

The practice of Learning Management System (LMS) in teaching speaking

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Abstract

This study aims to look over the use of the Learning Management System (LMS) in teaching speaking for the Basic English course. The subject of the research is the first-semester students of Mechatronics Engineering. This paper will apply descriptive qualitative research. The data will take from a survey of 76 students to know the practice of LMS in teaching speaking. The result shows that the speaking material that has been uploaded is useful for students to understand the topic. Moreover, the features in LMS Moodle such as downloading materials, submitting assignments, and quizzes are easy to operate so that teaching-learning through LMS can run well. The LMS also helps the teacher to be creative in designing the materials for teaching to make the students do the task better.

Keywords: LMS, Moodle, teaching Speaking, speaking materials

1. Introduction

Today, technology cannot be separated from our daily life. Smartphones, tablet, smartwatches, netbooks, and laptops are some examples of mobile devices which are always in our pockets. These devices help humans to do almost all activities in communication and work. Humans can do meeting, send email, fill in some forms, edit paper or video, voice or video calling, and more other activities can be done by mobile device. Technology also comes to education. This technology used to facilitate teacher and students in teaching and learning process. Some examples of education technology are hardware such as desktop and tablets, operating system, internet, classroom aids, courseware, blended learning, and learning management system.

Learning management system (LMS) is tools to deliver a class in variety content electronically such as attendance administration, tests, assessment, online course, and e-resources. As a software, this system can be used for creating, delivering, and measuring online learning. There are two types of LMS: open source and commercial. Open source platforms examples are Moodle, Sakai, ATutor, Claroline, MyGuru2, and MyLMS. Meanwhile, commercial LMS can be Blackboard, SuccessFactor, SumTotal, Litmos, AngleLearning, Geo Learning, CornerStone, and Connect Edu (N. M. Kasim, F. Khalid, 2016). LMS is usually designed to support the needs of all institution and all kinds of courses (Basal, 2016). It means that LMS also useful for English language course.

Learning language through LMS will be beneficial when it features hold the needs of learners. Some recommended features are corpus tools, plagiarism checker tools, dictionary tools, voice recognition and pronunciation tools, feedback tools, authoring tools: content creation tools, active content tools, or assessment tools (A. Basal, 2016). However, LMS can unite English language learners that are separated geographically and nurture the social aspects of language acquisition process.

LMS is used in Politeknik Negeri Jember (Polije) to help students and lecturer on conducting teaching learning activity during pandemic Covid-19. In English language learning, there are two courses as an obligatory for all students to pass before graduate namely: Basic English and Intermediate English. The materials of learning includes 4 language skills: reading, listening, speaking, and writing. The content of teaching material can be in form of e-books, e-journals, video, power point presentation, handout, and worksheet. All students have an access the materials of learning, doing assesment, submitting assignment, expressing their opinion, and clicking attendance. The open access LMS applied is Moodle.

Designing teaching material on speaking using online mode is challenging due to the teacher have to design presentation, worksheet, and assessment for classroom activities. This speaking skill activities require students to have activities that allow them to transfer ideas with peers, express their opinions, expand learning strategies and communication skills for fruitful negotiation (Truong, 2021). Otherwise, the necessity for e-course activities should be also its attraction and visibility, presenting the materials in forms of tables, charts, and other graphic objects, the learning outcomes, assessment criteria, instruction and guidelines, sample of assignments, and peer to peer review (Rymanova et al. 2015).

The three results of the researches show the benefit of using LMS Moodle for language learning. First, Moodle-based LMS can increase student learning activities though even online. The student learning activity can be carried out well without any pressure on the limitations of face to face time in class (Simanullang and Rajagukguk, 2020). Second, the students can demonstrate positive attitude toward the importance of learning English in vocational high school. On the other hand, the students lack of self-management to follow the learning activities (Sinaga and Pustika, 2021). Third, materials uploaded in LMS are useful to help students understand about English grammar (Safitri and Lestari, 2021). To conclude, there are advantages and disadvantages of using LMS Moodle for English language learning.

2. Literature review

a. Moddle

Moodle is an acronym for Modular Object-Oriented Dynamic Learning Environment. It is an open source LMS that is widely use around the world. It is a kind of elearning for more than 294 million registered user from 242 countries (stats.moodle.org, 2021). It is a learning management system that enables teacher to create effective, flexible, and

engaging online learning experiences (Rice, 2015). It is used by private and public educational institution from kindergarten to universities as well as by expansive distance of businesses, non profit organization, governmental bodies, and healthcare facilities for practically possible training and education program (Hollowel, 2011).

Moodle as web based LMS has three main features. Those features are general features, administrative features, and course development and management features. In general features includes: modern, easy to use interface, personalized dashboard, collaborative tools and activities, all-in-one calendar, convenient file management, simple and intuitive text editor, notification, and track progress. Next, in administrative features involves: customization site design and layout, secure authentication and mass enrollment, multilingual capability, bulk course creation and easy backup, manage user roles and permission, supports open standards, high interoperability, simple plugin management, regular security updates, and detailed reporting logs. Then, in course development and management features consists of direct learning path, encourage collaboration, embed external resources, multimedia integration, group management, marking workflow, in-line marking peer and self assessment, integrated badges, outcomes and rubrics, competency based marking, and security and privacy (Features, 2021).

b. Teaching Speaking in Online Mode

The development of technology in education brought new challenges to language learners and teachers (as in Novawan et al., 2020). They have to adapt to the language learning quality as well as modern technology. Technology in education is a tool to communicate, create, distribute, store, and manage information. Computer, internet, radio and television, and telephone categorized into this technology. It also provide flexibility on content, access, and activities on language course or beyond (Ghasemi and Hashemi, 2011). These hardware and software supply the need of teaching in online mode.

In online teaching, teachers take the role as a guide or facilitator to help students in selecting, accessing, evaluating, organizing, and storing information. The teachers also have to manage time and lesson to build up knowledge independently in virtual learning societies. Teacher is the motivator of the whole learning process and assist creative group discussion . Both teacher and students should have computer literacy such as hardware, software, and technical support needed (Ghasemi and Hashemi, 2011). In teaching language, there are three competencies that should be mastered by teachers: knowing how to teach language (language pedagogy), knowing how to teach online (online pedagogy), knowing how to use educational technologies to deliver online teaching (pedagogy for educational technology) (Russel and Murphy-Jadi, 2021).

Teaching language is different from other subjects. Students have to support with four language skills includes reading, listening, speaking, and writing. Among these language skill, reading, and writing are the most possible to be taught because of its flexibility in written form. Meanwhile, listening and speaking are the difficult one to teach due to the source of its content in the form of audio or video. Teaching speaking is teach students

to: produce the English speech sounds and sound patterns, use stress, intonation patterns, the rhythm of the English language, select appropriate words and sentence based on the context, organize their thoughts in a meaningful and logical sequence, expressing values and judgment, fluency (Bahadorvar and Omidvar, 2021).

c. Speaking Material

Designing materials with technology needs some requirements: access, costs, teaching and learning, interactivity and user-friendly lines, organizational issue, novelty, and speed. Access means how accessible is a particular technology for students. Costs mean how much should the students spend for each technology. Teaching and learning mean what kind of learning technology the students' need. Interactivity and user-friendly lines mean how easy to use it. Organizational issue means what are the organizational requirements. Novelty means how new is the technology. Speed means how quickly can courses be seated with technology (Hubackova and Semradova, 2015). Then, framework for developing materials for spoken language involves: first, conceptualizing learners needs to design instructional materials for explore context, environment skills for effective speaker. Second is identifying subject matters and communication situation. It means to set environment and what skills required. Third is identifying verbal communication strategies. It is done to support conversational strategies that must be integrated with teaching materials. Fourth is promoting verbal sources from real-life. It means implementing and modifying some resources from conversation in public places, radio, TV interview, drama, movies, or interaction with native in target language. Lastly is designing skill-acquiring activities that has essential aspects of making relevant tasks: to achieve new knowledge, to learn rules of interaction, and to experience communication of meaning (Tomlinson, 2011).

Developing material for speaking should pay attention on some aspects: the presentation of theoretical material should visually attractive, a large amount of information should be avoided (Rymanova and Baryshikov, 2015). There are three requirement to develop materials for speaking: feasibility study, content, and organization (Bao, 2013). Feasibility study means an analysis of a proposed project to determine whether it is feasible should go ahead. In content, need analysis, presentation, and evaluation are needed. Need analysis aimed at the goal content of a course. In teachers' presentation in the classroom, it is asked whether the handout is effective, and appropriate or not. Evaluation is done by the expert judgement (Bao, 2013).

3. Method

This study occupied qualitative. The researcher investigate the practice of LMS to teach speaking in English. This study was conducted for two months from September to October 2021. It involved 76 students of Basic English class from Mechatronic Engineering study program. The instrument used to collect data was questionnaire that is spread out with google form. The number of close questions was 10 to get the information about the use of LMS in learning speaking such as the material given, the accessibility of

LMS, and the usage of LMS for students. The result in the form of qualitative data were analyzed descriptively.

4. Findings and discussion

The questionnaire consisted of 10 questions with four degrees: strongly agree, agree, disagree, and strongly disagree to know the content and the use of LMS in teaching speaking. There were two parts of questions in questionnaire: (1) the content of the speaking materials includes objectives, instruction, content, assessment, lay out, and learning method, (2) the use of LMS Moodle in language learning.

The first statement was about the appropriateness of speaking material and learning objective. It can be seen that 59.7% students agree, then 40.3% strongly disagree to the statement (Figure 1). It means that most of the students feel that the speaking material was suitable to their need. It is supported by the expert that say: the third principle of good material for online language learning is content appropriateness which means that materials easy to understand and meet the needs of students (Yuniarti, 2016).

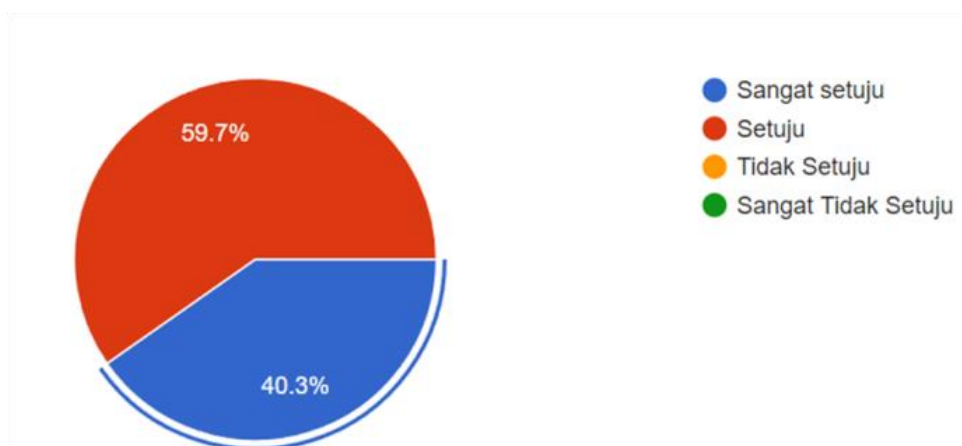


Figure 1. The first statement result

The second question was about the material of speaking provide clear instruction. There was 68.4% students agree, 27.6% students strongly agree, 4% students disagree with the statement (Figure 2). It can be seen that mostly students think that the instruction in speaking material was clear enough to understand. It is inline with the experts' say that framework for developing materials for spoken language is conceptualizing students need that instructional materials for explore content, environment, skills for effective speaker (Tomlinson, 2011).

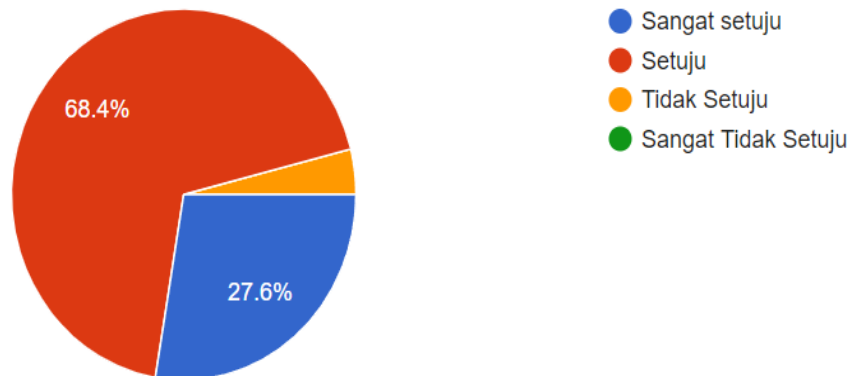


Figure 2. The second statement result

The third statement about the tasks in speaking material was given students chances to communicate individually or in group. The result showed that 59.7% students agree to the statement, 39 %students strongly disagree, and 1.3 % disagree (Figure 3). The expert also said that the first principle of good material for online language learning is interactivity to give students' chance to use the language actively and get instant feedback (Yuniarti, 2016). The other expert says that creating good social environment both in online forums and in the classroom where the students feel free and safe to use language pleasantly, creatively, humorously, is an important part of making the content suitable (Ratnawati, 2018).

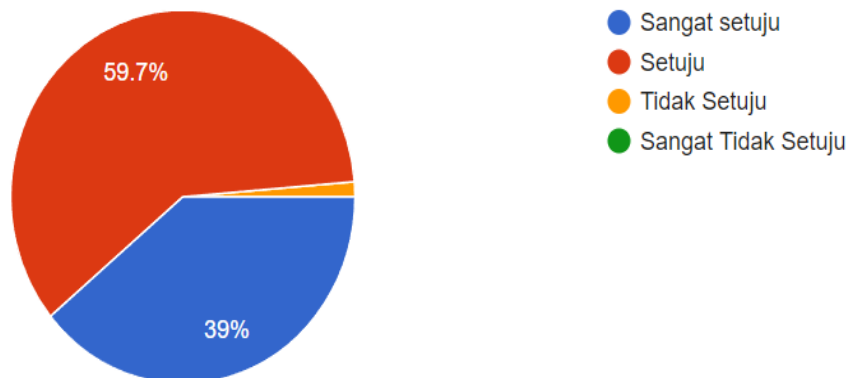


Figure 3. The third statement result

The fourth statement about the learning media used was power point presentation, video, and pictures. The result showed that 58.4 % students agree, 40.3% strongly agree, and 1.3 % disagree to the statement (Figure 4). The expert that support this statement said that teachers can combine the description of a photo, information concerning the change of the room for the next lesson, a brief appreciation of a research book, an apology from not attending meeting, supplemented by audio recording (Broadway, 2012). Another expert also said that framework for developing materials for spoken language includes

promoting verbal sources from real-life. It can be implementing and modifying some sources from conversation in public places, radio, TV interview, drama, movies, or interaction with native in target language (Tomlinson, 2011).

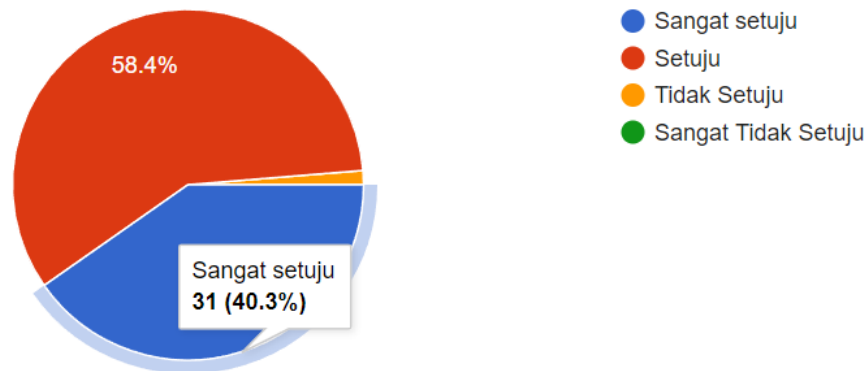


Figure 4. The result from the fourth statement

The fifth statement was the attractiveness of lay out on speaking material. The result showed that 59.7 % students agree, 39 % strongly disagree, and 1.3 % disagree (Figure 5). It means that there were some students felt that the lay out of the material was not interesting. The expert said that the evaluating materials for speaking involves content-based & effective support which means that do content consists visuals, and cultural sensibilities (Tomlinson, 2011).

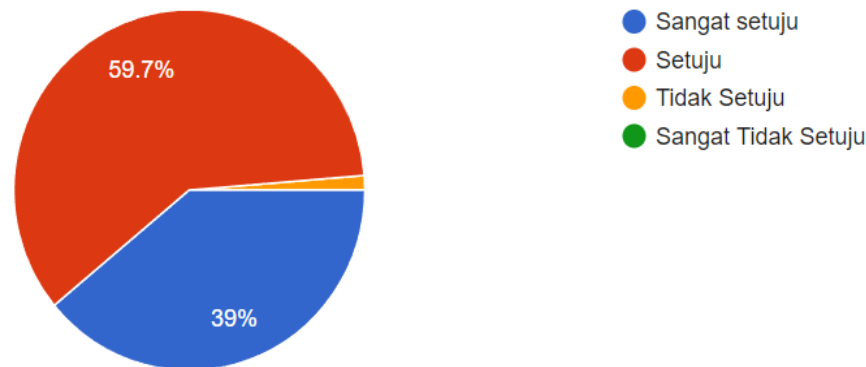


Figure 5. The result of Fifth statement

The sixth statement about the content of speaking material was easy to understand. The students gave their answer with 72.7% agree, 23.4 % strongly disagree, and 3.9 % disagree (Figure 6). This statement inline with the experts' say that in designing materials with technology should consider interactivity and user-friend lines which means how easy to use it (Hubackova and Semradova, 2015).

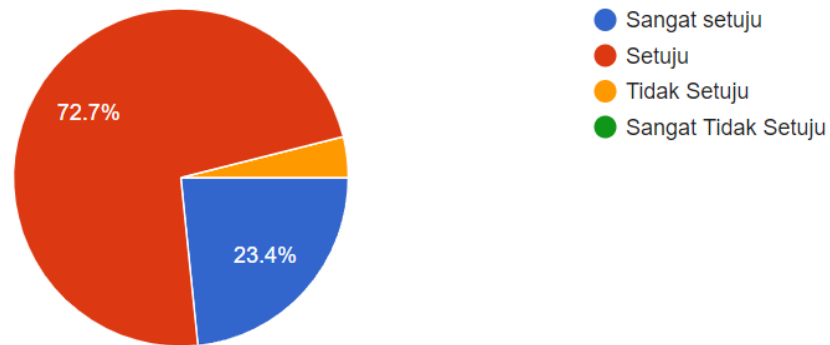


Figure 6. The result form the sixth statement.

The seventh statement was the diversity of method of learning. The result showed that 61 % students agree, 36.4 % strongly agree, and 3.6 % students disagree (Figure 7). The expert support this statement with evaluating materials for speaking contain diversity and flexibility on the use of more than one learning style, proficiency, maturity and interest, activities of speaking (Tomlinson, 2011).

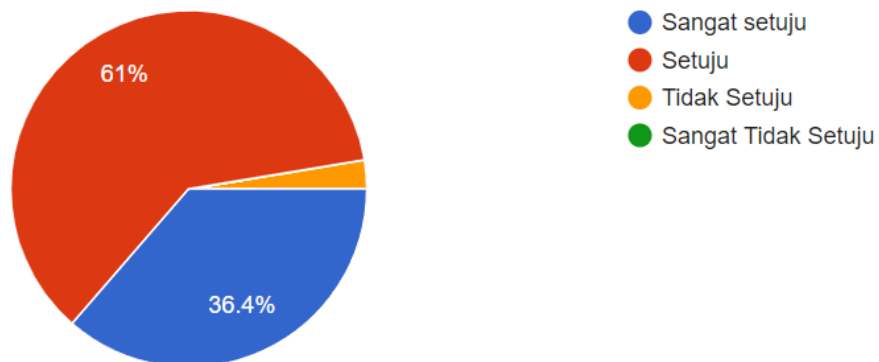


Figure 7. The result of the seventh statement

From the eighth statement about Moodle features, the result appeared that 68.8% students agree, 27.3 % strongly agree, 2.6 disagree, and 1.3 % strongly disagree to the statement (Figure 8). It means that there were some students felt that using the features of LMS Moodle was hard to do. The expert said that the use of Moodle blended learning model in Elementary School Teacher education students is effective and can be used as a network-based learning solution or online (Rachmatullah et al., 2020). Moodle is generally used for delivering course content, course progression plan, grading, creating activities, collecting course feedback, & communicating with course participant. Among those features such assignment, feedback, quiz, & workshop modules are considered very essential & heavily used (Deepak, 2017).

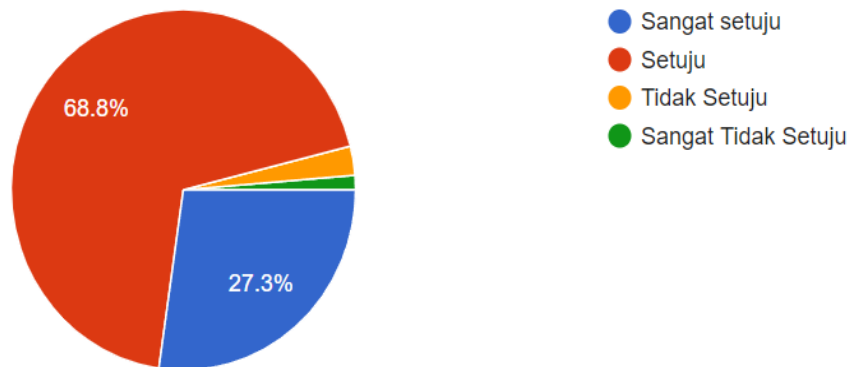


Figure 8. The result from the eighth statement

From the ninth statement about the user-friendliness of Moodle, the result shows that 68.8 % students agree, 24.7 % students strongly disagree, and 6.5 % students disagree to the statement (Figure 9). Most of students able to use LMS Moodle easily and some other had difficulties on using Moodle features. The characteristics of Moodle platform are user-friendliness, accessibility, and flexibility (Kasim and Khalid, 2016).

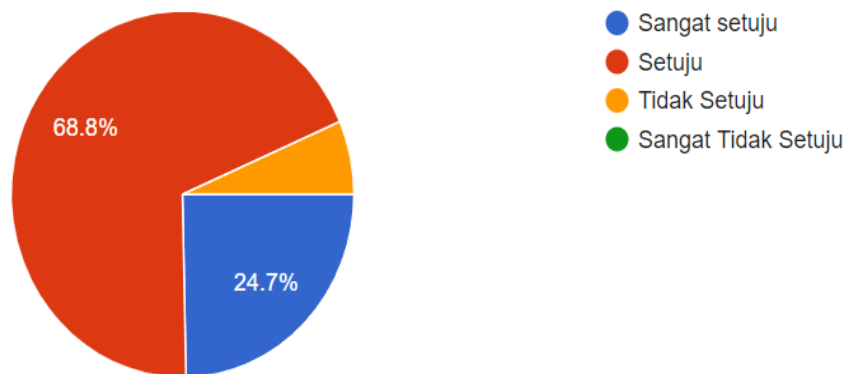


Figure 9. The result of the ninth statement

The tenth statement was about the use of LMS to help students in online learning. The result shows that 63.6% students agree, 33.8% students strongly disagree, 1.3% students disagree, and 1.3 % students strongly disagree to the statement. The Moodle-based LMS can increase students learning activity can be carried out well without any constraints on the limitationa of face to face time in class (Simanullang and Rajagukguk, 2020).

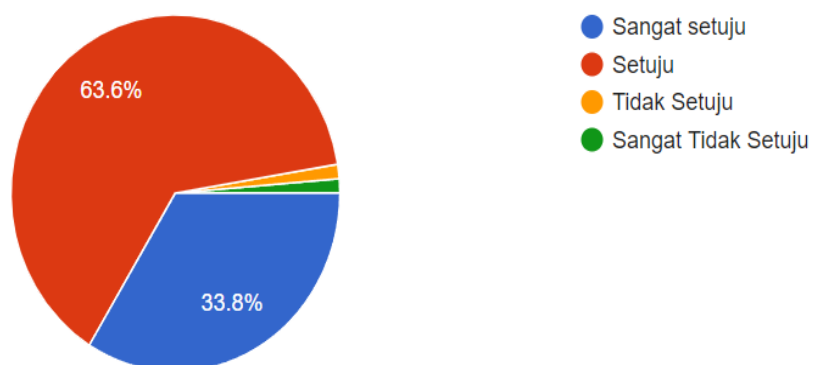


Figure 10. The result of the tenth statement

Nevertheless, in spite of the good characteristics of Moodle such as user- friend lines, accessibility, and flexibility, this type of LMS is not fulfill specific needs of courses especially English language learning. There are some recommendations features for language learning: Corpus Tools, Plagiarism Checker Tools, Dictionary Tools, Voice Recognition and Pronunciation Tools, Feedback Tools, Authoring-Content Creation Tools, Active Content Tools, and Assessment (Basal, 2016). Next problem was some students still have difficulties on using the features and time management due to the limited time of doing and submitting the tasks. They also can't interact with friends to have discussion, do assignment together and ask the problem to the teacher like face to face classroom. The important thing in online learning was internet connection, students and teacher sometime face this problem so that it will slow down the quality of learning. Lastly, the teacher should able to create presentation, tasks, and assessment of the course interactively to engage the students learning activity.

5. Conclusion

From the result of questionnaire, it shows that the speaking materials in LMS Moodle were useful for students. The students mostly agreed to the speaking material appropriateness to the objectives, instruction, content, assessment, and learning method. They confirmed that it was flexible to use both content and accessibility. Then, the features of LMS were easy to understand such as delivering course content, course progression plan, grading, creating activities, collecting course feedback, and communicating with course participant. Those features was beneficial for online learning especially speaking skill activities. Furthermore, some students still have problem with understanding and using Moodle features. Some other also said that Moodle didn't help them much on online learning. As also found in Novawan et al. (2019), technology could hinder the students from learning effectively, therefore, some needed more time to adapt to using it.

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