



## Evaluation of Lms Moodle Use in English Literature Classes

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### Abstract

English literature plays an important role in language teaching at the university level, especially in the context of teaching English as a foreign language (EFL or English as a Foreign Language) for non-native English speakers such as students from the English Education Study Program. Even though, several studies have proven that literary works can improve students English skills (Novianti, 2016). So far, the lecture process for English Literature courses is carried out offline through face-to-face in class. However, since the Covid-19 pandemic has plagued Indonesia, especially in 2021, the English Literature course at IKIP PGRI Bojonegoro must be designed online using the Moodle platform. The research method used is descriptive. Data obtained are qualitative data. The data collected in this study include information data about the condition of students viewed from the qualitative aspect. With a focus on evaluating MOODLE-based online learning for teaching English Literature courses, this study presents the difficulties and strategies faced by lecturers and students involved in online English Literature lectures, as well as evaluating student difficulties in completing the final project in the form of monologue video. The use of LMS Moodle as a platform in teaching English Literature brings positive results. Moodle gives ease and assists the students difficulties in doing monologue performance videos as their final project of English Literature. In the end, this research is expected to be able to contribute in the form of presenting an online learning model for English Literature.

### Keywords

Evaluation, moodle, english literature

### Abstrak

English literature memegang peranan penting dalam pengajaran bahasa di tingkat universitas, terutama dalam konteks pengajaran bahasa Inggris sebagai bahasa asing (EFL atau English as a Foreign Language) bagi penutur bahasa Inggris non-pribumi seperti mahasiswa dari Program Studi Pendidikan Bahasa Inggris. Padahal, beberapa penelitian telah membuktikan bahwa karya sastra mampu meningkatkan kemampuan bahasa Inggris siswa (Novianti, 2016). Selama ini proses perkuliahan untuk mata kuliah English literature dilakukan secara offline melalui tatap muka di kelas. Namun sejak pandemi Covid-19 melanda Indonesia khususnya pada tahun 2021, maka mata kuliah English literature di IKIP PGRI Bojonegoro harus didesain secara online menggunakan platform MOODLE. Metode penelitian yang digunakan adalah deskriptif. Data yang diperoleh adalah data kualitatif. Data yang dikumpulkan dalam penelitian ini meliputi data informasi tentang kondisi siswa dilihat dari aspek kualitatif. Dengan fokus mengevaluasi pembelajaran online berbasis MOODLE untuk pengajaran mata kuliah Sastra Inggris, penelitian ini menyajikan kesulitan dan strategi yang dihadapi oleh dosen dan mahasiswa yang terlibat dalam perkuliahan English literature online, serta mengevaluasi kesulitan mahasiswa dalam menyelesaikan tugas akhir berupa video monolog. Penggunaan LMS MOODLE sebagai platform dalam pengajaran English literature membawa hasil yang positif. MOODLE memberikan kemudahan dan membantu kesulitan mahasiswa dalam mengerjakan video performance monolog sebagai tugas akhir mereka. Pada akhirnya, penelitian ini diharapkan dapat memberikan kontribusi berupa penyajian model pembelajaran Sastra Inggris secara online.

### Kata kunci

Evaluasi, moodle, *english literature*

## Introduction

English literature plays an important role in language teaching at the university level, especially in the context of teaching English as a foreign language (EFL or English as a Foreign Language) for non-native English speakers such as students from the English Education Study Program. This point was supported by Zhen (2012) who stated that in many countries today English literature is a compulsory subject and an indispensable subject an important element in school curricula. It is an undeniable fact that English literature plays an important role in English teaching and learning in countries where English is a foreign language. It is also worth noting that some colleges teach English literature courses for the purpose of familiarizing students with native culture and entertainment but not for linguistic purposes.

Generally, many studies have proven that teaching literature is very beneficial for students to master four language skills (reading, writing, listening, and speaking). Teaching literature in foreign language circumstances enormously is imperative since it makes a difference for learners to make strides in other language skills. As for native speakers, it is useful for them to come across different styles and authors and this does not mean that literature in the native situation has nothing to do with linguistic development. Saeed Sulieman (2021) argues native students particularly those who are interested in literature may benefit from studying literature for writing in the future. Sanju shows that literature plays a vital role in teaching the four language skills of reading, writing, listening, and speaking. He adds that when using literature in the language classroom, skills should be taught not in isolation but rather integrative. Teachers should try to teach basic language skills as an integral part of oral and written language. Literature can be used as a means of creating both referential and interactional meaning, not merely as an aspect of the oral and written production of words, phrases, and sentences. Literature enriches learners vocabulary and language input.

English Literature Course is a Scientific and Skills Course, which is taught to even semester on third level students in the English Education Study Program. The main material of the course is divided into two, namely prose and drama, while the final task carried out by students at the last meeting is drama performance. In detail, prose material includes structural elements (plot and structure, character and characterization, point of view, themes and symbols), stylistic elements (style, tone, symbolism and allegory, ideas and themes), literature and society, psychology, biography, and thought; while the drama material includes scripts/scripts, players, and drama audiences.

So far, the lecture process for English Literature courses is carried out offline through face-to-face in class. However, since the Covid-19 pandemic has plagued Indonesia, especially in 2021, the English Literature course at IKIP PGRI Bojonegoro must be designed online using the Moodle platform. Changes in learning design from offline to online cause various negative impacts such as decreased learning achievement, reduced social and emotional interaction between lecturers and students as well as between students themselves, and difficulties in completing the final project in the form of monologue performance, considering that drama projects must be done in groups, while activities for gathering in groups are strictly limited during Covid-19.

Moodle is an open-source LMS that can be obtained online free via <http://moodle.org>. Moodle can be easily used for developing an e-learning system. Convenience is one of the advantages for lecturers who make LMS-based online courses, lecturers do not need to know about web programming, so lecturers can take advantage of a lot to think about the learning content that will be delivered (Surjono, 2010). Moodle is a free and open-source learning management system (LMS) written in PHP and distributed under the GNU General Public License. Developed on pedagogical principles. Moodle is used for blended learning, distance education, classrooms, and other e-learning projects in schools, universities, workplaces, and other sectors. With customizable management features, Moodle used to create private websites with online courses for educators and trainers to achieve learning goals. Moodle allows for extending and tailoring learning environments using community sourced plugins. (<https://en.wikipedia.org/wiki/Moodle>).

Rubtsova (2018) remarked that Moodles arrangement among synchronous and asynchronous communication and group and self-supporting learning activities remains challenging. Gundu & Ozcan, (2017) reveal that the learning design Moodle accepts online synchronous or asynchronous interaction mechanization to build electronics (virtual) classrooms that are regularly formed both educationally and systemically on the eLearning course. Ali, (2017) observed that Moodle could have maximized adaptability, but it defies the institutions function to promote online society or synergetic learning projects. The self-learning study design is



regularly selected in online learning Moodle to support continuous enrollment or occasionally access to English educational content. One of the essential important recognitions of utilizing Moodle platform for English language learning is that learners can practice interactive media tools and applications such as chat, forum discussion, quizzes, assignments, and others (Jeong, 2017). Nurfaidah, (2018) concluded that utilizing Moodle-based language ability activities enhances communicative competence in the actual world.

With a focus on evaluating Moodle-based online learning for teaching English Literature courses, this study presents the difficulties and strategies faced by lecturers and students involved in online English Literature lectures and evaluates student difficulties in completing the final project in the form of drama performance. In the end, this research is expected to be able to contribute in the form of presenting an online learning model for English Literature.

Previous studies on evaluating Moodle-based online learning for teaching English Literature courses have been carried out by several studies. The first research is *The Design of Moodle-Based English Language Learning Environments* by Rizky Eka Prasetya, (2021). From the research, the results show that 1) The Moodle connected to the web gives possibilities to generate unique online learning practices for learners, which is impossible in traditional teaching methods face to-face. Moreover, the web refers to the pedagogical process electronic mechanism that encourages refined sources conception, 2) The more effective Moodle assessment has been organized with more complex and multipart assignments, so lecturers could access learners achievement progress and support them with specific feedback, 3) LMS Moodle was adaptive to the demands of actual material in their learning and teaching system. The feature of URL or page can be imported to the web link from the comprehensive world site. Lecturers could present the audiovisual files to their class, and language learners could have the actual circumstances of learning a foreign language.

The second previous studies is *Evaluasi Pembelajaran Online Berbasis Moodle Pada Mata Kuliah Sistem Operasi* by Mulya et al. (2020). The results of the study show that: (1) Students can use the features such as downloading materials, uploading assignments, quizzes online; (2) Lecturer already able to use basic Moodle features; and (3) active students and lecturers still lacking because it is not optimal to use communication through the forum feature and chat in Moodle.

Educators must not only understand the material being taught, but also understand all the features of the teachers ideas so that the paradigm will be easy to apply in the learning process properly. But what happens in most schools today is that many educators in the learning process only explain or tell everything to students. Educators do not create opportunities to train students to learn how to find answers on their own. As a result, many students become more passive and tend to feel bored by doing this way of learning. In the current pandemic, many educators are implementing online learning using Google Classroom as a powerful way.

This learning model is believed to have less significance for student learning outcomes because students are only filled with tasks related to concepts, not how to find, understand, or master concepts to solve a problem. This is also triggered by the lack of ability of educators to use media in the learning process to make learning materials so that it will be difficult for students to understand. Therefore, the ability to change the old teaching model, namely delivering as many lessons as possible with a new model that emphasizes efforts to help students better understand, or master concepts to solve a problem, is a hope for all educators.

Based on the meanings and thoughts as described in the background above, we conduct research and development of a more effective learning model, and suitable in helping educators to further improve student learning outcomes, improve the abilities and competencies of students, especially the hospitality accommodation department by not leaving the pedagogical element, by combining visual-based learning with the use of information technology as a learning aid. This learning model offers a fun learning atmosphere that students can carry out learning activities. They use Moodle application which can be accessed anywhere as long as students get a data signal from mobile phones or laptops.

The research questions of this study are: a. What are the problems faced by students in Moodle-based online teaching in English Literature courses? b. What strategies are used by lecturers and students to overcome the problem of Moodle-based online teaching in English Literature courses? c. What difficulties do students face in working on a final project in the form of a monologue performance video? d. What features of LMS MOODLE do students think are very supportive of achieving the learning objectives of the English Literature course? Those questions will be answered in this research.

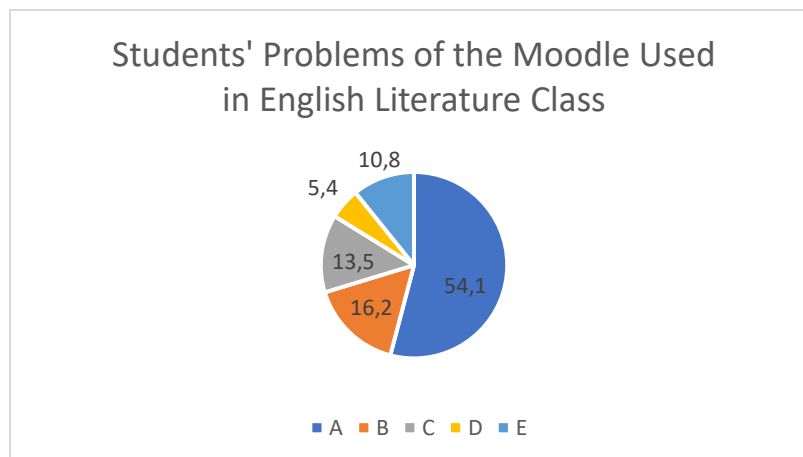
### Methodology

The research method used is descriptive. The research subject is 37 students and one lecturer. The selection of research subjects was carried out by purposive sampling. The purpose of descriptive research is to make descriptions, descriptions, analysis results, and systematic facts that are accurate about the facts that occur in the class.

Data obtained are qualitative data. Qualitative data in the form of responses from students and lecturers. The data collected in this study include information data about the condition of students viewed from the qualitative aspect. The qualitative aspect is in the form of observational data, the answers of lecturers and students, guided by the observation sheet, and giving questionnaires to the English Literature Lecturer and students who take the course. the qualitative data were characterized into main topics to discover perceptions and challenges of using teaching English based on the Moodle-based pedagogical feature. The questionnaire was shared and collected in the electronic form of Google with close and open-ended questions. Close-ended questions were applied to receive the population of the analyzed topics. Meanwhile, open-ended questions were applied to gain the lecturers perception of online learning implementation topics. The received responses were calculated, analyzed, and described based on their topics.

### Finding Result

The evaluation is related to the problems faced by students and lecturers of Moodle-based online teaching in English Literature courses, the strategies are used by lecturers and students to overcome the problem of Moodle-based online teaching in English Literature courses, the students difficulties in doing a final project in the form of a monologue performance video, the features of LMS Moodle do students think are very supportive of achieving the learning objectives of the English Literature course. The following result was obtained:



Picture 1. The problems faced by students of Moodle-based online teaching in English Literature courses

Picture 1 shows that there are 20 students or 54,1 % have problems with the internet network. In can be analyzed that Online lectures are often difficult for students living in remote areas who have difficulty accessing the internet, and the obstacle that students feel the most is the limited internet quota. Because most students are still covered by all the costs by their parents. And also, the term of online learning that has been going on for months has caused understudies to bored and sluggish.

Meanwhile, there are 6 students or 16,2 % have problems in understanding English Literature course material. The analysis are online lectures make it difficult for students to understand the subject matter given by the lecturer. For instance, students may not understand the content of reading material that is delivered online or uploaded in Moodle. This is because the lecturer presents the lesson in the e-book form which is presented per chapter, teaching materials in the PowerPoint form, and in video form. Furthermore, the material provided through online activities by lecturers is limited. Lecturers cannot freely explain to students about the subject matter. Even though it uses discussion, lectures face-to-face are much faster for students to understand than online lectures.

Furthermore, there are 5 students or 13,5 % is the delay in giving information about course material and assignments. Due to the significant change from face-to-face lectures to online lectures, lecturers still need to

adapt to the platform used so it takes time to study and upload materials and information. SS 1 said We always ask to the lecturer by WhatsApp about the lesson and assignment that we should do today. Ss 2 said sometimes it makes us confused, because of the delay in giving information. And on next day, out of the schedule, the lecturer gives the information.

Moreover, there are 2 students or 5,4 % have problems in doing so many English Literature tasks that are given by the lecturer. It can be analyzed that the students assumed English Literature assignments are so difficult. They get incomplete explanation from lecturer which has been uploaded in Moodle and feel reluctant to discuss it with another friends. Moreover, the students have lack of knowledge in making monologue video, for example in editing the video.

Another answer is 4 students or 10,8 % write that there is no notification of any task activity. Ss 3 said We often check our Moodle account and there is no notification there. The lecturer gives the notification via WhatsApp. The lecturer considers that giving notifications through WhatsApp is quicker than Moodle. The notification is sometimes about the deadline of the task. It should be evaluated that there is an agreement between students and lecturers about what platform to be used in delivering the notification related to the lesson and assignment, in order to make good communication and understanding.

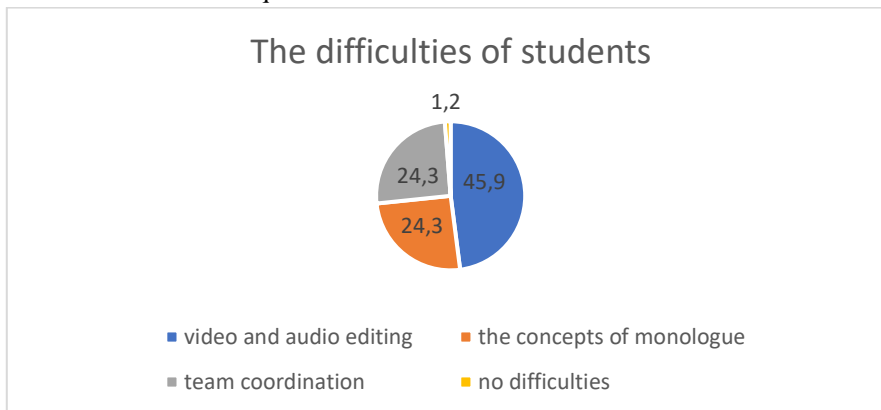
Based on the lecturers interview, obstacles faced by the lecturer are the limited time allocation to explain all the material in detail to students, the lack of ability to develop interesting media to support the learning process, Low preparation of digital/virtual materials, implementation of online lecture adaptation, ICT mastery, online lecture material, online lecture media, and internet network.

The second data is about the strategies are used by lecturers and students to overcome the problem of Moodle-based online teaching in English Literature courses. The data is gained by interviewing 15 students and 1 lecturer.

**Table 1**  
 strategies are used by lecturers and students to overcome the problem of Moodle-based online teaching in English Literature courses.

No	Problems	Strategies	
		Lecturer	Students
1	Time allocation	Use the right time to make an efficient and effective schedule, try to find the right time for students to join the class. make good preparations before the meeting begins, for example, what material is taught at this meeting, so that when the meeting starts you are not confused about presenting the material.	Student must check the moodle in every online course uploaded - it is better that tasks and orders are always reminded so that students have enough time to comprehend
2	Internet network	Looking for smooth wifi when the internet network has problems on the cellphone.	By moving to a place that has good internet access to make it easier to work and upload tasks
3	Unclear explanation in understanding English Literature course material	The lecturer plans the best learning process that can make students understand the material, for that lecture materials must be available	Ask the teacher - Students must master the material, and learn from various sources. Trying to find ways to solve problems by asking questions.
4	The delay in giving information about course material and assignments	Communication management. Management here is how lecturers and students apply the discipline of learning, what needs to be considered is the problem of time, the commitment of lecturers and students, making plans for learning outcomes, and others that are adapted to each subject	Always coordinate and communicate with lecturers during learning.
5	So many tasks given by lecturer through LMS Moodle	Lecturers should wisely give direction to students on how to learn distance learning is good and right. Lecturers change the way or method of giving assignments by not asking for perfect results, just making a summary of the material for each meeting even if it is only one paragraph. The assessment is prioritized in terms of originality, even though the answers are not optimal.	Seek information from various sources Ask a friend Try to understand it again until we get the point Use technology as best as possible, and download all the materials that have been uploaded in the Moodle

The third data is the students difficulties in doing a final project in the form of a monologue performance video. The result is obtained from the questionnaire.



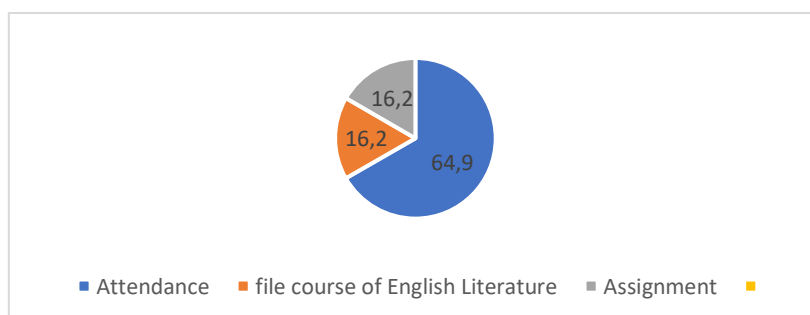
**Picture 2.** The difficulties of students in working on a final project in the form of a monologue performance video

Based on the data from picture 2, it shows that 17 students, or 45,9% find difficulties in video and audio editing. Ss 4 said *This assignment that is related to making video is the first for me. I feel that I cant finish it because its done difficult.* Ss 5 said *we have lack knowledge in editing video so that we need to learn it first and it takes time.* Ss 6 said *we cannot upload the video because the size of the video affects the upload process on Moodle.* From the students response it can be concluded that the lecturers should give clear and detail information related to the video editing. Students also may read more about video making. Also, lecturer should set the maximum size of the video file in Moodle in order to make the uploading process run smoothly.

Furthermore, there are 24,3% or 9 students said that they have no good team coordination in making the task of monologue video. Ss 7 said *We often have different idea and concept in making the video so it makes understanding among us.* Ss 8 said *I feel that I dont have any motivation to do the task from lecturer, because its rather difficult and well I just have no idea what to do.* It can be analyzed that the need of communication may be a major reason why groups might underperform. Without successful communication, it is impossible that individuals will get it the duty they are anticipated to do.

Meanwhile, the other 9 students or 24,3 % stated that they have lack information and knowledge about the concept of monologue. Therefore, this condition becomes a challenge for them to search for a unique concept. However, there are 2 of the students have no difficulties in doing the task because they have been supported by a very good team, all the concepts and editing are discussed together.

The fourth data is features of LMS moodle do students think are very supportive of achieving the learning objectives of the English Literature course.



**Picture 3.** Features of LMS moodle do students think are very supportive of achieving the learning objectives of the English Literature course.

The picture below shows that there are 24 students or 64,9 % said that the features attendance is the most supportive of achieving the learning objectives of the English Literature course. They can fill the students attendance list online and they can record their class attendance directly as well. In the other side, there are 16,2 % or 6 students choose file course of English literature. Moodle facilitates anytime-anyplace learning. Chris Fulton (2016) points out that an advantage of using Moodle to take attendance is that when a student answers an

attendance question on their mobile device, a record is automatically created in Moodle, which is accessible to both the student and the instructor. The attendance record for the whole class can easily be exported from Moodle to a simple report in Excel.

It can be analyzed this characteristic makes it easy for students to study English Literature online whenever and wherever they want. Besides studying in the classroom, they are provided opportunities to study based on their times of convenience. Students can access easily the course file from home, fast and reliably. The information is also easy to understand, the layout is well structured and easy to navigate. It is helpful to access information updates on Moodle helpful to download or read online written class resources of English Literature. According to the findings above, it was stated by Godwin-jones (2004) who mentioned that Moodle offers the integration of a wide range of resources which include any kind of text-based or HTML-formatted documents, multimedia resources such as audio, video, and graphics. The other 6 students or 16,2 % choose feature Assignment. it was helpful to their learning undertake online exercises and quizzes on Moodle.

### Conclusion

In English Literature online learning, Moodle courses advertise important highlights to create learner understanding and complement instruction. Learning English Moodle Designers may choose to write with a combination of coordinated online programs that focus on improving learner understanding. This online support toolset approach concentrates on the student structures that are most needed. Progress has a bright vantage point for developing current dialect teaching approaches. Moodle adopts a virtual English instructive environment and is more beneficial than lecture-based courses in regular lessons. English speakers must find an approach to running Moodle as an appropriate educational instrument for their learners, and they must develop advanced computer and proficiency skills.

The use of LMS Moodle as a platform in teaching English Literature brings positive results, even though there are still plus and minus part of it. The problems faced by the students and lecturer in learning and teaching English Literature can be solved by implementing some strategies to have a better teaching and learning process. Moodle gives ease and assists the students difficulties in doing monologue performance video as their final project of English Literature, though they find several obstacles of making the monologue task. Nurfaidah, (2018) concluded that utilizing Moodle-based language ability activities enhances communicative competence in the actual world.

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