CAPTURING STUDENTS' VOICE ON THE USE OF MOODLE IN ONLINE ENGLISH LANGUAGE TEACHING

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ABSTRAK

Penelitian ini bertujuan untuk menggali persepsi mahasiswa tentang penggunaan moodle dalam sistem pembelajaran Online, khususnya dalam pembelajaran di masa pandemi seperti sekarang ini. Dengan menggunakan desain studi kasus dan pendekatan kualitatif, penelitian ini akan menyajikan data tentang persepsi dan pengalaman mahasiswa saat menggunakan moodle dalam belajar Bahasa Inggris secara online. Data penelitian ini dikumpulkan dengan menggunakan wawancara semi terstruktur dengan 6 mahasiswa Jurusan Bahasa Inggris dari salah satu perguruan tinggi Islam di Indonesia yang dipilih secara acak. Untuk menganalisis data yang telah terkumpul, teknik analisis datanya menggunakan teknik tematik. Hasil dari penelitian ini menunjukkan bahwa beberapa mahasiswa sebetulnya nyaman akan penggunaan moodle karena sangat membantu dalam mengakses materi, memudahkan proses diskusi dan pengumpulan tugas, serta mendorong mahasiswa untuk aktif berpartisipasi dalam proses pembelajaran. Meskipun demikian, kendala jaringan internet dan server yang bermasalah serta rumitnya fitur yang ada membuat beberapa mahasiswa enggan mengakses moodle. Oleh karena itu, penelitian ini dapat dijadikan sebagai wacana sekaligus bahan evaluasi untuk memperbaiki server dan fitur moodle agar lebih mudah untuk diakses.

Kata kunci: Moodle, Online learning, English Language Teaching

ABSTRACT

The aim of this study is to explore students' voice related to the use of moodle in online learning system especially in times of pandemic. Through qualitative case studies, students' perceptions as well as experience of using moodle in learning English are provided. The data were gathered using one-on-one semi-structured interviews with 6 students of English department at an Islamic university in Indonesia that were chosen randomly. To make meaning of the data, the collected data were thematically analyzed. The result of this study reveals that some students like to use moodle in the online learning because it is helpful in accessing and discussing the material, submitting the assignment, as well as encouraging students' participation in the learning process. However, the disruptions of internet connection, the server problems, as well as its complicated feature make students reluctant to use it. Therefore, this study proposes an issue that can be used as an evaluation to make the server and its feature better.

Keywords: *Moodle, Online learning, English Language Teaching*

INTRODUCTION

Nowadays, online learning has become a must for educational activities. It is because technology provides a lot of advantages for pupils in the education field (Caliskan & Bicen, 2016). All of learning process including delivering learning material, students' discussion, and other students' activity such as quiz even exam activity are done through online. Those activities can be done by using various learning platforms or which is also usually known as Learning Management Systems (LMSs). Some education sector, especially higher education has adopted various LMS (Pérez-Pérez, Serrano-Bedia, & García-Piqueres, 2020). One of them which can provide any kinds of learning features is Moodle.

Moodle belongs to the most commonly used platform in online learning system (Petrovic, Jeremic, Cirovic, Radojicic, & Milenkovic, 2014). It is because it has quite complete features to facilitate students' online learning process. It is a software package specially created to help lecturers and teachers create online courses. Its chat room enables students to have asynchronous and synchronous communication, such as facilitating students-teacher and students-students interactions. In this case, they can communicate in groups by using discussion boards (Chung & Ackerman, 2015). In higher education, moodle is commonly completed with some features such as assignment, quiz, discussion forum, chat, discussion forum, workshop, survey, glossary, e-voting, book, file, folder, page, URL, etc (Fernando, 2020). In other word, moodle is able to be used as facilitator in distance learning that helps educators to make good communication with the students.

The use of moodle in English language teaching has become great concern among English educators. Previous studies showed that the use of moodle did not provide optimal response from the students because of its limitation on usability and reliability which limited its potential in helping the learning

(Hu, 2016). However, recent relevant studies on moodle (Asamoah, 2020) have revealed that moodle is useful in learning. It has contributed to the English learning process especially for downloading learning materials as well as facilitating students to participate in discussion forum (Mpungose & Khoza, 2020). By using non face-to face learning, all students have the same opportunities to express and share their idea and to be commented by either the teacher or their peers. Furthermore, other research provides data showing that moodle is generally well-accepted by students, even some of them reported that the use of moodle can help students to improve their knowledge as well as their scores (Lebeaux et al., 2021).

Although moodle has been conducted in some previous studies, it is scarcely conducted in narrative inquiry. Through narrative inquiry, human identities as well as their emotions can be well represented and understood (Golombek & Johnson, 2004; Yuan & Lee, 2016). By sharing and telling their

narratives by thrmselves, people are able to deliver explanations to their act, try to synchronize their attitude with others, show and control their emotions (Yuan & Lee, 2016). Furthermore, based on the preliminary research conducted, it was found that some students enjoy using moodle developed by the administrator of their campus in the learning process, and some of them do not find the same thing. Therefore, this study tries to explore some data related to what the students experience about the use of moodle internally developed by the campus administrator in online learning system, both their positive and negative response of its usage. This article contributes to the literature on students' voice on the use of moodle in online English language teaching.

This study involves 6 students of English department at an Islamic university in Indonesia chosen randomly. The identity of the research participants is kept, and they are mentioned by using pseudo names. In order to attain this goal, the researchers developed 20 items provided in the interview form. The data were gathered using one-on-one semi-

structured interviews that was conducted both through online chat and face-to face interview. The research was conducted in the even semester of 2020-2021 academic year. The gathered data were than analyzed by using thematic analysis. All of the interview results were transcribed then were translated and confirmed to the interviewees. This was done to validate the data analysis as well as complete the gathered data by collecting more information from further comments on the interpretation of the data (Barkhuizen, G., Benson, P., Chik, 2014).

DISCUSSION

Moodle is one of favorite learning Management systems (Lebeaux et al., 2021). It is widely used in languange teaching because it is easily used and provides various services for the teachers as well as the students (Pérez-Pérez et al., 2020). It is also enables synchronous and asynchronous communications (Costa, Alvelos, & Teixeira, 2012), so that the learning process is more flexible (Paragină, Paragină, Jipa, Savu, & Dumitrescu, 2011).

Based on the interview result, it was found that the students expressed different perspectives on the use of moodle developed by their campus administrator in online learning. Some of them delivered positive response, and the others expressed the negative points. Following is an insight into the students' experiences on the use of moodle depicted by using direct quotes in order to help the readers to understand the participants' verbatim comments.

Positive Response

Moodle can help passive students to actively participate in the discussion

As an e-learning platform, moodle has a lot of advantages. Many problems faced in face to face learning can be solved by using moodle. Because in its process, there is no direct interaction among teachers and students, it can help shy students to participate in the learning process. As reported in the previous research, moodle can make students actively participated in the learning process (Caliskan & Bicen, 2016). In this case, some students also conveyed the same thing. Sina, one of the research participants, stated that it could facilitate those who are usually passive in face to face learning to express their ideas.

The use of moodle is very beneficial for shy students who rarely participated during the class. By using moodle, they can express their ideas confidently because they just need to type what they want to share.

Through moodle, all students can give comments or ask some questions when they have something they do not understand yet. Of course, this condition is really helpful for them that are not confident enough in directly delivering ideas orally in front of class. In other word, students feel free to express something without any consideration of being laughed at them when they make mistake. It is in tandem with some previous studies showing that the use of e-learning can enhance communications especially those who find difficulty in communication such as stuttering and those feeling intimidated by their peers or tutors (Chinyio, E., Morton, 2006). It is also in line with other previous studies that revealed more pleasantness and interest of technology use in learning than face to face learning (Asamoah, 2020; Horvat, Dobrota, Krsmanovic, & Cudanov, 2015). In other word, by using moodle, students, especially those who often feel insecure, will get enjoyment during the class because they feel free to explore anything and express their idea during the class without being afraid to be

intimidated and in a more comfortable way (Caliskan & Bicen, 2016).

It is easy to access and download the learning material

A good e-learning platform should facilitate its users to find it easy in accessing any content provided in the moodle including learning materials. One of the participants, Nanat, said that moodle can help her in getting the material.

One of the advantages of using moodle is that the learning materials are provided in a clear form. They are not overlapped, but it is well-organized. It helps us a lot in getting the materials.

Similar statement also delivered by Amel.

By using moodle, the materials and references uploaded by the lecturers are easily downloaded.

With such feature of the moodle, the learning materials presented by the teachers can be easily accessed even downloaded by the students. It is because they are stocked in different link for each meeting. Along this line, several researchers also stated that one of the advantages of moodle as an open-source e-learning includes ease and speed of sharing learning materials which facilitate students to get the course materials easily (Limongelli et al., 2015; Pérez-Pérez et al., 2020). Further, by using moodle, students can access the material any time. By doing

so, when they miss the file, for example, they can just open the moodle and access it again without asking it to their peers or their teachers.

Moodle helps students in submitting assignment

Besides its facilitation in accessing the material, an e-learning should also be able to facilitate its users in handing in assignment. In this case, the use of moodle can prevent their storage from the overloaded condition. Kit, one of the research participants stated that moodle facilitates him in submitting assignment. By using moodle, he does not need to back up his files into google drive.

> The use of moodle helps me in submitting assignment because I don't need to back up my data into google drive first.

Sina also conveyed the same point. She admitted that moodle can help her in handing in assignment.

> Submitting assignment becomes easier when I use moodle.

What have been narrated by Kit and Sina is appropriate with the result of the previous research which revealed that moodle is often used to facilitate students submitting their assignment (Hu, 2016). It becomes one of the most common reasons conveyed by some students related to the enjoyment of using moodle in learning, especially in English language teaching.

Moodle can make students discipline

In face to face learning, some students are sometimes late in submitting assignment. They often ask for additional time to submit their assignment. They often explain various reasons to be late in submitting the assignment. However, by using moodle, students are encouraged to be discipline and on time in handing in their assignment. It is because there is such systematization available in the moodle including *allow submissions from, due date, and cut-off date* feature. By doing so, students are encouraged to hand in the assignment based on the due date. Mikho said:

> The feature of assignment submission date makes me more discipline in submitting assignment.

In addition, Amel also find the same condition. According to her, students' assignment becomes more controlled because they submit it based on the due date.

> The existence of time setting on the moodle used to set students' assignment, quiz, as well as exam make students more discipline in its submission.

In this case, when the *due date* and *cut-off date* feature is activated, in which the students should have submitted their assignment, students will not be able to submit their assignment out of the due date. Of course, it leads to students' discipline in the case of assignment submission. As revealed by result of the previous study that the use of e-learning can make students assignments time-controlled (Chinyio, E., Morton, 2006). It is clear that moodle can help the teachers in building students' discipline, at least in the case of assignment submission.

Moodle facilitates us to directly know our score

All students basically deserve to get feedback from the evaluation process they have done. There are some things that can be done by teachers to give feedback to their students. In face to face learning, teachers usually give any response or comments to students' work directly in the learning process. It is also usually done by giving scores to students' work. In online system, teachers can also do the same thing. They can give any comments to the students' works as well as give score to their work through moodle. In this case, moodle helps the teachers in giving feedback including scores to the students

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automatically. The system developed by moodle enables students to directly know their score, especially when they use assignment and quiz feature. Nanat said,

> I like to use moodle because after doing the assignment, the score can be directly known.

The same point was also conveyed by Amel.

> Moodle facilitates me to know my assignment score directly. It motivates me to be better.

When students can directly know their score, students can do self-evaluation and have better improvement for the next material. It usually can be found in the assignment and quiz feature. In the case of quiz, the scores can be automatically set in the quizzes with true/false item as well as multiple-choice quizzes (Lebeaux et al., 2021; Pérez-Pérez et al., 2020). In short, by directly knowing their score, students can be motivated to have a self-test to check their knowledge or learning improvement, so that it can minimize the possibility for the students to do the same mistakes.

Negative Response

Besides the positive things of moodle mentioned by the students, sometimes it is difficult for the students to deal with moodle (Paragină et al., 2011). There are also some

negative responses stated by the students.

The server and internet connection are often in trouble

Initially, students will enjoy using certain e-learning platform when its accessibility is easy. Based on the interview result, problem of accessibility becomes one of obstacles in using moodle. When students use moodle systemized by the campus operator, they often find error messages like *server not found*. This condition makes them reluctant to use moodle as a media in online learning system, and choose other learning platform outside the moodle developer by the campus administrator.

> There is often trouble in the server when I try to access moodle, especially when I access it by using mobile phone. (Mikho)

Furthermore, Sina also expressed the similar point.

> I am not comfortable using moodle because it is too slow and takes long loading.

From Sina and Mikho's statement, it can be seen that their enthusiasm in learning is often interfered by the server problems. This condition is found in almost several times in a week.

Moreover, bad internet connection also includes into one of the obstacles in using moodle. Students who live in rural area often find difficulties in accessing moodle because of its limited internet connection.

> I'm often in trouble when I have to access moodle because I live in rural area which has limited internet connection. It makes me late in responding course material from the lecturers.

This condition fairly happens in some e-learning process. Besides for all positive sides of technology, it can also bring many problems. One of them is the accessibility problem, especially for students living in remote area. They are often in trouble when they have to access internet from home. Remote access truly belongs to inevitable technical trouble in online learning. (Chinyio, E., Morton, 2006). The data above truly clarify that the main problem on the infrequent use of moodle is the problems of accessibility.

The feature is complicated

Feature is one of the most important factors in using a learning platform. When the feature of a platform is not interesting enough, students will find difficulties in accessing it. On the other hand, when

the feature of a platform is simple and easy to use, students will enjoy using it. Fila admitted that the feature presented on moodle, especially which is developed by the campus administrator, is not simple and quite complicated. This condition belongs to one of her reasons rarely access the moodle.

> I'm not familiar with its feature. It is not simple. For me, it is too complicated to operate.

As stated by Fila, Amel conveyed the same thing related to the feature of moodle. According to her, she is not familiar with the feature, and the wordings used are quite different with other platform.

> The terms used in the system is not commonly used in other platform. It is confusing.

This condition is in tandem with the previous research result revealing that students' satisfaction has a positive and important effect on students´ learning outcomes (Pérez-Pérez et al., 2020). When students are not satisfied and do not feel comfort with the feature, they become reluctantly access the moodle. Therefore, the campus administrator should consider the feature especially from the position of the students.

Moodle cannot prevent students from cheating

In face to face learning, each activity is under direct control from the teacher. It includes its learning process until its evaluation process. In other word, teacher can monitor all of the students' activity. However, learning through moodle provides different situation. It makes students free to learn wherever, whenever, and with whomever without direct control from the teacher. This condition of course brings into different effect. One of them is that it enables students to do cheating by asking for others' help in doing their assignment, quiz, even the exam. Morevoer, because the use of moodle encourages its users to always connect to internet during the sessions, they have a big chance to cheat (Lebeaux et al., 2021). As stated by Kit,

> Moodle cannot avoid students from cheating in doing exam. By using moodle, they can cheat when they do assignment either by asking their friends' answer or searching for its answer on the internet.

Mikho also conveyed similar thing like stated by Kit.

> I think deceitfulness is still possible in the learning process. This condition can happen because learning

through gadget enables students to ask and give information to everyone.

Furthermore, Sina expressed the same point.

It is possible for the students to open their book or look for the material when they do the exam.

Based on the statement from Kit, Mikho, and Sina, it is clear that the use of moodle can facilitate the students to do cheating in doing exercise, assignment, quiz, even online exam. It is of course because there is no direct control or monitoring from the teacher. When they do the assignment as well as exam, they can easily ask for their family's help, their peers' help, as well as searching for its answer on the internet. It means that the other bad point of the use of moodle is that it can make students reluctant to think and do everything self-employed.

CONCLUSION

The result of this study reveals that some students enjoy using moodle in the online learning because it is helpful in accessing and discussing the material, submitting the assignment, encouraging students' participation in the learning process, as well as facilitating students to directly know their score. On the other hand, there

are also some negative responses conveyed by the students to the use of moodle in English online learning. They argue that moodle cannot prevent students from cheating. Moreover, the disruptions of internet connection, the server problems, as well as its complicated feature make students reluctant to use it. Therefore, this study contributes to be used as a reference in evaluating the server and its feature to be better. Further research is required to also explore teachers' feeling or emotions of using moodle in distance learning.

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