



## The Students' Perceptions of Moodle-based LMS in English Learning

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### Abstrak

Penelitian ini bertujuan untuk menemukan persepsi mahasiswa tentang LMS berbasis Moodle dalam pembelajaran Bahasa Inggris dan manfaat dari Moodle bagi mahasiswa. Ada 94 mahasiswa atau responden di sebuah perguruan tinggi swasta yang digunakan untuk dideskripsikan dan dianalisis. Metode yang digunakan dalam penelitian ini survei dengan analisis deskriptif kualitatif. Instrumen yang digunakan untuk mengumpulkan data adalah angket. Hasil penelitian menunjukkan bahwa terdapat respons positif dari mahasiswa terkait dengan penggunaan LMS berbasis Moodle dalam pembelajaran daring secara asinkronus. Oleh karena itu diharapkan bahwa dosen harus mampu mengembangkan dan merancang konten-konten pembelajaran dan aktivitas-aktivitas pembelajaran untuk diunggah sebagai pembelajaran daring yang lebih baik di masa depan.

Kata Kunci: pembelajaran Bahasa Inggris, LMS, Moodle

### Abstract (English-Indonesia)

This research aimed at investigating the students' perceptions of Moodle-based LMS in English learning and the benefits of using Moodle for the students. There were 94 students or respondents from one of the private universities in Jakarta used to describe the data as well as to analyze it. The method used in this research was a survey with qualitative description. A questionnaire was used to collect the data. The result showed that there were positive responses of the students dealing with Moodle-based LMS in online learning asynchronously. It was therefore expected that lecturers should have been able to develop and design more learning contents or materials and the activities to upload as online learning better in the future.

**Keywords:** English learning, LMS, Moodle

### Introduction

Learning English is nowadays very important for the students as it is required when they want to compete with others in their jobs or any careers. English subject in Indonesia has been introduced for many years, and it becomes a compulsory subject learnt by the students, many starting in the secondary school level. However, it is not quite easy to make the students fluent in their English despite many years of English learning. It is proven many university students learn English, yet they could

not understand the textbooks in English very well. In their spoken English, it is rarely used as they do not practice English much.

There are some learning methods to use to accommodate English learning situations better, including the learning media. In the digital era, learning English with ICT which stand for Information and Communication Technology is a must and students will not be able avoid it. In fact, it is now in the pandemic era where students are learning English in online mode of learning.

In online learning, there are synchronous and asynchronous forms. Synchronous form could be how students are learning English with their teacher at the same time, but different places virtually (Rusmiati et al., 2020). Meanwhile asynchronous is conducted through application to facilitate the students to learn English at their own time and places. One of learning management systems popularly used is Modular Object-Oriented Dynamic Learning Environment abbreviated as Moodle. It is considered to be effective in online learning as it has an interactive ability and encourage the students to collaborate as it provides multimedia contents (Prof & Ali, 2020; Truong, 2021).

More and more universities use Moodle as an online platform to serve the students' and teachers' learning activities. Using Moodle platform makes the teachers and students discuss the ideas one another and this will contribute to their interactions. Moodle also provoke the students to know more information as they wish. It is in line with (Al Aufi & Rao Naidu, 2021) saying that Moodle as LMS is believed to provide students with additional links such as videos and books to have more information or knowledge. In addition, they found that LMS is something that could substitute the teachers' presence when the materials and available and accessible. Nevertheless, there are some perceptions of the students what they will think it is a kind of burdens by the students as teachers prefer to using it to assign the tasks most of time.

In learning English in the university, teachers should be able to design and prepare for a good teaching activity with Moodle-based LMS. This initially starts with good lesson plan. Thus, learning material as well as the learning media such as videos are then provided. Some teachers are well-prepared with their teaching designs, and some of them prepare their teaching activities without any creativity. Meanwhile, the students are eager and curious to learn and practice English mediated with this LMS where they can discuss with other students and watch the learning videos by their own at any time. This curiosity should be maintained if the teachers facilitate the online learning asynchronously interactively. On the contrary, this will demotivate the students to learn and

practice English better and energetically (Aikina & Bolsunovskaya, 2020). Pursuant to this problem, it is necessary to do a research on the students' perceptions of the Moodle-based LMS in English learning as the basic course in the university.

English is considered an international language or a foreign language widely used by many people in the world. They use English for any activities relevant to their needs such as in the job career and study overseas. As (Nishanthi, 2018) points out that there are some reasons why people need to use and learn English among them are education, travel and business, leisure time for watching movies, understanding other languages, etc. This implies that English is a foreign language and need learning by students to increase their skills to communicate with other people for their own reasons.

ICT which stands for Information and Communication Technology is a thing related to how the process of regulating information as well as transferring the data is acquired (Prastikawati, 2019). In the context of learning process, Steiner and Mendelovitch (2016) and Huang Thi Bao Dinh (2015) in (Sabiri, 2020) reported that the use of ICT could promote and stimulate students' learning as well as establish the relationships between teacher and students. Meanwhile Korkut (2021) in (Sabiri, 2020) addressed that when ICT is integrated in education or pedagogy, it could make language learning possible without having difficulties in traveling. ICT changes learning environment in which previously was done in the classroom all the time, then students can access any lessons anytime and anywhere.

As (Zabolotniaia et al., 2020) explore, there are some benefits of implementing the ICTs in learning process, they are: 1) Expansion of the information and educational space; 2) Realization of the principle of continuous learning; 3) Increase in the students' population through distance learning; 4) Formation of a high-quality comprehensive educational product; 5) Extension of international relations; 6) Incorporation into world register of owners of electronic forms of educational process organization; and 7) Cost optimization and rational use of the university infrastructure.

Learning management system abbreviated LMS is a system that provides teachers and students to share classroom resources, tools, and learning activities (Al-Hunaiyyan et al., 2020). LMS has resources or educational contents to discuss individually and collaboratively. LMS allows teachers to evaluate or assess the students' activities such as assignment and quizzes. LMS also offers a variety of tools and functions such as forums, chats, labels, links, uploading files, student enrolment, etc (Grabar & Rajh, 2014).

There are some types of learning management systems (LMS) used by people such as Moodle, Google Classroom, Schoology, Edmodo, etc. Moodle which stands for Modular Object-Oriented Dynamic Learning Environment abbreviated is one of the most popular LMSs facilitated by many Higher Education Institutions (Al-Hunaiyyan et al., 2020) and broadly used to transfer language teaching and learning process in Indonesia (Prasetya, 2021). (Zabolotniaia et al., 2020) say that Moodle is a learning system that provide educational contents, systems of control, monitoring and assessment used by teacher and group of students at anytime and anywhere.

### Method

The method used in this research is a survey with qualitative design. This covers the data on the perceptions of the students on the Moodle-based LMS as well as the benefits of LMS implementation.

This research was conducted in the even semester of 2020/2021 in one of the private universities in Jakarta, Indonesia.

The students of Faculty of Teacher Training and Education are the populations; meanwhile the samples are the representative

of the population to have the possibility of being the respondents. In this research there are 94 samples who were able to fill out the questionnaire within three days. The 94 samples consisting of 84 females and 10 males are the students who have studied English from semesters 2, 4, and 6, dominantly from English Education Department with 66%.

The data of the research were collected via the instrument distributed to the students believed to join online learning asynchronously via Moodle-based LMS which is called Online Learning UHAMKA (OLU).

As this research is attempted to obtain the data on the students' perceptions of the use of Moodle as their online English learning, a questionnaire is used. This questionnaire has 15 questions with Likert scale to measure the perceptions and the benefits of using Moodle. A Likert scale ranges from strongly disagree to strongly agree.

After the data were collected, they were analysed to get the percentages of each question. In the end the data were described and discussed.

### Results and Discussion

After the data were collected, an analysis of the data was carried out. The followings are the responses of the questions which are divided into two sections; they are the data on the students' perceptions of Moodle-based LMS in English learning. There are 9 data from a questionnaire that need to be analysed. The other section is the data on the benefits of using Moodle as the implementation of online learning. There are 6 data from a questionnaire to be analysed.

Table 1. Perceptions of Moodle-based LMS

No	Perceptions of Moodle-based LMS	SD	D	N	A	SA	%
1	It is easy to understand English material through PPT	1%	3%	28%	51%	17%	100%
2	Learning and practicing English using Moodle is enjoyable.	1%	2%	28%	50%	19%	100%
3	Discussion forums in Moodle make students confident to share ideas to discuss.	1%	6%	36%	44%	13%	100%

4	Learning English through Moodle is effective and efficient.	3%	3%	26%	40%	28%	100%
5	Submitting assignments via Moodle is enjoyable.	1%	2%	22%	49%	26%	100%
6	Submitting the answers of the assignments or exams through Moodle is very effective	1%	2%	35%	47%	15%	100%
7	Videos available on Moodle can improve students' English skills.	2%	6%	31%	47%	14%	100%
8	In general, learning English through Moodle is fun.	0%	4%	32%	52%	12%	100%
9	In this digital era, using the online learning process is preferable to offline activities.	3%	6%	34%	36%	20%	100%

Note: SD for strongly disagree, D for disagree, N for neutral, A for agree, and SA for strongly agree.

In this section (see Table 1), it is to discuss about how the Moodle-based LMS is used by the students in their online learning. From the results, Moodle-based LMS which is the online learning platform used shows that it is adequately effective to use by the students where it has some contents to download, read, and practice such as PPT, videos, and some other learning sources uploaded by the lectures as well as the activities provided such as the discussion forums, assignments, quizzes, some other learning activities.

Dealing with learning materials or contents, PPT and videos availability at Moodle contributes to improve the students' understanding for the material as it is supported by (Sari Famularsih, 2020; Simanullang & Rajagukguk, 2020).

In discussion forum initiated by the lecturer to discuss and share the students' ideas, it tells that it is also effective to increase the critical thinking of the students (Al-Husban, 2020). Any ideas are delivered by the students without any mistakes and feeling doubtful. More students also felt happy when they submitted the assignments at Moodle. It was found that they were not worried any more to submit with two reasons: they know how to submit the assignments to Moodle meaning easy to access it (Salam, 2020) and they believe that their assignments are received by the lecturers and no worry of losing the assignments.

When it comes to how effective the use of Moodle-based main online learning platform, it is found that the students have positive perceptions towards using it in their English learning (Grabar & Rajh, 2014). As this platform creates the students' presence for their involvement of online learning, they log in and join the learning asynchronously. In the pandemic situation, the students prefer to using online learning to offline learning (Sari Famularsih, 2020).

The other discussion focuses on how the Moodle is beneficial for the students to learn and practice English as it is described at Table 2. Most of the respondents give positive ideas where Moodle contributes to improving individual or personal learning of the students (Kapsargina & Olentsova, 2020), helping the students' English skill improvement (Truong, 2021) and (Sari Famularsih, 2020), increasing their critical thinking (Al-Husban, 2020), enhancing ICT skills of the students, helping the students to revise better for assessment they already submitted (Al Afi & Rao Naidu, 2021), and increasing their productivity in learning English through the videos they uploaded in their own YouTube channel.

Based on the discussion above, the students have good perceptions of Moodle-based LMS in English learning or classroom as it contributes some positive impacts of increasing their independent work, English skills, the productivity as well as their ICT skills.

Table 2. The Benefits of Moodle-based LMS

No	Benefits of Moodle-based LMS	SD	D	N	A	SA	%
1	Moodle improves students' individual learning.	1%	5%	28%	49%	17%	100%
2	Moodle helps me improve students' English skills.	1%	4%	55%	30%	10%	100%
3	Moodle encourages students to increase my critical thinking.	1%	3%	44%	37%	15%	100%
4	Moodle enhances students' ICT skills.	1%	5%	26%	52%	16%	100%
5	Moodle helps students to revise better for assessment.	1%	4%	28%	49%	18%	100%
6	Moodle increases students' productivity in learning English.	1%	5%	30%	47%	17%	100%

### Conclusion

As it is already discussed in the previous section, this research concludes that online learning asynchronously with Moodle is effective and good to use by the students in English learning and this implies that Moodle-based LMS has some benefits for the students such as their individual learning, English skills to improve, encouraging the students' critical thinking, ICT skills, revising better for their assessment, and the increase of students' productivity.

In line with the conclusion, it is suggested that (1) Lecturers of English course should develop better and more interesting contents to upload such as PPT, learning videos, other learning sources of English materials; (2) Lecturers also need to design better for learning activities to discuss with the students such forums, assignments, virtual conference, and quizzes; and (3) Students should be more convinced to use Moodle by creating interactive discussions as well as the feedbacks shared by the lecturers.

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