

ONLINE TEACHING METHOD OF BASIC ENGLISH STRUCTURE VIA MOODLE SYSTEM

IRFAN HAMONANGAN TARIHORAN¹⁾, ARDI PUTRA HIDAYAT²⁾

STKIP Paracendekia NW Sumbawa

irfanhamtarihoran@gmail.com

ABSTRAK

Penelitian ini berfokus kepada metode yang digunakan oleh tiga orang dosen mata kuliah Basic English Structure. Penelitian ini bertujuan untuk menjawab pertanyaan penelitian berikut: (1) Apa metode guru dalam mengajarkan Basic English Structure menggunakan sistem Moodle; (2) Bagaimana metode tersebut membantu para guru dalam mengajar Basic English Structure melalui Moodle. Jenis penelitian pada penelitian ini adalah menggunakan penelitian kualitatif dengan pendekatan deskriptif. Tiga dosen dan 3 mahasiswa diwawancarai sedangkan kegiatan mereka pada saat pembelajaran online diamati dan kemudian data pendukung didokumentasikan. Hasil dari penelitian ini menunjukkan bahwa (1) Pada saat melakukan pembelajaran, dosen menyampaikan materi dengan tiga metode yang digunakan secara intensif (metode yang paling sering digunakan adalah Video Based Learning dalam penyampaian materi menggunakan Metode Ceramah; untuk evaluasi pembelajaran menggunakan Metode Penugasan. (2) Peran metode pengajaran bagi dosen melibatkan kemudahan dalam mengakses materi, penyimpanan jangka panjang, efisiensi waktu, dan kemudahan dalam daftar kehadiran.

Kata kunci: Pembelajaran Online, Metode, Moodle

ABSTRACT

This research focuses on teaching methods used by three teachers of Basic English Structure. This study aims to answering the following research questions: (i) What are the methods of teachers in teaching Basic English Structure using Moodle system; (ii) How do the methods facilitate the teachers to teaching Basic English Structure using the Moodle. This study adopts qualitative research with descriptive approach. Three teachers and three students are interviewed whereas their working on online teaching is observed and then other supporting data are documented. The results of this study identifies that (1) teachers deliver material by three methods intensively (The most frequently-used method is Video Based Learning in speech delivery and Assignment Method for learning evaluation); (2) The role of the teaching methods involves ease of accessing material, long-term storage, time efficiency, and ease of presence list.

Keyword: Online Teaching, Method, Moodle

INTRODUCTION

At the end of 2019, Corona-19 pandemic spread across the world. This insisted Indonesian government on issuing regulation not to do activity at public areas such as schools, offices, etc. Mungkasa (2020, p. 127) states that government agencies, both public and private, apply the Work from Home (WFH) system. Not only restrictions on work, the government instructed to treat social distancing as an effort to widen the distance between people in order to reduce the chance of contagious disease (Pradana, et al, 2020, p. 61). The impact of this instruction contributed to people's reduction of face to face contact among them which includes teachers and students' interaction. From this phenomenon, the teacher was required to be able to determine such a more appropriate teaching method in teaching English, especially for teaching Basic English Structure course.

Since the onset of the pandemic, E-learning has been prioritized by educational institution (Dias et al., 2020). The use of online teaching system has been applied regularly even though the pandemic has been relieved. Many teachers then adopt Moodle (Modular Object-Oriented Dynamic Learning Environment) Learning Management System (LMS) as one of online teaching-learning system used due to its advantage which meet the students and teachers' need. Chung & Ackerman (2015) did research and then concluded that the use of Moodle is beneficial for students and teachers during conducting communicative teaching. In conclusion, the Moodle System is widely used

in online teaching and learning. According to Singh in Gamage, et. al (2022), “The number of Moodle users continues to increase from 78 million in 2015”.

Generally, teaching is carried out with an offline, online or blending system (mixture between online and offline). Each system certainly has both advantages and disadvantages for its users. The transition from using offline teaching to online teaching or even combining it certainly raises curiosity about its effectiveness. Moreover, the target being taught is beginners who learn English Basic Structure which requires direct practice. Even, some students may be distracted when they use online teaching. Concentration is sometimes diverted when using gadgets while studying online. However, the comparison of the three methods is not a topic to be discussed in this paper.

The use of the online system which is widespread used has received praise from the majority of teachers. Some studies have focused on the use of Moodle system in teaching such as Maulana, R.M & Lintangari A.P (2021) who did research with respect to students’ perspective towards online teaching setting. However none of research studies the teaching method of Basic English Structure via Moodle system for tertiary students. This raises curiosity about what methods are used by teachers in teaching Basic English Structure via Moodle system; and how the methods facilitate the teachers to teaching Basic English Structure within the Moodle system.

Statements Of The Problem

The problems in this study is stated, i.e. (i) What are the methods of teachers in teaching Basic English Structure using Moodle system; (ii) How do the methods facilitate the teachers to teaching Basic English Structure using the Moodle.

Objectives Of The Study

This study aims to answering what methods are used by teachers in teaching Basic English Structure via Moodle system; and how the methods facilitate them to teaching Basic English Structure via the Moodle.

RESEARCH METHOD

This study was conducted at a private tertiary school in Sumbawa regency, West Nusa Tenggara province around February to March 2021. This study adopts qualitative research with descriptive method and applies observation, interview, and documentation as instruments of the research. The observation was carried out using non-participant technique with data collection accommodated by gadgets. Then, the interview was adopted by use of a semi-structured interview technique conducted directly with 3 teachers of BES course aged ranging from 28-32 years with initials SN, SH, and FH. On the other hand, 3 tertiary students with initials B, IK, and SB aging around 20-25 years participated in this study. Finally, documentation was collected from the learning history in the Moodle application.

Data analysis in this study used Miles and Huberman technique which divided the analysis technique into data reduction, data display, and drawing conclusion. Data collection was used to select data from interview outcome in accordance with the case in this study. Next, data display was a description of the field findings obtained. At last, drawing conclusion provided the essence of findings which were successfully identified.

RESULTS AND DISCUSSION

Teaching Methods Used

Based on the theory presented by Afandi, M. et al. (2013, pp. 83-124), Savira, et al. (2018, p. 45), Robert (2013, p. 40), and Sagala (2005) , it was found that the teachers of the BES adopted 3 intensive methods including 4 roles of methods to accommodate the teaching and learning process as described as follows:

1. Video Based Learning Method

Robert (2013, p. 40) described Video-Based Learning as a learning method which uses recorded videos to facilitate the learning process. Based on the result of interviews collected from the three teachers, it was found that Mr. SN (Teacher of BES for class 1A) applied the video-based learning method as quoted below:

Excerpt 1

“I use the video method. So, students listen directly to the material being taught through video. The form is, I upload the video to YouTube and I upload the link on LMS Moodle”.

During teaching, Mr. SN first described the general description of the material he would explain in Learning Management System (LMS) Moodle. Then he provided a video link explaining it. In the video given, he used pictures and additional text to support the ease of students' understanding so that the material presented is in accordance with the audio and visual display. Carmichael, et. al, (2018) found that students who are served with teaching video material via online performs successful learning than those who are not.

In line with SN, Mr. SH (Teacher of BES for class 1B) supported his video-based learning as stated below:

Excerpt 2

"The method used in learning Basic English Structure is to use activities using video learning".

He conveyed an explanation about the video of the material at the meeting. He first delivered the material in the form of a Power Point (PPT) slides in the Moodle which students could access. The uploaded video presented the material equipped with audio explanation so that the students could focus more freely on viewing the text content of the material. On another occasion, Mr. SH gave an explanatory video in which he presented the slides of material as well as a live video explaining it.

This is in line with another finding on a study done by Khairani, et al. (2019, p. 159) that video learning media is an audio-visual media that displays images and sounds. Moreover, students show their enthusiastic when live communication exists during their teaching video material provided for them (Macaranas et al., 2013)

In the same vein, an interview with Mr. FH (Teacher of BES class 1C) showed that Video-Based learning was adopted. During the interview, Mr. FH stated that:

Excerpt 3

"If I insert a video. I mean, I put the video link into the Moodle LMS, if we check it to see the preview, they can watch it on the Moodle LMS. But because I wanted to check their attendance, I used YouTube so they could comment to indicate attendance."

Mr. FH previously described the material to be studied in an outline of the LMS Moodle page. He then provided a video link that could be accessed by the students. In the uploaded video, it was found that Mr. FH delivered material beyond classroom. Then Mr. FH combined every movement of the material with simple animations, so that the learning activity did not seem monotonous. The videos displaying some animated images and running texts as well as audios proved to be attractive for the students (Izzudin & Suharmanto, 2013).

Learning video's effectiveness should be taken into account as well during working online. Woolfitt (2015) proposes 3 criteria of effective learning videos. Firstly, video contains certain features that enhance the learning experience. Next, the video is considered effective if it is associated with learning objectives. Finally, there is a learning effect that depends on the individual (student).

On the other hand, Syaparuddin & Elihami (2020, p. 195) concluded that the learning time using video media should range from 20 to 40 minutes because it is associated with the ability of human memory and limited power to concentrate between 15 to 20 minutes. If it is too long, humans' concentration tends to be disturbed and they can experience fatigue. For the former theory, the three classes in this study are said to be not ideal for the duration is more than 6 minutes. However, all learning videos delivered by the teachers on this paper are categorized ideal when referring to the latter one.

2. Assignment Method

According to Sagala (2005, p. 219) assignment method is a way of presenting learning materials in which the teacher provides certain tasks so that the students carried out accountable learning activities. Based on the outcomes of interviews with the participants on this study, some findings could be identified as following:

Excerpt 4

"...I provide quizzes ranging from 15 to 20 questions that are presented in the form of multiple choices, true and false, and also short answers. Then students are given a deadline for collecting the assignments".

During teaching, Mr. SN provided a quiz containing about 15 to 20 questions which were presented in the form of multiple choices, true and false, and also presented in the form of short answers. The next step was that the teacher instructed the students to accomplish the quiz before due time.

Excerpt 5

"...After presenting the material, I gave space to students for quizzes. So the quiz contains questions in the form of multiple choices, and also questions in the form of true or false. So in the question students are given 4 sentences and then they determine whether the sentence is true or false. Then the charging time is given within 1 day, with 3 attempts".

On Excerpt 5, Mr. SH gave questions related to the lecture in the materials with multiple choice model and sometimes were presented in the form of true or false choices. As for the time limitation for taking up the quiz, then one day was the due time required to accomplish it. However, in the process of submitting answers, Mr. SH provided 3 times the opportunity to input the answers to tolerate relatively different network conditions. As additional information, the region where this study was conducted could undergo unstable internet signal.

Excerpt 6

"So the video material will be quizzed, if students don't watch the video then they can't answer the quiz".

On Excerpt 6, Mr. FH evaluated the students' comprehension to the materials by particular quiz after paying attention to the teaching material video provided in advance.

Based on the teachers' activities, from providing the assignment to students' accomplishment then following up the feedbacks indicated that three phases of implementing the assignment method as proposed by Djamarah & Zain in Halek, et al. (2020, p. 15) has been done, i.e. i) giving assignment phase; ii) the task implementation phase; and iii) the task accountability phase.

3. *Speech Method*

Savira, et al. (2018, p. 45) stated that speech method is an explanation and narration delivered orally by the teacher in front of the class.

During an observation in this study, from the beginning, the teacher only explained the content of the material at the meeting without any interludes for questions or practices as in the classroom. This finding supports what is concluded by Tambak (2014, p. 376) that the speech method emphasizes the provision of learning materials using oral narrative.

The Roles Of Online Teaching Methods

This study finds out some roles of teaching methods, i.e. i) ease of accessing materials; ii) long-term storage; iii) time efficiency; and iv) ease of presence list. Each role is described as follows:

1. *Ease of Accessing Materials*

Excerpt 7

"So the video that I made was uploaded to YouTube, then I entered the link from the video into the Moodle LMS. From this, students could listen directly to the explanation of the material being taught".

Excerpt 8

"We'll post the video later on YouTube or on Google Drive, and then copy the link to Moodle. And sometimes I also post the links in the Whats App group to support Moodle".

Excerpt 9

"Usually I make teaching videos, then I upload them to YouTube. Well, from YouTube, I put the link into Moodle".

From the participants' statements above, it can be inferred that it is easier for the students to access the teaching material. To support this, from an interview, one of the students uttered as follows:

Excerpt 10

"From the video that was sent, we can repeat the material, including how to pronounce it".

Excerpt 10 reveals that the learning videos provided by the teachers contribute to the students' convenience since the repetition by the playback of videos meet the teachers and students' needs (Putry, et al. (2020, p. 20)).

2. *Long Term Storage*

Excerpt 11

“Using Moodle, the material documents that we have taught are stored in a structured manner. Won't be lost. So we can reopen the material that we have uploaded for the next semester and time.”

From the excerpt 11, it can be discerned that the Moodle as one of applications used in working online, facilitates the teachers to record their works. They need not have to produce new video materials unless editing is required. This aids the teachers to clone the materials for the next semesters of teaching in the same courses. Besides, the students' works can be assessed several times so that the teacher can decipher them with easy access (Al-Qdah & Ababneh, 2017).

3. *Time Efficiency*

Excerpt 12

“First, I checked the RPS. What will you teach today, next I will prepare the material. Then, I made a video of the material, and I uploaded it on Moodle. I tell students about the material to be taught, then I send the material in the form of a PPT file followed by an explanation of video”.

During the observation, the convenience obtained by the teachers in implementing learning method using video is that after knowing what material will be taught through a syllabus, they are able to prepare and deliver the material in the video form in advance. After meeting commences, the teacher is able to send the video or material earlier in the Moodle, then informing them about the instructions. Thus, the teacher can focus on another important activity without leaving the class during the teaching learning process.

4. *Ease of Presence List*

Excerpt 13

“If they interact using applications other than LMS Moodle, then I tell them to attend there. However, if the teacher interaction is carried out using the Moodle LMS, then the attendance is directly with the quiz given. So if 10 people send assignments, then only 10 people are present”.

On the following month, an interview conducted with Mr. SH highlighted a statement as below:

Excerpt 14

“If we give quizzes in Moodle, only those who do the work are considered to be present. If those who do not work, it means that they are considered not to be present at the meeting”.

This statement was also confirmed by student IK in an interview as followings:

Excerpt 15

“To check attendance, usually take a quiz. We are given a task with a predetermined deadline. So we have to do the task before the deadline that has been determined”.

From the results of observations and interviews, the teachers not only used the Moodle in the process of enriching the material and even testing students' understanding but also applied them in another occasion, i.e. the students' attendance. Thus, with respect to the assignment activity proposed by the teacher to the students, the teachers encourage them submitting each answer to the task as listed with the attendance concurrently on the Moodle application. From this, the writers conclude that it is easier for the teachers to fill in the attendance list at each meeting.

CONCLUSION & SUGGESTIONS

Conclusion

Based on the facts above, teaching Basic English Structure using Moodle System involves 3 intensive methods in teaching which are used frequently, i.e. i) Video Based Learning Method; ii) Assignment Method; and iii) Speech Method. Furthermore, 4 roles of the online teaching methods could be identified, i.e. i) ease of accessing material; ii) long-term storage; iii) time efficiency; and iv) ease of presence list.

Suggestions

This study is expected to extend teachers and researchers' knowledge about teaching online via Moodle so that varied teaching methods can be studied further. This paper might contribute to teachers' work in the future since online teaching should not recommended only during pandemic exists. This research can develop teachers' ability and creativity in teaching English using the Moodle in online classes. For further research, identifying gender's impact would be interesting to do since some classes may be filled out by single gender class or mixed gender one.

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