that help to save time in delivering instructions. The teacher also easier to evaluate the students' work (Duangjai & Rutaikarn, 2020).

The pilot study shows that the four objectives of instrument testing are well answered. First, it was feasible and practical. Prior studies confirm that the pilot study result gave insightful suggestions beneficial for the main study design (Trakantalerngsak, 2019). Also, this finding meets the previous pilot study stating the importance of a well-planned study design (Ismail et al., 2017). Second, it is clear that all targeted data are obtained and answered all research questions despite differences in depth and quality but are not saturated yet. The result meets the previous model and can anticipate the broader study (Majid et al., 2017). Finally, it is discovered that all potential problems could be anticipated to face the new schema during the broader study. The whole potential problems were identifiable dispose of the broader study. Thus, the current pilot study meets the previous pilot studies. It is concluded that the results recommend a broader study as the instruments meet the requirement.

The researchers proposed that the students were delighted learning English using Moodle. In addition, there were significant differences between the students who were taught by using Moodle with the students who were not taught by using Moodle. It was found that the students who taught using Moodle improved their scores (Horvat et al., 2015). The students had a positive attitude towards Moodle platform, which can help them communicate with their classmates and instructor (Suppasetsee & Dennis, 2010).

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Moodle effectively improved the agreement tendency, which has straightforward responses. It is proven that Moodle can be used to enhance the students' motivation to learn English. Moreover, it can intensify the four language skills, making them more expressive and confident in training their English. To sum up, Moodle is one of the LMS that could be used to help both the students and teachers in the teaching and learning process.

CONCLUSION AND SUGGESTION

As the final result, Moodle is one of the online LMS platforms with many interactive features that can make the students more active and confident and help them enhance their grades. Although there are some problems during the online classes, it could be stated that this study showed a positive attitude towards Moodle in learning English. On the other hand, Moodle is also helpful for the students in increasing their learning enthusiasm even through online learning.

If the number of questions posed by students is used to judge the effectiveness of Moodle, we can also conclude that the forums were flawed. Students did not ask many questions during the lectures and even fewer during the forums. As a result, the design and implementation of the two forums need to be improved to foster student questioning effectively. Students' perceptions and suggestions were found to be very relevant, and some ideas for improvements arose that are likely to be considered in future studies.

In future work, it is thought essential to conduct a careful analysis of the underlying reasons for the academic community's use, or lack thereof, of e-learning tools, as well as to investigate how these tools can help promote the success of the teaching and learning process.

ACKNOWLEDGEMENT

We thank Dr. Dra. Mutmainnah Mustofa, M.Pd, is the advisor of this article completion. Also, thank Mr. Joshua Tokar, our lecturer, who has given us lots of knowledge about writing a published article. We also thank the students of the English Department of Master Degree program as the respondents of this research.

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