STUDENTS' PERCEPTION AND CHALLENGES TOWARDS USING MOODLE E-LEARNING IN WRITING LEARNING ACTIVITY AT THE THIRD SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM OF UNIVERISTAS NEGERI PADANG

THESIS

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ABSTRAK

Futia Mursela. 2022. Persepsi Mahasiswa dan Tantangan terhadap Penggunaan Moodle E-learning dalam Aktivitas Belajar Menulis di Semester Tiga Program Pendidikan Bahasa Inggirs Universitas Negeri Padang.Thesis.Master of English Education of Faculty of Languages and Arts of Universitas Negeri Padang.

Pengintergrasian TIK (Teknologi Informasi dan Komunikasi) menjadi sebuah idea yang bagus dalam potret pembelajaran hari ini di tengah revolusi industry 4.0.Platform belajar yang banyak digunakan pada institusi pendidikan tinggi adalah Moodle E-learning.Moodle E-learning didesain sebagai sebuah system manajemen pembelajaran untuk menjembatani interaksi belajar antara mahasiswa dan dosen/tutor.Maka daripada itu, penelitian ini bertujuan untuk memberikan gambaran khusus tentang persepsi siswa dan tantangan terhadap penggunaan Moodle E-learning selama aktivitas pembelajaran menulis. Sebuah penelitian dekriptif didesain, dan terdapat 50 responden dari mahasiswa semester tiga, program studi pendidikan bahasa inggris Universitas Negeri Padang. Dalam penelitian ini, kuesioner dan interview dilakukan untuk mendapatkan data.Hasil menunjukkan bahwa sebagian besar mempunyai pandangan positif terhadap penggunaan Moodle E-learning dalam aktivitas pembelajaran menulis.Hal tersebut diindikasi dari rata-rata yang diperoleh dari beberapa indikator di atas 3,02 yang termasuk pada kategori setuju. Namun, beberapa tantangan yang dihadapi beberapa mahasiswa terkait penggunaan Moodle E-learning dalam pembelajaran menulis seperti ; koneksi internet yang tidak stabil, dan biaya kuota internet, dan kurangnya akses ke fitur audio/video pada Moodle E-learning.

Keywords:*Tantangan, Moodle E-learning, Persepsi Siswa, Aktivitas Menulis*

ABSTRACT

Futia Mursela. 2022. Students' Perception and Challenges towards Using Moodle E-learning at the English Education Study Program of Universitas Negeri Padang. Thesis.Master of English Education of Faculty of Languages and Arts of Universitas Negeri Padang.

Infusing the ICT becomes a great idea in today's learning canvas at 4.0 revolution industrial era. The learning platform that mostly used in higher educational institution is Moodle E-learning. Moodle E-learning is designed as the learning management system to bridge learning interactions among the students and lecturer. This paper aims to give an overview towards the students' perception and challenges in using Moodle E-learning along the writing learning activity. A descriptive research is employed, and the participants are 50 students at third semester of English Education Study Program of Universitas Negeri Padang. The questionnaire and interview are conducted to obtain the data. The findings showed that most of students shared positive perception toward the use of Moodle E-learning for their writing learning activity. It is indicated by average obtained from all indicators around 3,02, and it is categorized on agree level. However, some challenges are founded by the students dealing with the use of Moodle E-learning in their writing learning activity such as; unstable internet connection, burdensome with internet quota, and inaccessibility to audio/video conference or material.
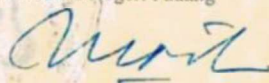
Keywords:_Challenges, Moodle E-learning, Students' Perception,_

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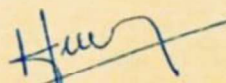Program Studi : Pendidikan Bahasa Inggris (S2)

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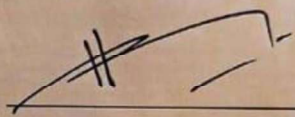
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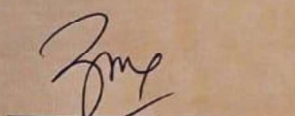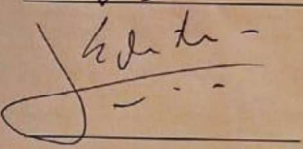NIP. 19690212.199403.1.004

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iv

SURAT PERNYATAAN

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Padang,   April 2022
Saya yang menyatakan

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Finally, the writer realizes that this thesis is still far from being perfect. Constructive criticism and suggestion are welcomed to make this thesis better. The writer hopes that this thesis would be useful to other people, especially to people in the education area.

Padang,   January 2022

The Writer

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURE

LIST OF ABBREVIATIONS

1. ATU (Attitude Towars Usage)

2. BIU (Behavioral Intention to Use)

3. ICT (Information and Communication Technology)

4. EFL (English Foreign Language)

5. ESP (English for Specific Purpose)

6. MKU (Mata Kuliah Umum)

7. PEOU (Perceived Easy of Use)

8. PU (Perceived of Usefulnesa)

9. S (Statement)

10. SMA (Sekolah Menengah Atas)

11. SSI (Semi-Structured Interview)

12. TAM (Technology Acceptance Model)

13. UNP (Universitas Negeri Padang)

14. UPT (Unit Pelaksana Teknis)

15. Q (Question)

CHAPTER 1

INTRODUCTION

1.1 Background of the Research Problem

The emerging of ICT (Information Communication and Technology) becomes the main important thing in our lives, including in the education field. The teaching-learning portrait in the 4.0 industrial revolution era has emphasized maximizing the use of ICT, especially at the university level. One of ICT integrations that has been applied in many higher institution is Moodle E-Learning. This application is also used by Universitas Negeri Padang (UNP) as the one of higher education institutions in Indonesia has applied the e-learning system as the one of results of ICT integration. It is used to facilitate the teaching-learning process and administration system. This platform enables the students with peers and lectures to interact with one another without space barriers. Goh (2010) defines that E-learning or ubiquitous learning is not limited by physical space, plans, or timetables, but it is pervasive and happening anytime and anywhere. Thus, E-learning has been more relatable to be used especially in today's pandemic of Covid-I9, including for English teaching and learning.

One of language skills that can be implemented through E-learning application is writing activity. Writing is regarded as the most difficult skills among reading, listening, and speaking. It is argued by Bryne (1988) that writing is considered as the most difficult activity. This skill becomes more important to be developed when it comes to the higher institutions since it supports one of

academic success since there are a lot of academic writings to do. Writing can be a complex work since it encompasses some steps to construct a good writing. It is basically started from the brainstorming to get the idea, making the draft of writing, doing the writing, revising, evaluation, and ended with publishing. Besides, Murcia (2000) explains that writing also heavily depends on the sentence level such as format, sentence structures, control of content, vocabulary, punctuation, and also spelling. In fact, not all students deal with writing skills. Some of students are facing difficulty in getting the idea when the time given in the class is limited. The limitation of time causes the students are less practicing in writing since it needs the complexities step that must be really paid attention. These sorts of problem are also assumed that it is founded in English Education Students of Universitas Negeri Padang which takes many courses related with writing.

Therefore, infusing the ICT (Information and Communication Technology) namely the Moodle E-learning for teaching writing and learning can be a good idea for the lecturers since it brings a fresh media shifted from manual writing into writing in technology mode. Moodle E-learning system is an application that is UNP's students of English education study program familiar with, and it is also used by lecturers for writing subject. Besides, this platform is also suitable to facilitate the English students since it can be used for not only writing skills, but also can be for speaking, reading, and listening. For writing activity, Moodle E-learning facilitates the writing tools such as for editing, sharing, and also commenting. Here, the role of feedback is very important for

constructing a good writing, and Moodle E-learning serves the writing platform for example commenting column that can be used for both lecturers and students to share each other's opinion towards someone's writing. It is supported by Seliger (1983) that students can also share feedback towards someone's work based on the knowledge or understanding they have received, and in language teaching it is usually called as 'peer feedback' or 'peer response'. Therefore, this emphasizes that Moodle E-learning can be an ideal writing platform since it enhances students' practice in writing skills as well as collaborative learning.

However, running the Moodle E-learning application cannot be separated from the role others ICT tools such as internet connectivity and it becomes more urgency in today's pandemic of Covid-19 era. The facility of Free Wi-Fi that has offered by Universitas Negeri Padang cannot fully be accessed by students since the learning from home program, and some of the students return to their hometown. Thus, the internet becomes the main highlight that must be really paid attention in order to support the learning process. Although the internet quota has been supplied government, yet the separation of internet signals is different in some areas. In addition, West Sumatera is one of the provinces in Indonesia that has a unique topography where there are a lot of highlands and mountains. This kind of topography usually has a problem with the signal connection. It is also assumed that there is a kind of connectivity problem that is not stable to support the online learning process, and it hinders the communication process between students and lectures. This is supported by Nasution and Ahmad (2020) that poor internet connection, burdensome internet quota, and the difficulty in

communicating with lectures are the most challenges faced by students during pandemic of Covid-19.

Thus, knowing how the students' perception and challenges in using E-Learning application for writing activity especially during today's emergency learning can be references and also an evaluation material for all the university stakeholders involved. There has been some research from some media platforms that has been investigated related with writing skill. Suryatika (2019) conducted a research with the title "The Effectiveness of E-Learning as Teaching Media in EFL Classroom". This research was conducted at English education students of Universitas Indo Global Mandiri. A quantitative research was employed with both experimental and control class design. Meanwhile, Suryatika's research is different with this research while it does not have experimental design. This research emphasizes on the descriptive research about students' perception and challenges in using e-learning for writing activity.

Second research was employed by Muin and Amelia (2018) that is entitled "Unraveling English Department Students' Perception of Using e-Learning". This research used qualitative design. The research aimed to find out how is English department students' perceived towards the integrating of E-learning of independent assessment, learning outcome, and evaluation of learning English online. Thus, the research only focused on the general implementation of E-learning used by students, while this research focuses on one of language skills that is implemented through E-learning platform, and also challenges founded in

integrating the E-learning. Muin and Amelia's research showed that students had good response over the E-learning application to support them in learning English.

The third research was investigated by Nguyen (2019) with the title "Edmodo Use in ESP writing; Students' Perception". The research reported student's perception of using Edmodo in writing class at Vietnamese university and the data gathered from interview only. Edmodo application has also the similarities tools with E-learning application that can be implemented for writing learning activity. However, this research uses E-learning application for writing learning process, and the data are obtained by interview and questionnaire. The result of Nguyen's research showed that students had positive response toward the use of Edmodo for their writing class.

Next research investigated by Suprihartin and Hartati (2018) who also worked similar research related with E-learning with the title "The Implementation of E-Learning in Writing at the First semester students of Environmental Engineering Study Program". The design of this research is descriptive quantitative. The data obtained from interview, questionnaire and also documentation. Since the research emphasizes on the implementation, therefore documentation data collection was important to see how E-learning worked. Thus, it is different with this research because there is no data for documentation, and only uses the questionnaire and interview to find out the students' perception and challenges related the use of E-learning in writing learning process.

Besides, Hendrawaty and Santoso (2016) investigated a research entitled "Using E-learning on Students' Writing of Descriptive Text". The research used

experimental design to find out its effect and it was conducted at SMA An-Nuqtah Tangerang.. However, this research focuses on the descriptive research to find out an overview of students' perception and challenges related with E-learning, and it takes place at higher education institution of Universitas Negeri Padang. The findings showed that there was significant effect using E-learning on students' writing descriptive text.

Meanwhile, Juliana*et.al* (2021) have worked a research with the title "Challenges in Operating University Moodle E-learning: A Case Study Lecturer's Perception". The research aimed to find out what are the challenges found by Lecturers when they used Moodle E-learning in writing and reading course. It is a little bit similar with this research, but this research focused for the students' challenges and perception in using Moodle E-learning. The design of the research was mix-method with qualitative dominant. The lectures came from the English Language Education. The questionnaire and interview were administered to them. The findings were divided into two types; internal and external challenges. In internal challenges, there were no the tools such as auto-fresh, video conference, voice message while the external challenges were plagiarism act and students' passive participation.

Another research was conducted by Thamrin *et. al* (2019) with the title "Students' Perception on The Implementation of Moodle Web-Based in Learning Grammar". The purpose of the research was to find out how is the students' perception when they used Moodle web-based learning grammar through the writing they constructed. A qualitative research design was employed, and the

instrument was questionnaire only. On the other hand, this research uses not only questionnaire, but also interview, and it is also investigating the students' challenges in using Moodle. There were 34 students of English study program as the subject of the research. The result showed that Moodle e-learning provides the references, time, and spaces to learn grammar by the writing. That three things were some constraints that usually made the teaching-learning grammar was not effective. Thus, Moodle e-learning contributed within the process, and it was summed up that students had positive view toward the Moodle.

The seventh research was conducted by Diana *et.al* (2021) which entitles "Students' Perception and Problems in Learning English Using Google Classroom during the Covid-19 Pandemic". The research was designed as Mix-Method where the instruments were questionnaire and interview. These instruments were administered to 443 students at SMAN 6 Kota Bengkulu. The learning management system for all English learning subjects was managed by Google Classroom, while this research focused on the students' perception and challenges in using Moodle E-learning, and it is administered to university students. The finding showed that most of students had positive response toward the use of Google Classroom in their learning English. However, there were some of problems such as lack of vocabulary and difficulty in uploading video or file.

On the other hand, Amran (2021) has employed a research with the title "Online Reading Classroom Management Problems during COVID-19 Pandemic in Basic Course General English MKU Hasanuddin University". The design of the research was Mix-method. The instrument used are questionnaire and interview,

and it was administered to 7 lectures and 195 students. Thus, this research inserted the online reading which also depended on the ICT for the English learning process. Thus, it is different with this research where the writing is the English skill to focus on by using Moodle E-learning. The finding showed that both the students and lectures had positive response to the online reading classroom. However, there were some problems such as technical problems, less focus, less time to preparation, limited accessing to learning media.

The last research came from Juliana (2021) with the title "WhatsApp and English Learning: Students' Perception and Challenges in Pandemic Era". Research design for this research was qualitative where the semi-structured interview. Here, the ICT integration used was WhatsApp. It is different with this research which focuses on Moodle E-learning in writing skills. Finding showed that WhatsApp was considered fun, easy, comfortable, and helpful. It was not only effective and time-saving, but also motivated the students' in learning English. Some of students had positive perception towards the use of WhatsApp in their English learning. Nevertheless, some problems were encountered by the students such as unstable internet connection, internet quota, and storage capacity.

1.2 Identification of the Research Problem

Based on the background problem stated above, it shows that writing contains a complex process that should be paid attention. On the other hand, the numbers of experts have mentioned that writing is one of difficult skills to be mastered among others skill such as reading, listening, and speaking. Thus,

thereare several possible problems can researcher identify starting from students'
difficulites in constructing writing (brainstorming to get the idea, making the draft
of writing, doing the writing, revising, evaluation, and publishing) and the use of
Moodle E-learning since learning shifting into online mode made the English
education lecturers of UNP used Moodle E-learning especially for essay writing
activity as the third semester students.

However, since the online learning system is still conducted at Universitas
Negeri Padang, including English Education Department, those problems are also
probably founded by students because they do not fully get the ICT facilities to
run E-learning, for example, WiFi, and the differences area of students' living that
causes the stability of internet connection, whereas it is important to facilitate the
language learning process and it can be maximized by English lecturer to give the
chance for students more exploring the language learning sources. Therefore,
related to the identification of the problems, the researcher wants to know
students' perception and challenges toward the use of Moodle E-learning in
writing learning activity.

1.3 Limitation of the Research Problem

Based on the identified problems, the research problem is limited into the
students' perception and challenges of using Moodle E-learning in writing
activity. The researcher limits the scope of research at the third semester of
English education study program of Univeritas Negeri Padang.

1.4 Formulation of the Research Problem

Based on the limitation of the problems above, the researcher formulates the problems that want to be revealed in this study based on the following research question below:

1. How is the Students' perception ofusing Moodle E-learning in writing activity at the third semester of English education study program of Universitas Negeri Padang?

2. What are the challenges faced the most by studentstowards using Moodle E-learning in writing activity at the third semester of English education study program of Universitas Negeri Padang?

1.5 Purpose of the Research

Basically, this research aims to find out how is the students' perception and challenges of using E-learning in writing learning process. In more specific, the purposes of this research can be stated as follows:

1. To describe how is the students' perception of using Moodle E-learning in writing activity at the third semester of English education study program of Universitas Negeri Padang.

2. To describe what are the challenges faced the most by students towards using Moodle E-learning in writing activity at the third semester of English education study program of Universitas Negeri Padang.

1.6 Significance of the Research

This research is expected to give its significance for some fields. Theoretically, the finding of this research is expected to enlarge the readers' knowledge, especially in the education field, about the overview of how is the English education students' perception and challenges in using Moodle E-learning for writing activity. Besides, practically, this research is also expected to give beneficial information for all the education stakeholders towards what are the challenges that students are facing the most in integrating E-learning for online learning classroom especially during pandemic of Covid-19. Therefore, it can be as the evaluation for all the school or university stakeholders involved and government to minimize the obstacles related to technology for supporting the online learning classroom during pandemic of Covid-19. Last, this research also can be used as one of the references and information for further researchers who are interested in the same field.

1.7 Definition of the Key Terms

There are several key terms that are frequently discussed in this research:

1. **Perception** is related to how people look at the things around them. It is an act to recognize and interpret all of the things that existed and happened in someone's environment, so it gives an overview and understanding towards something.

2. **Challenges** emphasize the special effort towards something. It is a test for someone's resources and skill in a demanding.

3. **Moodle E-Le**arning is a platform that is used as the learning management system