

EXPLORING STUDENTS' ATTITUDE TOWARDS ENGLISH ONLINE LEARNING USING MOODLE DURING COVID-19 PANDEMIC AT SMK YADIKA BANDARLAMPUNG

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Abstract

The ministry of education in Indonesia had declared the spread out of Covid-19 pandemic. To overcome this current situation, Learning from Home (LFH) is implemented for all subjects in the educational institution. LFH is conducted to all courses, including English class, through an online learning platform, one of which is Moodle. Moodle can cover up teaching and learning English courses during the spread out of Covid-19. Theoretically, the researcher organized the framework by examining students' attitudes and analyzing how students overcome difficulties in learning English during online learning through Moodle. The researcher used self-analysis and student opinions to determine the degree of consensus based on how students felt or acted in response to the current situation. While, the favorable or unfavorable (positive or negative) of students' attitude can be changed due to the characteristics of students' thoughts (cognitive), feeling (affective), and behavioral (conative). However, to reduce the students' negative attitude is to change the focus of students and the students' acceptance. In this research, the researcher used qualitative research that focused on word descriptively. The questionnaire was given to 30 students and 6 students participated in an interview session. The questionnaire statements and questions of interview were adapted from the research of Brown (1994) about components of students' attitude. The result of this research shows a positive attitude to implement Moodle as a learning platform. They have also demonstrated a positive attitude toward the importance of learning English in vocational high school. However, the students also find some self-problem in learning English during the implementation of Learning from Home (LFH), where students sometimes lack self-management to follow the learning activities.

Keywords: moodle, students' attitude, students' obstacles, online learning

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INTRODUCTION

The spread out of Covid-19 caused 72,347 cases and affected educational activities, including learning and teaching process. Therefore, the ministry of education in Indonesia announced that school activities should be implemented online. Thousands of education institutions, including in Indonesia, agree that online learning using online platforms can be easily accessed by students or teachers without having face-to-face activities (Sari, 2020). The effectiveness of online learning is supported by poor or good network connections. The teacher's role in leading the class is essential to run education and teaching online as effectively as the traditional classroom (Sari, 2018). The new adaptation of the online learning platform challenges the teacher and students in the online learning environment by increasing the way teachers explain the material, including in English, and students should be ready to learn the material from the teacher's explanation and the other source (Sari and Oktaviani, 2021). The shifting of this educational system in this pandemic also comes with challenges to students as they are demanded to be independent and autonomous (Mulyah, et al., 2020; Mandasari and Wahyudin, 2021; Aminatun and Oktaviani, 2019; Putri & Sari, 2020; Sari, 2020).

To prevent the increase of Covid-19, the first phase of lockdown was announced by the government. Due to this announcement, the government implemented Learning from Home (LFH). This situation forced educational institutions to implement Learning From Home (LFH) in the continuity of the learning and teaching process. Mitigating physical contact is one solution to reduce social activities by avoiding direct social contact

activities such as in the education sector. Governments around the world agreed to closed education institutions to control the spread of Covid-19. To ensure the continuity of the teaching and learning process, all educational institutions switched classes to fully online learning through online platform.

One solution offered by Ministry of Education in Indonesia is conducting Learning from Home. Learning from Home is essential to be hold since students are still expected to be able to read in English since English is an international language regardless the situation they are now facing. If the students do not want to lose the chance to gain much knowledge, it is essential for both EFL (English as Foreign Language) and ESL (English as Second Language) students to take reading English into account (Pustika, 2018). English serves as one of important subjects in our education system. It can be seen from the concrete actions taken by the Indonesia government is by covering English in the curriculum. It means that the Indonesia government requires its students to master English (Pustika, 2019). Therefore, learning from home is promoted to accommodate students' learning process in today's situation.

In this current condition, students and the teacher must be ready to face it. Students must be able to learn independently through online by utilizing modern technology without meeting teachers directly (Suliman, 2014; Sari, 2020). Some of modern technology for teaching is web-based medium, application, and even online platform (Oktaviani and Mandasari, 2019; Oktaviani and Sari, 2020; Sari and Oktaviani, 2021; Mandasari, 2020; Sari & Wahyudin, 2019). Some of technology used As stated by Aminatun (2019) that the expansion of technology brings benefit to the improvement of a lot of aspects in education. However, the implementation of virtual learning through online platform raises negative and positive result of students' perception and attitude (Ayu, 2020). In this research, the teaching and learning activity done through online platform is discussed. The negative and positive of students' attitude in this new learning way can be seen through students' opinions and problem-solving. This virtual learning was supported by digital tools that make students easy to access and download learning materials wherever and whenever it takes. The most used digital education tools in online learning are Ruang Guru, Kahoot!, Google Classroom, and support by Learning Management System (LMS) such as Moodle and Socrative. Moreover, Moodle has been used at SMK Yadika Bandarlampung during the LFH implemented to all subjects, including in English Course. Therefore, during the pre-observation, the researcher found out some problems that faced by most of the students during online learning, especially in English course. Online learning can facilitate feedback (Wahyudin, 2018) and communication for learning, reduce the interest of student in English learning, generate the awareness of student in online learning and lack of in the self-management control during online learning.

Despite, with the rapid improvement of technology, overall educational institutions from primary until secondary level use technology as remote learning and teaching's control in every subjects, including in teaching and learning the English subject. Since the globalization era encourages people to use technology, teachers need to embrace and apply it to the class (Handayani & Aminatun, 2020; Mandasari, & Aminatun, 2020; Oktaviani & Mandasari, 2020; Wahyudin, et al, 2020). This also happens in this pandemic era. Therefore, technology incorporation is one of the supporting ways of teaching and learning materials that help students increase learners' achievement and encouragement to learn English through online platform (Ayu, 2020). As an international language, English requires to be taught in school as a foreign language in Indonesia, whether it is difficult for students to learn this subject in full online learning or through online platform. The other side of learning English was essential for students because students could acquire new languages. Moreover, the ability to speak English had been as a global demand of the world because English could be used as international communication across the broad. Also, the influences of learning English can build the relationships across the nation, and more than 70 countries and over 400 million people use English as a communication tools. More than 80% of information stored used English in the world of the computer.

Therefore English subject has been implemented from kindergarten, primary, secondary until higher education level. Moreover, every level learnt a different purpose. Learning English in kindergarten must be focused on the display of family spots. Therefore, the kindergarten and Elementary level will learn English with the simple thing (Septiyana, 2013) and physical game (Sinaga and Oktaviani, 2020). Besides that, the primary level focuses on learning vocabulary and grammar that link to every topic, such as animals, family, food and drink, sport, and game (Barahona, 2016). However, the demand for learning English in secondary high schools should cover academic skills and encourage students' ability toward students' needs (Gordon, 2015).

According to the statistic of Moodle official, over 60% of higher Education has been used Moodle as platform learning whether it was in online learning or offline learning. The use of Moodle is to empower educators and learners to improve our world. Moreover, the use of Moodle also can build the process of students' learning at their own pace from several of learning source. The other advantages of Moodle is to give a significant influence on this current education situation. According to Saw et al (2019), this LMS can benefit student-teacher interaction, fostering student's independence and allowing the students more flexible in learning, especially in learning English.

Teaching English for vocational students expected to make students understand English subject to support a student's career in the future. Besides, teaching English focuses on four English language skills communication

and reading. Utilizing an integrated Moodle facilitates a full online learning process in the school effectively, and students will easily manage English subjects online. Due to rapid technological improvement, the Learning Management system, known as LMS, could be a suitable tool to deliver and download online learning material (Sabharwal et al., 2018; Putri & Sari 2020). According to Sabharwal (2018), the Learning Management System (LMS) is a virtual software platform or a web-based technology that helps teachers to create virtual classes in specific learning processes that provide content, exercise, and operated by the instructor, students and administrators. LMS is beneficial to higher education institutions since traditional classes used a blackboard to organize the learning and teaching process, but to respond to this pandemic situation, Moodle became the most popular LMS used to manage the learning and teaching process especially for English subjects.

Moreover, Misbah et al (2017) states that LMS is a product of higher education intended interaction with students using synchronously or asynchronously learning strategies. Therefore, Graf (2010) investigates the effectiveness of LMS to develop self-efficacy, self-regulated learning by student's satisfaction by using LMS by assessing students' performance in English specific courses such as English subject through Moodle. Most educational institutions use Moodle as learning and teaching English due to pandemic Covid-19. Moodle (Modular Object-Oriented Dynamic Learning Environment) is electronic learning (E-learning) that will help students to improve their knowledge through activities that encourage students' communication, collaboration, creativity, and critical thinking in learning English subjects. In English, teachers can provide video, material content, audio, links through Moodle. Beside the flexibility of Moodle that can be accessed everywhere and anywhere, Moodle functions to build online communication between students and the teacher by utilizing Moodle's Tools.

Considering the beneficial positive impact of Moodle as a Learning Management System as Learning Media for fully online learning, an investigation is needed to study the quality of Moodle during the Covid-19 pandemic in Indonesia's education institution. Therefore, the researcher explores the attitude of vocational high school student's understudies toward the execution of Moodle as cooperative learning in learning an English subject during the Covid-19 pandemic at one of the vocational High Schools in Bandar Lampung, SMK Yadika Bandar Lampung.

METHOD

In this research, the researchers used a qualitative method to find out students' attitude toward English online learning using Moodle at SMK Yadika Bandar Lampung. According to Creswell (2003), a qualitative method is used to emphasize the understanding and exploring of individual or group problems as social issues. This research was implemented in one of Vocational High Schools in Lampung. The researchers use Brown's (1994) attitude components to analyze students' attitude. The sample of this research were students of SMK Yadika Bandar Lampung. This research tried to analyze the students' attitude toward English online learning using Moodle since researchers found that students from this school are passive, less of motivation and less of interest in online learning when they are expected to focus on their study to improve their knowledge and score to lead a better opportunity, work, and education.

The researchers used a case study, through purposive sampling to gain the data on this research. The use of purposive sampling is to help the researchers get the deepest information from the students. The researchers distributed a questionnaire and interview that focus on what the attitude of students in English online learning using Moodle at SMK Yadika Bandar Lampung. So, this research can be a value for English teachers, students, and other researcher to analyze students' attitude in English online learning using Moodle.

FINDINGS AND DISCUSSION

The researchers were assigned to teach English course in 3 classes (*Computer Network Engineering, Multimedia, and Vehicle Engineering*). During the spread out of Covid-19, the educational activities were carried at home. In this English online learning students were learnt all subject through Moodle, including English course. The researcher was found some problems toward students' attitude in English online learning. Form 30 students in a class, there are only 6 until 8 students that participate in the English online learning. The problem is not in the Moodle but in how students adapt this current situation. The phase was undoubtedly unpredictable and highly challenging for students, switched facilities classes online, delayed semesters, and exams were rescheduled, among other items. As a result, in-depth research on the ways the pandemic spreads desperately needed.

By employing modern technology in the use of Moodle in learning English, SMK Yadika Bandar Lampung students obtained more opportunities to engage in English learning through Moodle. In comparison to previous research on the Emergency in the teaching and learning process during, which showed that students had difficulties with course arrangements, dropped out of their final grades, had little technical skills, and had no

access to the internet, the results of this study indicate that participants were pleased with the school structure and faculty readiness to make rapid changes face to face classroom to fully online learning during Covid-19 pandemic. This research suggested that Moodle as an interactive online learning platform was considered an experiential and positive learning environment by the participants (Kirkwood and Price, 2013; Ayu, 2018). Therefore, Mustafa, (2015) implemented of attitudinal scale in learning English to measure the favorable and unfavorable attitude of students. However, this research also supported by another research that also analyze teacher weaknesses and strengths in learning English Erarslan (2018). The use of this researcher was to indicate solving-problem by the English teacher to reduce the students' obstacles in learning English especially during Covid-19. Therefore, to follow the development of students' performance in learning English, the findings of this research use students' self' learning practice (Erarslan, 2019). The spread out of Covid-19 makes the researcher interested to investigate students' attitude in learning English through online learning. This online learning use online platform named Moodle. The purpose of this research is also related to this study that explore students attitude toward E-learning on Moodle system (Erarslan, 2017). So, from that study, the researcher was helped to explore or to reach the result of this study.

The Role of Brown's Component of Attitude in English Online Learning Using Moodle

The data presented on the Brown's components are divided into 3 components, such as affective component, cognitive components and conative components.

Questionnaire

The questionnaire used close-ended questions. There were strongly agree, agree, strongly disagree, and disagree. The result of questionnaires filled by students of SMK Yadika Bandarlampung are presented below:

Affective Components

In this component, the researchers discuss about students attitudes through students' feelings in English online learning using Moodle during Covid-19 pandemic. The result of affective component is presented in figure 1 below.

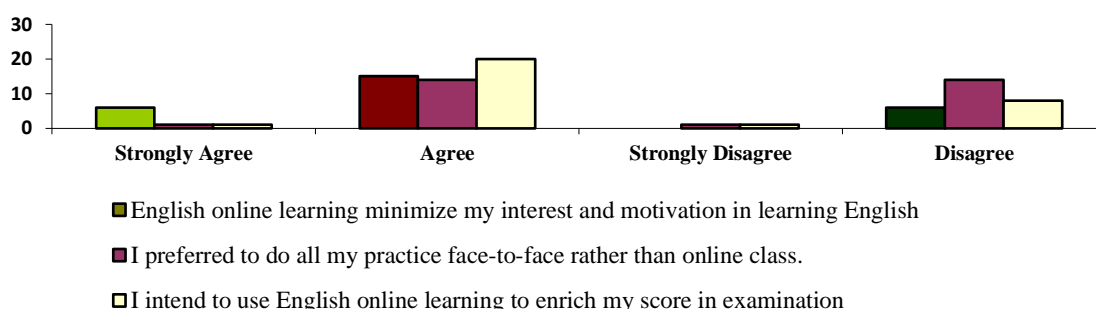


Figure 1. Affective Component

In this component, there are 3 statements that discuss about students attitude through students' feelings. The first statement which is "English Online Learning decreases my interest and motivation in learning English" results 15 students agree, 6 students strongly agree, and 9 students disagree. In the second statement which is "I prefer to do all practices face to face rather than online" results half students agree to do all English practice online. From the third statement which is "I intend to use English online learning to enrich my score in exam" results 20 students agree if students utilize English online learning to enrich their score or pass an exam.

Cognitive Components

The purpose of this component to discuss about students' attitude toward students' thought and belief during the implementation of English online learning using Moodle. The result from this component is presented in figure 2 below.

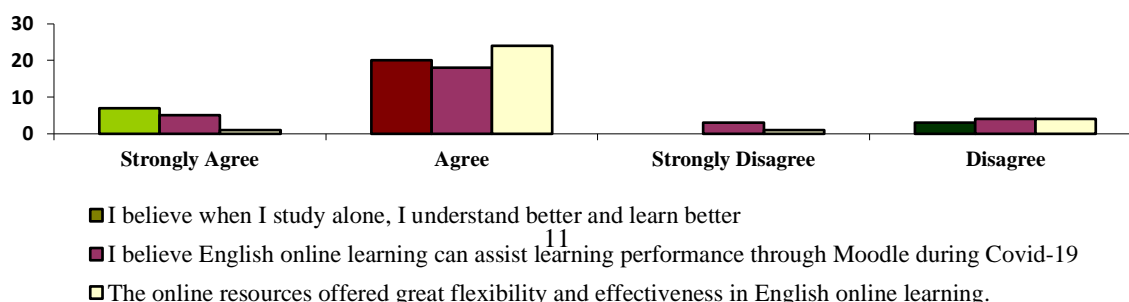
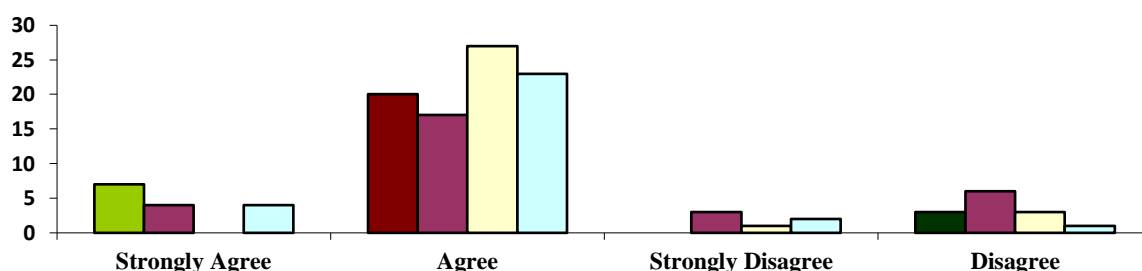


Figure 2. Cognitive Component

There are 3 statements discussing about students' cognitive components. From the fourth statement, there are 20 students agree, 7 students are strongly agree and 3 students disagree if they can learn better when they study alone. In the fifth statement, there are 17 students agree, 6 students strongly agree, 4 students disagree, and 3 students strongly disagree if Moodle can assist their English online learning during Covid-19. The sixth statement, 24 students agree, 1 student strongly agrees, 4 students disagree and 1 student strongly disagrees if online resources offered great flexibility and effectiveness in English online learning.

Conative Components

This component used to identify students' attitudes through students' action and behavior in English online learning using Moodle during Covid-19 at SMK Yadika Bandarlampung. This component analyzes about students-motivation, students-regulation and students-orientation. The result of this component is portrayed in the figure 3 below.



- The online resources gave me more opportunity for more practice in learning English during online learning.
- Using the online resources made me more independent in my practice.
- Moodle can help me to encourage my self-learning.
- English online learning offers the opportunity to do various activities to learn English

Figure 3. Conative Component

From the seventh statement, 20 students agree, 7 students strongly disagree, and 3 students disagree if online resources give them more opportunities in learning English online. The eighth statement, 17 students agree, 4 students strongly agree, 3 students disagree, and 6 students strongly disagree if online resources made them more independent in learning practice. In ninth statement, 27 students agree, 2 students disagree, and 1 student strongly disagrees if Moodle can help students encourage their self-learning. Last statement, 23 students agree, 4 students strongly agree, 1 student disagrees, and 2 students strongly disagree if English online learning offers students opportunity to do various activities online.

Interview

To strength the result of this study, 6 students were being interviewed by the researchers to find out their attitude toward English online learning using Moodle during Covid-19 at SMK Yadika Bandarlampung. From the interview, the researchers found out that Moodle is very useful in accommodating them in learning English online.

The data described their reason why Moodle can assist their English online learning.

- Participant 1: I think this is quite effective because Moodle is easy to use.
- Participant 2: I think the use of Moodle gives me a chance to support my English learning during this pandemic.
- Participant 3: In my opinion Moodle is a good learning management system because it can simulate us to encounter the other situation in the future.
- Participant 4: I think I can improve my skill in learning English by own pace.

Participant 5: Because my grade is increasing, it makes me interest in learning English.

Participant 6: Because I think it helps me finish my assignments.

Form all the data, researchers conclude that students' attitudes are positive toward the use of Moodle in online English learning. The use of Moodle can help students face English online learning during the implementation of Learning From Home. Since the attitude of students in English online learning were analyzed by using three components of attitude from Brown (1994), it has been seen that student (e.g. the quality of learning, students' problems, expectation, and responsiveness) reflect favorable attitude toward English online learning. However, in the beginning of the implementation of LFH, students have learning problems such as having low level academic achievement, lack of self-management control, and lack of self-awareness toward English online learning.

CONCLUSION

Most students of SMK Yadika Bandar Lampung show positive attitude toward variables portrayed in this study where the students believe that English is an important subject they should focus on to improve their score or pass the final examination in their future. Most students stated that learning English gives them many benefits to help their careers and academic purposes. Therefore, to improve their score they have to solve these problems by increasing their motivation, self-discipline in planning their goal orientation, and self-regulation. The concept of attitude is an essential consideration component that is expected to trigger students' motivation and performance in learning English language in online learning through Moodle. All these things have been shown a favorable response or positive attitude from the students through the questionnaire and interview sessions.

During the spread out of Covid-19, students agreed that online learning was the best way to continue the education activities, including in learning English. The researcher also found out that students were accommodated by the use of Moodle as a Learning Management System at school. The students were satisfied with the useful of Moodle in their English online learning. The students reacted negatively to their satisfaction and self-management in learning English and doing all tasks carried at home. 80% of students in SMK Yadika Bandar Lampung agree that teacher's roles are still needed to control online learning activity.

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