

## PRE-SERVICE ENGLISH TEACHERS' PERCEPTIONS IN THE IMPLEMENTATION OF ONLINE LEARNING USING MOODLE

Ima Kulama Gutami<sup>1)</sup>, Refi Ranto Rozak<sup>2)</sup>, Siti Ermawati<sup>3)</sup>

<sup>1</sup>Faculty of Language and Arts Education, IKIP PGRI Bojonegoro  
email: [imakulamagutami@gmail.com](mailto:imakulamagutami@gmail.com)

<sup>2</sup>Faculty of Language and Arts Education, IKIP PGRI Bojonegoro  
email: [refi.ranto@ikipgribojonegoro.ac.id](mailto:refi.ranto@ikipgribojonegoro.ac.id)

<sup>3</sup>Faculty of Language and Arts Education, IKIP PGRI Bojonegoro  
email: [siti\\_ermawati@ikipgribojonegoro.ac.id](mailto:siti_ermawati@ikipgribojonegoro.ac.id)

### **Abstract**

*The development of technology, information and communication has an important role in providing the direction of development for the world of education. So far, there has been a lot of research on online learning using various learning platforms, but Moodle has never been used as a platform for teaching listening in English majors in Indonesia. This study aims to describe the pre-service English teachers' perceptions in the implementation of online learning using Moodle. This research method is qualitative using a narrative study approach. This research was conducted on 15 English students' level I-B IKIP PGRI Bojonegoro. Data collection techniques in this research using in-depth interview, observation, and documentation. The research findings from the pre-service English teachers' perceptions in implementing online learning using Moodle are, the implementation of online learning using Moodle in learning listening made some first grade of English students difficult in understanding listening comprehension, students find some problems when listening, online learning can facilitate the teaching and learning process, online learning using Moodle platform cannot improve students' understanding of material, challenges and obstacles when learning online using Moodle, and interaction process during online learning. It can be concluded that the implementation of online learning using Moodle has a positive perception and a negative perception.*

**Keywords:** Pre-service English Teachers', Perceptions, Online Learning, Moodle

### **Abstrak**

*Perkembangan teknologi, informasi dan komunikasi memiliki peranan penting dalam memberikan arah perkembangan bagi dunia pendidikan. Selama ini sudah banyak penelitian tentang pembelajaran online dengan menggunakan berbagai platform pembelajaran, namun Moodle belum pernah digunakan sebagai platform untuk pengajaran listening pada jurusan bahasa Inggris di Indonesia. Penelitian ini bertujuan untuk mendeskripsikan persepsi guru bahasa Inggris prajabatan dalam pelaksanaan pembelajaran online menggunakan Moodle. Metode penelitian ini adalah kualitatif dengan menggunakan pendekatan studi naratif. Penelitian ini dilakukan pada 15 mahasiswa Bahasa Inggris level I-B IKIP PGRI Bojonegoro. Teknik pengumpulan data pada penelitian ini menggunakan wawancara mendalam, observasi, dan dokumentasi. Temuan penelitian dari persepsi guru bahasa Inggris prajabatan dalam menerapkan pembelajaran online menggunakan Moodle adalah, penerapan pembelajaran online menggunakan Moodle dalam pembelajaran mendengarkan membuat beberapa mahasiswa Bahasa Inggris tingkat I-B kesulitan dalam memahami listening comprehension, mahasiswa menemukan beberapa masalah saat mendengarkan, pembelajaran online dapat mempermudah proses belajar mengajar, pembelajaran online menggunakan platform Moodle tidak dapat meningkatkan pemahaman siswa terhadap materi, tantangan dan hambatan saat belajar online menggunakan Moodle, dan proses interaksi selama pembelajaran online. Dapat disimpulkan bahwa implementasi pembelajaran online menggunakan Moodle mempunyai positif persepsi dan negative persepsi.*

**Kata kunci:** Guru Bahasa Inggris Pra-jabatan, Persepsi, Pembelajaran Online, Moodle

## INTRODUCTION

Online learning has not been maximized by all academic components, both lecturers and students in the application of teaching and learning process. This is due to the non-optimal application used for learning. While the problems faced by students during the learning process are unstable internet networks and the lack of mastery of student vocabulary so that they find it difficult to understand the material being taught. There are some students who have difficulty and lack of knowledge to access e-learning web pages.

To provide prospective lecturer who are able to compete with others, the learning process needs to be updated which leads to optimizing the use of the internet or online learning. In this era of globalization, educational technology is developing more innovative and interactive. The development of technology, information and communication has an important role in providing the direction of development for the world of education. Utilization of an information technology is one indicator of the success of an educational institution (Al Hamdani, 2013). E-learning or what is commonly called distance learning is considered a solution for students who cannot physically participate in learning. The e-learning model of course cannot radically replace the conventional learning system, which does require face-to-face meetings between teachers and students. However, the e-learning system with all the consequences of its weaknesses and advantages can be a complement to the existing conventional learning system. Thus, the use of e-learning gives new atmosphere in English language teaching (Afrizah, 2018). Internet facilities will greatly assist learning interactions between teachers and students, even though at different times and in different places (Kholis, 2012). The writer here will use an e-learning system based on the open-source Moodle.

Moodle was chosen as a Learning Management System (LMS) in this study because it provides an excellent platform

for communication resources and tools that has several privileged features, namely: discussion forums, file exchange, notification dashboards, progress reviews, in page search, courses and modules and optimized architecture compared to other e-learning systems (Subramanian et al, 2014). There are several reasons why Moodle are effective to use in the teaching and learning process. Moodle is the most popular and most widely used LMS in the world of education. According to (Arrahman et al, 2018) Moodle is flexible, open source, and free to download as a learning management solution.

Based on these problems researcher conducted research on the use of Moodle in the English Education Study Program of IKIP PGRI Bojonegoro, to find out how perceptions are in implementing online learning using Moodle in the Listening for Social Issues course.

## RESEARCH METHOD

This research method is qualitative using a narrative study approach. This research was conducted at IKIP PGRI Bojonegoro that located on Jl. Panglima Polim No. 46 Bojonegoro. The subject of these research 15 students of English Education study program level I-B. The object of this research is the discussion process when learning online, and student responses to the application of online learning using Moodle.

Data collection techniques using in-depth interview, observation, and documentation. The instruments in this research were the interview guideline, observation checklist and field note. Data analysis used 3 analytical techniques from Miles and Huberman, namely data reduction, summarize, choose, and focus to important things in order to find the theme and pattern by discarding unnecessary data, then data display, it will make the researcher to understand about the happened, and can make writer to plan the next step, and conclusion drawing or verification, where the researcher draws conclusions from the

results of the research on the implementing in online learning using Moodle.

## RESULTS AND DISCUSSION

This study aims to determine the perception of pre-service English teachers in the implementation of online learning using Moodle. In this case direct interviews with informants are primary data which is the main part in data analysis activities and while the results of field notes are supporting data that researcher make during observations.

Based on the interview results, generally, those 15 participants in this research had various perceptions about implementation the use of Moodle as online learning platform, which was supported by five components. The first one students listening comprehension (SLC), student's problem in listening (SPL), student's ability in online learning (SAOL), students online learning process using Moodle (SOLPM) and students' interaction in the online learning (SIOL).

The results of the interview stated that online learning using Moodle contained several perceptions. In this study, the research conducted interview twice. The first interview was conducted on Monday 30<sup>th</sup> May 2022. The second interview was conducted on Friday, 3<sup>rd</sup> June 2022. Based on the first finding stated that the implementation of online learning using Moodle in learning listening made some first grade of English students difficult in understanding listening comprehension. There are several factors so that these students find it difficult to understand when learning listening comprehension in English, for example: not knowing the meaning of words in English that are spoken or listened to because of the limited English vocabulary they have, not concentrating on the material they are listening to, not understanding the instructions being explain verbally, and many other factors. This is line with the findings of Hermawan (2012), divides the factors that cause difficulty in listening comprehension into two, namely internal factors and external factors. It was

supported by Adi, Nasrulloh & Rosalina (2022), stating that the students still tend to have problem in listening comprehension that hinder their learning performance.

It was found that the students had four major issues in learning to listen. The main reason the students' problems are that their lack of practice outside the listening class makes and difficult to understand the material. This supported by Hamouda (2013) who stated that "the material itself may be the main source of listening comprehension problems. On the other hand, students also know the importance of listening comprehension in online listening learning. Students reveal the importance of listening comprehension, which is to make it easier to understand the accent spoken by native speakers. This is line with Lynch (2012) interprets listening comprehension as the skill to comprehend the native speakers' communicated language.

Students find some problems when listening which are caused by native speaker too fast so it is difficult to understand what native speakers mean. This is line with Amir, Salija & Weda (2019), who stated "The problems that faced by students in English listening deal with speaking speed, limited vocabulary, concentration level and established language habits." This is supported by previous research by Rajab & Nimehchisalem (2016) stated the students' problem in listening such as the listening input, speaker's accent and speed of delivery.

Online learning can facilitate the teaching and learning process, because the learning time is flexible, so students can study anywhere and anytime. This is line with Adnan (2020) found that students felt that conventional learning differed greatly from online learning. Furthermore, students felt that online learning was not effective, because students could not interact directly with lecturers and friends. According to Hazwani et al. (2020), not all students enjoy with online learning. To ensure that online learning can be used extensively, independently, and to the greatest effect, it is important to identify which factors affect it use. The findings of the previous study

are supported by Surjono et al. (2015), who state that online learning can produce a flexible and distributed learning system. Students will be able to choose the time and location in which they study.

Further findings state that online learning using Moodle platform cannot improve students' understanding of material, but this Moodle platform can carry out various activities. There are challenges and obstacles when learning online using Moodle. This is line with Luaran et al (2014), explain that the use of advanced technology in Moodle E-learning brings some positive environment in the classroom. The use of internet sources, interactive, and multimedia learning materials engage the students' interest. This is supported by previous research by Iswanto (2021), when teaching and learning activities take place, Moodle benefits both instructors and students.

In the teaching and learning process, the lecturer has an important role in the interaction process during online learning. Lecturers must be able to motivate to learn English even they cannot interact and meet face to face in the classroom. But, in this research the writer found that students are less active and passive when online learning is caused by the lack of interaction between lecturers and students and students with other students. This is line with Janah (2021) stated that there are several types of interactions in the online classroom such as learner content, teacher and students, and students-students interaction. It was supported by the previous research by Ossiannilson (2012) interaction is of crucial importance for success in online learning and for students' motivation for their own learning process.

The presentation of the discussion process in online learning using Moodle can be seen in the following figure:



Picture 1. Discussion process conducted by lecturers and students



Picture 2. Presentation features in the Listening for Social Issues course using Moodle

## CONCLUSION

Based on the results of data analysis that have been discussed in the previous chapter, the researcher makes some conclusion about pre-service English teachers' perceptions in the implementation of online learning using Moodle at the English Department of IKIP PGRI Bojonegoro. It can be concluded that pre-service English perceptions in the implementation of online learning using Moodle in learning listening of level I English education students at IKIP PGRI Bojonegoro have a positive and negative perception towards the application of Moodle in learning English. Respondents' positive ratings came from their experience in online learning received. This can be seen from the results of student interview and observation who stated that they were positive and also negative that they enjoyed learning. There are several things that can be outlined as conclusions as follows: (a) when ongoing teaching and learning process, the students perceive if the audio to speed, they feel that many unfamiliar words they heard, so that they cannot get point of contents'

what the speaker says; (b) some of the students said that their difficulties were related to the internet network. The limitations of the internet network are a big challenge in implementing online learning; (c) in understanding the material, students still find it difficult because the explanation from the lecturer is short because the time is limited. But students can download the material provided by the lecturer, and can learn it on their own; (d) the flexibility in online learning has a primary significance it offers bigger freedom to students. This is the most appealing factor as far as the flexibility of online learning is concerned. With online learning, students can easily access the learning process because it can be done anywhere and anytime; (e) the challenges of online learning include the limitation of the internet network, weak students understanding of the material delivered through online learning using Moodle; (f) some students have had good interactions with the lecturers and with other friends, namely by responding to the

lecturer's orders and responding to the opinions of friends.

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