

## THE USE OF MOODLE IN ENGLISH LANGUAGE LEARNING DURING THE PANDEMIC: THE STUDENTS' VOICE

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**Abstract:** During the emergency remote learning, the role of the Learning Management System is significant to support the teaching and learning process. Many universities utilized the Moodle based LMS to assist students and teachers in the teaching and learning process including Universitas Brawijaya that used Virtual Learning Management (VLM). VLM is highly suggested to be used by the lecturers since it can be accessed free as supported by the University, nonetheless, students claimed that the use of VLM is sometimes problematic. To address the students' voice toward the use of VLM, this research aims to describe the students' attitude towards the use of VLM as an online learning platform. In this research, quantitative method with a survey design was chosen. Instrument used in this study was questionnaire adapted to the works of Srichanyachon (2014), Munasinghe and Wijewardana (2016), and Putri and Sari (2020). There were 100 students participating in this study; they consist of 79 female students and 21 male students. The data were analyzed descriptively. The result of the study revealed that the use of platforms such as LMS in the COVID 19 era is indispensable and makes it a very effective platform to use. The students gave a positive attitude to the use of Moodle with a mean score of 3.58.

**Keywords:** *Online learning, platform, students' attitude, VLM, Moodle*

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## INTRODUCTION

As the emergency remote learning is applied during the pandemic, the use of ICT is urgently needed to compensate for the teaching and learning process. Learning Management System (LMS) as one of ICT-based learning platforms which is considered useful to assist students in understanding materials and facilitating student learning (Munasinghe & Wijewardana, 2016). In addition, LMS also provides many functions that can be utilized by students, such as a chat box to foster discussion, a task management, academic calendar, file sharing features, and others. It places LMS as an effective media for students to manage their learning activities

and experiences. Various LMS are offered to be used by the teacher to facilitate their online class. Of the many is Moodle-based LMS which is included as the most major LMS besides Blackboards, Canvas, and Brightspace.

Moodle is widely used by the Educational institutions around the world including Indonesia since it provides a free open-source platform (Berg & Lu, 2014). Gogan et al. (2015) states that Moodle (Modular Object-Oriented Dynamic Learning Environment) is a tool that is used for students to create popular dynamic online websites with a LMS based platform. Moodle is a course management system designed to help the education system create effective online learning (Subramanian et. al., 2014).

Moodle-based LMS has been widely used by educational institutions since it provides benefits including producing new and sophisticated innovations in technology so that learning will be more feasible, organizing systems to exchange various international knowledge for practical experience, and developing higher education, especially in international cooperation to ensure the effectiveness of international cooperation (Zabolotniaia et al., 2020). Some researchers have reported the effective use of Moodle in Education. Costa et al. (2012) reported the use of Moodle in Portuguese University which is only intended for students who are already enrolled. The platform can be shared based on its use geographically and functionally. Geographically, Moodle can be used for synchronization or chat and asynchronous mechanisms or discussion forums. While functionally, Moodle makes it easy to process assessments to students in the form of quiz scores and assignments. In addition, Badia et al. (2018) examines the teacher perspective in the use of Moodle and shows that the use of Moodle brings significant impact on teachers and students' connection. The key factors in the use of Moodle are the easy use, and also the functional features. Various researches also reported the use of Moodle in English Language Teaching (ELT) practices. Rymanova et al. (2015) reported that the use of Moodle in ELT has provided the flexibility for the students to choose the learning activities by interest. Suppasetserree and Dennis (2010) reported the use of Moodle in Thailand by inviting 18 English teachers to the study, the result shows that 6 to 18 teachers from Suranee University of Technology (SUT) claimed that Moodle helped them to teach English better. The teachers use a variety of features provided by the Moodle such as uploading and sharing learning materials to practice outside the classroom to improve students' English learning skills. In addition, Moodle also provides facilities in the form of student-centered learning to support personalized learning and flexibility. Jeong (2017) argues that the use of Moodle has been beneficial for teachers to facilitate a flipped classroom; it is successfully improving student's English communicative competence, interactional and sociocultural competence.

Despite the aforementioned studies that explore the use of Moodle from the teacher's perspective, some studies reported findings that explore the voice of the students in the use of Moodle. Althothli (2015) reported that the impact of the use of Moodle brings a positive impression from the students, staff and teachers, as also strengthened by Gunduz and Ozcan (2017) that the students perceive themselves sufficiently and see benefits in the use of Moodle. The prior researches reported the use of Moodle in flipped classroom settings is effective and beneficial, yet, they do not discuss the use of Moodle as the main medium of teaching and learning English to support the emergency remote learning during the Covid 19 Pandemic.

According to Bassam and Alshorman (2018), all universities already use technology software called LMS (Learning Management System) where the software allows students to communicate and interact with their lecturers and teachers to work together in a unique and fun way so that it can help educational institutions turn the internet into a powerful medium in the teaching learning process. Yalman et al. (2016) said that LMS developers work with other developers to create and provide content development tools to prioritize existing solutions as a whole. Factors provided by the LMS such as individuals who will later attend related education, learning capacity, and policies to provide existing educational content. Munasinghe and Wijewardana (2016), states that LMS is a software application that requires users to disseminate information by adopting a pedagogical approach so that they can share and collaborate online. Different from the notion of Çeliköz and Erdoğan (2017), the LMS is a kind of virtual environment that requires its members to register easily, have usernames and passwords, associate with various lessons and other online activities and secure reports. Srichanyachon (2014) stated that LMS or Learning Management System is a web-based technology that has become a tool for use in e-learning and will be effective if the software application provides infrastructure delivery. It can be used to manage the curriculum used, materials for training, assessments, the use of modules to know students' learning activities, and results such as assignments, quizzes, and assessments. LMS provides its potential as a tool that is very feasible to use inside and outside the classroom.

Bassam and Alshorman (2018) said that LMS has many features that can be used for students. First, has an access that makes it easy for users anywhere and anytime to communicate simply by connecting to the internet. Second, LMS provides quick and steady feedback about lessons, students, quiz dates, quiz results and everything related to the student and the program. Third, LMS facilitates students as well as lecturers to connect with each other such as in virtual classes, discussions, and so on. Fourth, lecturers/teachers can follow up on the use of LMS and the delivery of student assignments through the availability of statistical files from all virtual classroom activities performed. Fifth, LMS can develop as many skills for students as well as good time management. Last, LMS provides the option to present audio, video, image, animation, game, image, and other content that works to review individual intelligence differences between students.

Srichanyachon (2014) states that LMS has five advantages for education. First, users can access the web containing content or material individually anytime and anywhere. Second, LMS users can view and track the learning paths that will be required, the progress of the learning, review the records of success that have been achieved. Third, LMS users will be evaluated before taking the course, when taking the course, and after completion of the course. LMS users in this case students can review their learning outcomes from assignments as well as test results and quizzes conducted by teachers. Fourth, teaching institutions can improve new content in LMS, for students to read, understand, and continue while studying. Fifth, LMS simplifies the teaching and learning process so that it is very easy to use. LMS also provides usable features such as recording and tracking programs and events and classroom learning.

Virtual Learning Management (VLM) is a Moodle based learning management system that integrates with all UB information systems such as academic systems

(SIAM) and student admissions systems (SELMA). This system allows students to access materials, communicate with lecturers and other students, conduct other structured lecture activities (assignments, tutorials and quizzes) and provide learning feedback.

The system allows students to use the features available on VLM, such as accessing materials, conducting other already-performing lectures such as performing assignments, tutorials and quizzes, communicating with lecturers and other students, and providing learning feedback. Thus, the application of VLM can provide flexibility in the implementation of the teaching learning process specially to facilitate the limitations of the implementation of lectures face-to-face in the classroom. These limitations are both in terms of lecturers and students. Lecturers can conduct lectures using VLM because of time constraints that coincide with other lecturers' tasks so that it will not interfere with the lecture schedule and have no difficulty finding a replacement schedule.

According to Munasinghe and Wijewardana (2016) students' attitude towards the use of LMS can be interpreted on a positive or negative feeling while the individual is doing and how it can be certain behavior. The current use of technology shows how much the user believes that the user will help a lot and its benefits. Choun (2015) states that attitude consists of affective, cognitive and behavioral factors. Affective factors are feelings or emotions that contain explanations of likes or dislikes of an object, cognitive factors are factors that contain statements of belief, and behavioral factors of factors carried out or intended by a person. Omar et al. (2012) states that the intentions of a student will be very large if the system used is user-friendly. Systems that make students interact effectively also greatly influence their learning. Learning attitude towards the internet is also important to increase students' motivation, interest, and performance in an online learning environment. Zulfikar et al. (2019) argues that attitude includes three important aspects, there are behavior, cognitive, and affective. The first aspect is behavior; behavior refers to the behavior of a person or object. Second aspect is cognitive; cognitive consists of beliefs and ideas or opinions of a person about something. Last aspect is affective; affective refers to the emotions or feelings of a person towards a thing. In fact, student attitudes are very influential and can be trusted to play an important role in online learning as it determines a student's engagement on learning.

This research examines the students' voice in the use of Moodle as the main medium of teaching learning during the pandemic. One hundred Indonesian EFL learners participated in an online survey. Descriptive analysis was applied to see the students' attitudes towards the use of Moodle in EFL classes.

## **METHODOLOGY**

### **Subjects**

One hundred Indonesian EFL learners have participated in an online survey. The participants consist of 79 female and 21 male students divided into 3 academic batches: 52 of the first year, 33 of the second year and 15 of the third year.

Table 1. Demographic of participants

Category	Sub-category	Percentage	Total of Respondents (N)
Gender	Female	79%	79
	Male	21%	21
Academic Year	First Year Students (Freshmen)	52%	52
	Second Year Students (Sophomore)	33%	33
	Third Year Students (Junior year)	15%	15

### Design and Procedures

This research utilized quantitative methods with a survey design. Quantitative is an approach that tests objective theory by examining variable relationships (Creswell, 2014). Hamdi and Bahruddin (2015) state that quantitative research emphasizes objective phenomena and is studied using numbers and statistical processing. These variables will then be measured through their instruments so that the data will be analyzed using statistical procedures. Quantitative approach involves a sample collection process, an analysis process, a translation process, and a process of writing research results.

### Data Collection and Data Analysis

Adapted questionnaires were used to collect the data. The questionnaire was adapted according to the works of Srichanyachon (2014), Munasinghe and Wijewardana (2016), and Putri and Sari (2020). The questionnaire consists of 13 items that questions students' attitude toward the use of VLM during the Covid 19 Pandemic. Statistical validity and reliability have been implemented to validate and to check the consistency of the questionnaire.

Table 2. Questionnaire dimensions

No.	Questionnaire Dimensions
1.	The benefits of using VLM (item 1 and 11): Item 1. LMSs (VLM) is an interesting teaching platform. Item 11. Learning English through LMS (VLM) is more useful than learning in a traditional class.
2.	VLM for sharing learning material (item 3 and 9): Item 3. LMSs (VLM) share the learning material. Item 9. LMS (VLM) makes it convenient for you to download and upload your classwork and homework files.
3.	Support interaction and communication (item 2 and 8): Item 2. LMSs (VLM) creates interaction with the facilitator (lecturer) Item 8. LMS (VLM) makes it easier for teachers and students to communicate.
4.	Support English Learning (item 4 and 10): Item 4. LMSs (VLM) is an appropriate platform for further practicing the target language. Item 10. LMS (VLM) is useful for learning English.

5. Support learning item autonomy (item 5, 6, and 7):  
 Item 5. There is sufficient time to finish tests and assignments.  
 Item 6. Learning through LMS (VLM) is acceptable now.  
 Item 7. Learning through LMS (VLM) makes you realize that you can learn from anywhere in the world.
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Statistical validity and reliability have been implemented to validate and check the consistency of the questionnaire. In this research, instrument validity testing was conducted by means of analyzing each item of the statement using a correlation formula by Pearson. The testing mechanism is conducted by comparing the value of the correlation of grain score with the *r* table at the significance. If the correlation value of the item score is obtained  $\geq$  the coefficient table then the item is declared valid. A descriptive analysis was done to describe the students' attitude toward the use of VLM by finding the mean and the percentage of each measured variable. The lowest mean score is 1.00 and the highest mean score is 5.00. The data of this study consist of students' response about their attitude towards VLM as an online learning platform in emergency remote learning. The questionnaire applied 5 likert scales from 1 to 5 (1 is strongly disagree, 2 is disagree, 3 is neutral, 4 is agree, and 5 is strongly agree). After that, the result of the data was analyzed descriptively. An independent sample t-test was also conducted to determine the significant variable differences between the response of a student's attitude based on gender and academic year.

### Validity and Reliability

#### Validity

According to Heale and Twycross (2015), validity can be interpreted as a concept to measure the accuracy of a quantitative study. Statistical testing of validity was applied using SPSS. The result shows that the questionnaire was valid as the *r* square is greater than the *r* table.

Table 3. Validity of questionnaire

Items	R <sup>2</sup>	R table	Information
1	.424	0.3440	Valid
2	.445	0.3440	Valid
3	.807	0.3440	Valid
4	.772	0.3440	Valid
5	.839	0.3440	Valid
6	.804	0.3440	Valid
7	.626	0.3440	Valid
8	.714	0.3440	Valid
9	.506	0.3440	Valid
10	.614	0.3440	Valid
11	.811	0.3440	Valid
12	.791	0.3440	Valid
13	.695	0.3440	Valid

**Reliability**

Heale and Twycross (2015) states that reliability is a way to measure the quality of quantitative studies in other words, the extent to which research instruments can be consistent and have the same when used in situations and opportunities repeatedly. The result shows that the questionnaire was reliable when Cronbach alpha produced more than or above 0.60. So, it can be concluded that the questionnaire is reliable as a tool to collect data in this research. SPSS was used to measure the reliability score for this questionnaire.

Table 4. Reliability of questionnaire

Items	Corrected Item-Total Correlation	Cronbach's Alpha Item Deleted	Information
1	.271	.854	Reliable
2	.295	.852	Reliable
3	.757	.818	Reliable
4	.711	.820	Reliable
5	.812	.822	Reliable
6	.751	.817	Reliable
7	.562	.832	Reliable
8	.662	.827	Reliable
9	.435	.838	Reliable
10	.513	.833	Reliable
11	.777	.823	Reliable
12	.754	.824	Reliable
13	.622	.826	Reliable

**FINDINGS AND DISCUSSION**

**Findings**

There were 100 EFL learners participating in this survey. Table 3 presents the demography of the participants with 79 female students and 21 male students. They are 52 freshmen students, 33 sophomore students, and 15 junior students.

Table 5. Characteristic of respondents with their demographic background

No.	Variable	Percentage	Total of Respondents (N)
1.	Gender:		
	Female	79%	79
	Male	21%	21
2.	Academic Year:		
	First Year Students (Freshmen)	52%	52
	Second Year Students (Sophomore)	33%	33
	Third Year Students (Junior year)	15%	15

3. Students Usage of Learning Media in Non-Educational:	13%	13
1-5 hours/week	15%	15
5-10 hours/week	16%	16
10-15 hours/week	23%	23
15-20 hours/week	33%	33
>20 hours/week		
4. Students Usage of Learning Media in Educational:		
1-3 hours/week	9%	9
3-5 hours/week	17%	17
5-7 hours/week	13%	13
7-9 hours/week	18%	18
>9 hours/week	43%	43

According to the time spent by the students in using the learning media, 9% or 9 students use their time for 1-3 hours per week. Then, as many as 17% or 17 students use their time for 3-5 hours per week, followed by 13% or 13 students who choose 5-7 hours per week. For a duration of 7-9 hours per week, as many as 18% or 18 students use learning media in their education and >9 hours per week as many as 43% or 43 students choose that duration. In this case, it can be inferred that in education or while doing learning, students will use the learning media in this case VLM (Virtual Learning Management) longer than usual. Table 4 explores the result of the survey related to the students' attitude towards using VLM as an online learning platform.

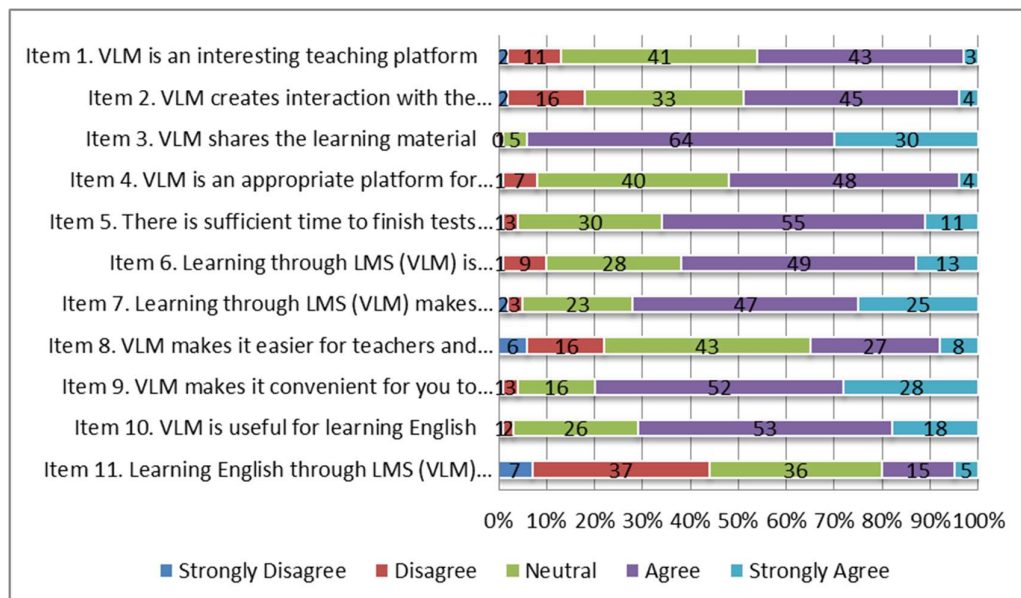


Figure 1. Chart of the students' attitude

The questionnaire items reflected 5 dimensions of the use of Moodle in Emergency Remote Learning. The critical reviews of the findings are explained based on each dimension as follows:



### **The benefits of using VLM (item 1, 11)**

The students' response toward the benefits of using VLM is represented by the items 1 and 11. Item 1 described the students' response toward the statement "VLM is an interesting teaching platform". The mean score of item 1 was 3.34. 46 of 100 students agreed to this statement while 41 students' response was neutral and the rest disagreed (11 students) and disagreed (2 students). Items 11 invited the students' response toward the statement "Learning English through LMS (VLM) is more useful than learning in traditional class", the mean score of item 11 was 2.74. It reveals that only 5 students strongly agreed, 15 students agreed while 36 students gave a neutral response, and 37 disagreed while 7 totally strongly disagreed. It can be concluded that in dimension 1 which contains the benefits of using VLM in items 1 and 11 is that VLM is an attractive teaching platform for students, but it cannot replace traditional learning or face-to-face learning.

### **VLM for sharing learning material (item 3, 9)**

The students' response toward the use of VLM as a platform that can share learning material is shown by the items 3 and 9. Item 3 described the students' response with the statement "VLM shares the learning material". The mean score of item 3 was 4.23. Sixtyfour students agreed to the statement, 30 students strongly agreed, 5 students were neutral, and 1 student disagreed. Also item 9 described with a statement "VLM makes it convenient for you to download and upload your classwork and homework files." The mean score of item 9 was 4.03. It reported that 52 students agreed that VLM which makes it convenient for the students to download and upload their classwork and homework files, 28 students strongly agree with the statement, 16 students are neutral, 3 students disagree, and 1 students strongly disagree that VLM which makes it convenient for the students to download and upload their classwork and homework files. From this dimension it can be concluded that VLM can share learning materials and VLM makes it easy for students to download and upload their classwork and homework files.

### **Support interaction and communication (item 2, 8)**

The students' response toward VLM can support interaction and communication is described by the items 2 and 8. Item 2 expressed the students' response toward the statement "VLM creates interaction with the facilitator (lecturer). The mean score of item 2 was 3.33. 45 students agreed that VLM can create an interaction with the lecturer, 4 students strongly agree, 33 students are neutral with the statement, 16 students disagree, and 2 students strongly disagree that VLM creates an interaction with the lecturer. Item 8 is about VLM which makes it easier for teachers and students to communicate. The mean score of it was 3.15. 43 students were neutral that VLM which makes it easier for teachers and students to communicate, 27 students agree with the statement, 8 students strongly agree, 16 students disagree, and 6 students strongly disagree with VLM which makes it easier for teachers and students to communicate. This dimension concludes that VLM can support interaction and facilitate communication between students and facilitators (lecturers).

### Support English Learning (item 4, 10)

Then, the students' response toward VLM can support English Learning is represented by items 4 and 10. Item 4 reported the students' response toward the statement "VLM is an appropriate platform for further practicing the target language." The mean score of item 4 was 3.47. 48 students agree, 4 students strongly agree, 40 students are neutral, 7 students disagree, and 1 student strongly disagrees. Item 10 is about how VLM is useful for learning English. The mean score of it was 3.84. 53 students agree that VLM is useful for learning English, 18 students strongly agree with the statement, 26 students are neutral, 2 students disagree, and 1 student strongly disagrees that VLM is useful for learning English. This can be concluded that students agree VLM can support and assist students in practicing English learning.

### Support learning item autonomy (5, 6, 7)

The students' response toward VLM can support learning item autonomy as described by the items, 5, 6, and 7. Item 5 represented the students' response toward the statement "There is sufficient time to finish tests and assignments." The mean score of item 5 was 3.72. 55 students agreed that there is sufficient time to finish tests and assignments, 11 students strongly agree, 30 students are neutral with the statement, 3 students disagree, and 1 student strongly disagrees that there is sufficient time to finish tests and assignments. Item 6 is about learning through VLM is acceptable now. The mean score of it was 3.64. 49 students agreed that VLM is acceptable now to learning, 13 students strongly agree, 28 students are neutral with the statement, 9 students disagree, and 1 student strongly disagrees that VLM is acceptable now to learning. And item 7 is about learning through VLM makes them realize that they can learn from anywhere in the world. The mean score of it was 3.90. 47 students agree that learning through VLM makes them realize that they can learn from anywhere in the world, 25 students strongly agree, 23 students are neutral with the statement, 3 students disagree, and 2 students strongly disagree that earning through VLM makes them realize that they can learn from anywhere in the world. It can be concluded that VLM provides enough time to complete tests and tasks. Learning through VLM is also considered accepted and allows students to learn anywhere in the world.

Table 6. Students' attitude using VLM (Virtual Learning Management)

Dimension.	Descriptive Questionnaire Dimension	Mean	Std.
1.	The benefits of using VLM (item 1 and 11):		
	Item 1. LMSs (VLM) is an interesting teaching platform.	3.3400	.79417
	Item 11. Learning English through LMS (VLM) is more useful than learning in a traditional class.	2.7400	.97407
2.	VLM for sharing learning material (item 3 and 9):		
	Item 3. LMSs (VLM) share the learning material.	4.2300	.58353
	Item 9. LMS (VLM) makes it convenient for you to download and upload your classwork and homework files.	4.0300	.80973

3.	Support interaction and communication (item 2 and 8):				
	Item 2. LMSs (VLM) creates interaction with the facilitator (lecturer)	3.3300	.86521		
	Item 8. LMS (VLM) makes it easier for teachers and students to communicate.	3.1500	.98857		
4.	Support English Learning (item 4 and 10):				
	Item 4. LMSs (VLM) is an appropriate platform for further practicing the target language.	3.4700	.73106		
	Item 10. LMS (VLM) is useful for learning English.	3.8400	.80050		
5.	Support learning item autonomy (item 5, 6, and 7):				
	Item 5. There is sufficient time to finish tests and assignments.	3.7200	.73964		
	Item 6. Learning through LMS (VLM) is acceptable now.	3.6400	.85894		
	Item 7. Learning through LMS (VLM) makes you realize that you can learn from anywhere in the world.	3.9000	.88192		
Overall			3.58		

Table 7. Sample t-test Result

Variable	N	Mean	SD	<i>t</i>	<i>p</i>
<b>Gender</b>				-0.111	0.519
Female	79	3.0443	0.69779		
Male	21	3.0238	0.76874		
<b>Academic Year</b>				1.882	0.993
Freshmen	53	3.1415	0.70967		
Sophomore	33	2.8485	0.69016		
Junior	14	3.1071	0.98408		

## Discussion

This research aims to describe the students' attitude towards the use of VLM as an online learning platform. From the previous studies, Moodle-based LMS has many functions such as a chat box to foster discussion, a task management, academic calendar, file sharing features, and many more. The use of Moodle in ELT has provided the flexibility to choose the learning activities by interest for the students (Rymanova et.al, 2015). Moodle-based LMS has been variously acknowledged by educators as one of the most effective platforms in blended learning (Srichanyachon, 2014). In the era of pandemic COVID 19, the moodle-based LMS is not only used as the alternative platform but plays as the main platform to facilitate learning. Universitas Brawijaya provides a moodle-based LMS named VLM which is free access for its students. This research highlights the use of VLM during

emergency distance learning from a student's perspective. Combining adapted questionnaires from Srichanyachon (2014), Munasinghe & Wijewardana (2016), and Putri and Sari (2020), this research reported the results by framing students' responses based on 5 dimensions, the benefit of the VLM, VLM for sharing learning material, support interaction and communication, support English learning, and support learning item autonomy. This research reported the same results as the previous one which showed various positive responses of the use of LMS.

The first dimension measured students' attitudes towards the benefits of VLM represented by 2 items (item 1 reported about VLM is an interesting teaching platform; and item 11 reported about Learning English through VLM is more useful than learning in a traditional class). The findings revealed that although the students agreed that VLM is an interesting platform (mean= 3.34), yet it cannot replace face-to-face interaction (mean= 2.74). These findings support the previous findings done by Srichanyachon (2014) and Putri and Sari (2020).

The second dimension measured students' attitudes toward VLM for sharing learning material by 2 items (item 3 reported about VLM share the learning material; and item 9 reported about VLM makes it convenient for students to download and upload their classwork and homework files). The findings show that the students agreed that VLM shares the learning material (mean= 4.23) and makes it convenient for students to download and upload their classwork and homework file (mean= 4.03). These findings support the previous findings done by Srichanyachon (2014).

The third dimension measured students' attitudes concerned with support interaction and communication by 2 items (item 2 reported about VLM creates interaction with the facilitator or lecturer; and item 8 reported about VLM makes it easier for teachers and students to communicate). The results show that the students agreed that VLM creates interaction with the facilitator or lecturer (mean= 3.30), likewise VLM makes it easier for teacher and students to communicate (mean= 3.15). This finding supports the previous findings done by Srichanyachon (2014) and Putri and Sari (2020)

The fourth dimension measured students' attitudes concerned with support English Learning by 2 items (item 4 reported about VLM is an appropriate platform for further practicing the target language; and item 10 reported about VLM is useful for learning English). The findings interpreted that although the students agreed that VLM is a good platform that can help students to practice the target language (mean= 3.47), also VLM is an effective platform for learning English (mean= 3.84). These findings support the previous findings done by Putri and Sari (2020).

The last dimension measured students' attitudes toward support learning item autonomy by 3 items (item 5 is about There is sufficient time to finish tests and assignments; item 6 is about Learning through VLM is acceptable now; item 7 is about Learning through VLM makes you realize that you can learn from anywhere in the world). It can be inferred from the findings that the students agreed that when using VLM, there is sufficient time to finish tests and assignments (mean= 3.72); moreover, learning through VLM is acceptable now (mean= 3.64); and students can learn from anywhere in the world while using VLM (mean= 3.90). The findings support the previous findings done by Putri and Sari (2020) and Srichanyachon (2014).

Emphasizing the use of LMS in the emergency remote learning during COVID 19 pandemic, this research result shows that EFL learners performed positively toward the use of Moodle-based LMS (VLM) as the main learning platform with the overall mean score of 3.58. However in times of pandemic like this, the lecturer has to manage and utilize the VLM as a tool that can be used for English language learning. Bassam and Alshorman (2018) showed a positive attitude from their research participants with a mean score 3.84. A study by Munasinghe and Wijewardana (2016) also describe participants' positive attitudes toward the use of LMS with a mean score of 4.06. It can be concluded that there are no different results with different impacts when students use LMS as a platform in this era.

Jeong (2017) stated that the use of Moodle is very useful and very effective for teachers to facilitate this reverse learning. It also makes LMS as a platform that can be used and used as a remote learning platform in the pandemic. Omar et.al (2012) also stated that students' interests and intentions will be great if the system used is user-friendly because the system can make students interact effectively and cause the impact of their learning.

## CONCLUSIONS AND SUGGESTION

The results of this study showed that the attitude of the students to the use of Moodle in English language learning in the pandemic is positive with an overall mean score of 3.58. This implies that this positive attitude is obtained from the use of Moodle (VLM) as a medium of learning English in pandemic times such as this gets a good response from the students in dimension 4 with scores of 3.47 and 3.84. The highest students' response was in dimension 2 (item 3 and item 9) which explained about the use of VLM to share learning materials with a score of 4.23. In addition, VLM makes it convenient for students to download and upload their classwork and homework files with a score of 4.03. VLM is also considered attractive as an English learning platform in the eyes of students. While the lowest students' response was in dimension 1 (item 11 only) which explained that distance learning using Moodle is still not able to replace face-to-face learning or traditional learning during this pandemic with a score of 2.74. Lecturers can use Moodle as a medium for blended learning. This study sheds new light on Moodle's use as a major medium in emergency distance learning from the perspective of a student. Furthermore, in this COVID 19 era, the platform can be an effective medium for students. Researchers can improve their motivation and perception that LMS or Moodle-based VLM can also be used to learn English.

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