Improving Language Feature Understanding of Story on Video Through Developing Moodle-Based E-Learning

by Nur Antoni

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Abstract. In this pandemic situation, English learning mostly has been done online. Hence it's tutor job to be creative. Moodle based e learning hoped give solution.This study has purpose to: (1) produce an appropriate Moodle-based English e-learning product in improving language features of story understanding at Jovelin Course (2) find out how effective Moodle-based e-learning is on language features of story understanding at Jovelin Course. This research uses Research & Development. Data collection instruments are interviews, questionnaires, and tests. The following is the study's findings. (1) An online Learning Management System (LMS) based on the Moodle application software version 3.1 was used to produce the e-learning offering. (2) Based on media expert validation with a score of 3.68 with "good" criteria, material expert validation with an average score of 4.29 with "very good" criteria, and user responses with a score of 4.28 with "very good" criteria, Moodle-based e-learning products were declared eligible as learning media. (3) The use of e-learning improved the learning results of Intermediate Level Jovelin Course Brebes students. The rise in learning outcomes, as measured by the percentage of pretest and postest, demonstrates the efficiency of the product for learning English in the capacity of recognizing linguistic aspects of tale on video. Keywords: e-learning, Moodle Based, language features of English.

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INTRODUCTION

Learning English in schools was not successful. It because there were not many variations of methods, strategies and learning techniques or students did not have adequate motivation, strategies and learning styles. In fact, many school students felt the need to learn English in courses outside of school (Setyadi, 2015). This clearly implied how learning English in schools was still considered not to meet what was expected, less effective and did not guarantee that students were able to speak English well, especially scrutinizing and speaking skills (Kohnke Lucas: 2020). There are still many students who find it difficult to express their ideas using English language features, as stated by Iskandarwassid & Sunendar (2015) that the difficulties that occur can come from individuals such as word order of language and the frequent use of regional languages. Word order in English which is different from Indonesian is indeed a difficulty for students, especially if students use regional languages in their daily lives, this certainly adds to the difficulty in understanding foreign languages (Randic, N. A., & Bobanovic, M. K.: 2008). The next difficulty comes from learning English, according to Hart & King (2007) analyzing the factors that influence these difficulties into the following: (a) teaching techniques which then determine student interest, creativity and

learning outcomes (b) tutor English competence. For this reason, the competence and innovation of a tutor is expected to be able to overcome difficulties in learning, with the rapid development of technology tutors have various alternatives in learning to achieve maximum learning outcomes.

In addition to these problems, there are several more specific problems such as what happened at the Jovelin Course Brebes. Jovelin Course Brebes is an English language course based on Applied practice. From the results of observations at the Jovelin Course Brebes, it was found that there were several difficulties and obstacles in learning English, especially in mastering the competence of scrutinizing skills which were still lacking by students. This can be seen from the results of the Intermediate level English exam and from the results of the needs analysis where out of the four competencies of English speaking and scrutinizing skills, it is difficult to master. The difficulty is in capturing the meaning and information of the scrutinizing material that is heard. Meanwhile, speaking and scrutinizing competencies are skills that must be mastered in order to support communication in English in the world of work later (Van Oostveen at all: 2019). In addition, the lack of literary lessons and the large number of English language materials are a problem in the learning process, so it is necessary to use independent learning media to support learning so

that students can continue to hone their English skills both in school and outside school (Bermudez C.M.: 2016).. In addition, mastery of English skills, especially in the aspect of receptive skills, namely speaking and scrutinizing is important to practice; This competency requires creativity and supporting facilities such as language laboratories, digital recorders, headsets, CD, television, information and communication technology Zamorshchikova L. (2011). Kohnke's research results show that Hong Kong university students have a strong motivation for acquiring an L2 vocabulary. Participants also indicated a preference for mobile applications using gamified features. The study highlights directions for future research into apps for English language learning (Kohnke, 2020).

The internet's arrival in education has given rise to fresh hope. E-learning is the use of electronic technologies to produce learning experiences (Chen, Y.: 2013). According to Horton this concept, e-learning is designed to make learning more open in numerous ways, such as formulating, organizing, and generating a more free learning experience (Horton, 2001). Electronic learning also attempts to facilitate the success of learning, which is comprised of a combination of educational content, interaction, and communication elements (vanOostveen et al., 2019).

This goal can be achieved well if implementing a Learning Management System, one of which is Modular Object-Oriented Dynamic Learning (Moodle). Moodle is the name of a software package that can convert a learning medium into a web form (Foster, 2008). Moodle is a complex platform for designing and managing courses, assessing student attendance and performance, organizing quizzes and assignments, and conducting surveys, as detailed by Alessi & Trollip (2001)

Based on this context, the problem formulation for this research and development is (1) to create an appropriate Moodle-based English e-learning product for improving scrutinizing skills in learning English for Jovelin Course Brebes, and (2) to determine the effectiveness of Moodle-based e-learning for scrutinizing English learning skills for Intermediate level students

METHODS

This study employs a research and development technique known as Research and Development (R & D). This research and development project intends to create English e-learning products that will aid in the comprehension of language elements in video stories.

The researcher's development model is based on the Alessi and Trollip learning multimedia develop- ment methodology. It consists of three basic phases in general: planning, design, and development (Moleong, 2016).

From February 4, 2021 until June 8, 2021, this study was carried out. Jovelin Course Brebes was used for the study. Intermediate Class students for the academic year 2020/2021 semester 1 were the responders for this research and development. The total number of pupils that responded was 32. The beta test was conducted on six students, with two students representing the high level, two students representing the medium level, and two students representing the low level. The level was determined based on activities seen in class and learning results from the previous semester. Meanwhile, the upgrading test was carried out on 31 Intermediate Class students.

This research was conducted from February 4, 2021 through June 8, 2021. The investigation was conducted using Jovelin Course Brebes. The re- sponders for this research and development were Intermediate Class students in semester 1 of the school year 2020/2021. There were 32 students who responded in total. Six students participated in the beta test, two of whom represented the high level, two of whom represented the medium level, and two of whom represented the low level. The level was decided based on classroom activities and previous semester's learning results.

Qualitative and quantitative data were employed in this research and development. Qualitative data gathered during the pre-survey, including needs analysis and interviews, as well as the findings of the initial experiment (Hart & King, 2007). Quantitative data from media and material experts' validations, as well as student learning motivation questionnaires, were examined descriptively on a scale of 5 points. In addition, quantifiable data was derived from the pretest and posttest outcomes.

These figures are used to assess the feasibility and efficacy of e-learning solutions designed for the English language learning process (Khan & Arabia, 2016).

Interviews, questionnaires, and learning outcome exams were employed in this research. To conduct a requirements analysis, interviews are employed at the start of the pre-survey. Questionnaires are used to determine user reactions and assess the validity of media experts and resources. For the pretest and post-test, learning outcomes tests were used. The instrument validator verifies all instruments (Jacobsen, D. M: 1998). Meanwhile, material experts confirmed the learning outcomes test.

Table 1. Quantitative Data Conversion to Qualitative by Scale Five

	Interval	Category
1	5 > 4,22	Very good
2	4,21-3,41	Good
3	3,40-2,61	Enaugh
4	2,60-1,79	Bad
5	< 1,79	Worst

The qualitative data, in the form of ideas and input from media experts, material experts, and students in the beta test, was then collected and concluded in order to improve the quality of the generated prod- ucts. Quantitative data in the form of questionnaire scores from media experts, material experts, and stu- dents were obtained from questionnaires using a Lik- ert scale that was converted to a scale of 5, namely very good, good, sufficient, not good, and bed, and then converted into scores on a scale of 5 using the following reference criteria.

RESULTS AND DISCUSSION

The result of this research and development is e-learning for learning language features of English. The initial appearance of e-learning is presented in Figure 1.

Figure 1. The initial appearance of e-learning is presented

Moodle version 3 is the Learning Management System (LMS) that was utilized in the development. In comparison to other e-learning, the advantages of e-learning products are on the activity side in the form of quizzes and assignments, on the quiz side, and students' duties directly develop their language abilities such as scrutinizing and speaking. The students' task in the examining activity is to listen to the audio while filling in the blanks in the text. In terms of speaking activities, pupils are required to record

their voices in response to audio material and mes- sages. The activities are depicted in Figures 2 and 3 respectively.
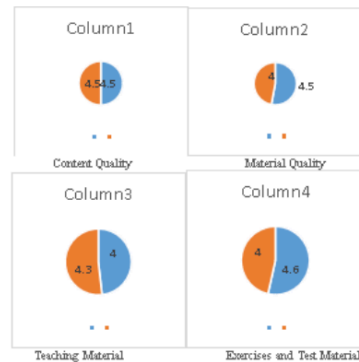

Figure 2. Students learning activities

Figure 3. Speaking learning activities are depicted

Figure 4. Listening learning activities are depicted

The four criteria of Moodle-based e-learning qual- ity in examining English learning are included in the "Very good" category with a mean score of 4.34, according to data analysis and the proportion of mate- rial expert assessment results. Then, before moving
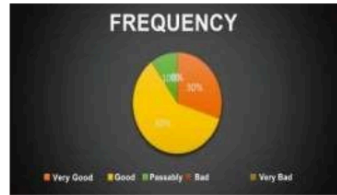
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on to the next stage of development, conduct media validation to determine the practicality of the developed media. Both media specialists were given a tool to evaluate the media's overall quality. There are just five aspects to media validation. The first is the aspect of the scope of learning, the second is the inter- face, the third is pedagogy, the fourth is additional information and the fifth is invisible features. The results of media expert validation are as shown in Figure 5.

Figure 5. The results of media expert validation

After the product has been developed, it is then validated by 2 material experts and 2 media experts.The goal of the material expert validation procedure is to assess the material's validity and feasibility in e-learning. The material offered in e-learning is intended to capture the song's meaning and content. Material experts verify four criteria in general: the applicability of the material, the convenience of delivering content, the quality of the material content, and the quality of exercises and examinations. Based on data analysis and the proportion of material expert assessment findings, it is known that the quality of Moodle-based e-learning for English learning examining competency for Jovelin Course falls into the "Good" category, with an average score of 3.68.

Furthermore, six students were tested during the beta stage, and they were divided into three ability levels: two with high level abilities, two with medium level abilities, and two with low level powers. Clarity of instructions for using e-learning, clarity of learning objectives, clarity of material description, readability

of text or writing, audio clarity, giving examples, providing exercises, giving evaluations, clarity of instructions for using e-learning, clarity of instructions for using e-learning, clarity of instructions for using e-learning, clarity of instructions for using e-learning, clarity of instructions for using e-learning, clarity of instructions for using e-learning, clarity of instructions for using e-learning, clarity of Based on the analyses' findings, a 4.30 average was obtained, placing it in the "very good" category.

Figure 6. Frequency of students scores

The upgrading test was given to 31 students in Intermediate Class. The pretest and posttest are used to improve the evaluation. The data from the pretest and posttest were then compared to see if the difference in learning outcomes between the pretest and posttest before and after utilizing the designed program was significant. Table 2 contains the table data for comparing the pretest and posttest outcomes.

Table 2. Result Comparison *Pretest* and *Posttest*

Variable	Pretest	Posttest
Lowest Mark	72,5	92,5
Highest Mark	90	100
Avarage	78,94	96,13
Gain	17,19	

Based on the examination of pretest and posttest data, Intermediate Class Jovelin Course students who participated in the Moodle-based e-learning trial saw a 17.19 percent increase in learning outcomes. Figure 7 shows the findings of the upgrading evaluation.

Figure 7. Shows the findings of the upgrading evaluation

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CONCLUSION

Evidently, so far, it is believed that understanding stories in learning English through offline learning in schools can be effective, it can no longer be maintained. Understanding of English stories can be realized through the Moodle application software version 3.1 by e-learning in a language course. It is shown that the validation of media experts with a score of 3.68 with the criteria of "good", material expert validation with an average score of 4.29 with the criteria of "Very good", and user responses with a score of 4.28 with the criteria of "Very good" . Therefore, the use of e-learning can improve student learning outcomes. The limitation of the research is the limitation on one educational institution. For this reason, further research is needed in a wider location.

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