CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

In the learning process, teaching strategy is essential to help the learners understand the material better. Teaching strategy can be referred to as the generalized plan for a lesson, which can include structure, instructional objectives, and planned tactics (Dyaksa, Mwartawan, & Saputra 2018). It is believed that the teaching strategies, which is the strategy of the teacher to conduct the learning process, can give the learners proper stimulus and increase the learners' responses (Dyaksa, Mwartawan, & Saputra, 2018). The media, however, can also be used as a teaching strategy, for example, media learning or technology. It is because the learners need suitable media to maximize their capability. The capability which helps them improve in the future and the externalities that keep tracking their learning progress. (Audet,, Doty, Shamasdin & Schoenbaum, 2012). It is also essential to ensure they keep learning in the easiest way possible but still feel the effects of it. According to Bryant and Hal (2020)l, the correlation between the learners and technology has dramatically impacted learners' development.

From the beginning of technology development, it has been beneficial. In the current pandemic and the situation where it does not exist, people still need to habituate themselves to learn, especially a foreign language. Experiences are significant in developing the capability of a student for learning purposes (Kember, Ho & Hong, 2012). Hence, it is now believed that students can develop better when learning foreign languages when they learn using the help of technology. According to Ayu (2020), unfortunately, several students had issues with the online learning environment. They said that online learning did not assist

them in better comprehending learning content since the learning environment in online lectures did not complement the learning environment. As a result, teaching and learning activities may be carried out more remotely and digitally.

The researcher believes that the teacher can teach a foreign language easier by using the help of technology. Nowadays, people are required to learn foreign languages, especially English, to compete and communicate with other people worldwide. It then affected the learning of English as a foreign language, usually known as English as a Foreign Language (EFL). Ayu & Pratiwi (2021) stated that teachers found that incorporating online learning into their virtual classroom was quite beneficial. Furthermore, e-learning adoption saves them much time. Teachers can spend time on something other than duplicating and distributing information to students. All of the content may be simply acknowledged with only one click. The term occurs due to the vital community in the globalized world that raises the issue of second language learning and teaching (Mansfield & Poppi, 2012). Seeing the rapid development of the learning of EFL, many technologies are developed to help the teacher and student conduct an efficient and effective teaching-learning process.

McFadden (2019) agreed that technology has changed how students learn the language (McFadden, 2019). Many technologies or applications appear to help students learn efficiently. Additionally, more technologies have been developed during the pandemic of Covid-19 that requires students to learn from home or learning by using online tools. Aminatun & Oktaviani (2019) believe that the best way to deliver subject learning is through an online application. Numerous learning applications available on the internet can assist both teachers and students in the teaching and learning process. Learning any subject, including English, becomes much simpler with a learning application, as this research's major

topic of discussion. The situation also urges the teaching to emerge a new teaching strategy for online learning. Hence, the strategy that can be used for effective online learning is using discussion forums that can make the learners learn better and engage with the teacher through online tools (Navarro & McGrath, 2022). According to Oktaviani & Sari (2021), technology-based online learning platforms have supported and assisted Indonesian students in completing their online learning courses in the face of the new coronavirus. In this research, the researcher focuses on the experience that the students get during online learning using technology. According to Sinaga and Pustika (2021), from the student's standpoint, there are numerous ways to execute the application of online learning, and it impacts their attitude. Students' perspectives and problem-solving demonstrate the negative and positive aspects of their attitudes toward this new learning method. This virtual learning was aided by digital technologies that allowed students to quickly access materials from any location and at any time. Ruang Guru, Kahoot!Google Classroom, and Learning Management Systems (LMS) like Moodle and Socrative are the most often used digital education technologies in online learning. Hence, to avoid broader discussion, in this research, the researcher limits the discussion by choosing one of the applications that is believed able to help students' learning. The application that is chosen is Moodle.

Moodle applications come as the solution for learners to learn. The strengths of Moodle are many, such as easy access, a good system, and design. The easy access lies in how easy it is for people to search for the link. It does not need many requirements to get into Moodle. Based on the research,it would help if we could gain many benefits from the application. (Samadi, Kollar & Veloso, 2012) For the student, they only need to put in the student number and password. Accessibility through the classes is also being provided. Moreover, Moodle can be connected to other websites like SPADA. According to Mandasari and Oktaviani

(2018), effective learners employ more methods to achieve learning efficacy than those with fewer strategies. Learners' active and self-directed engagement is reflected in their language learning practices. Learners may use these cognitive goals and skills to help them understand, recall, and store new knowledge. Students can self-learn by utilizing an application such as Moodle, which gives easier access. Move to the next one talking about the system. It allows the teacher or lecturer to set the time for the submission. It also provides many choices, such as a forum, assignments, etc. Moodle gives the alarm. It is suitable for the most important thing: to make the subject/material as attractive as possible. The design is also interactive for the choices with the orange domination. Another benefit of Moodle is that it is free and flexible to use wherever (Kurniawan, 2020). Moreover, Yuliansah & Sari (2021) stated that online learning might also be characterized as taking classes online rather than in a traditional classroom. It may be used to improve the efficiency and adaptability of learning. Learning the material may be accessible at any time and from any location through online learning, in addition to content that can be augmented with other learning resources such as multimedia that can be accessed rapidly in an open, flexible, and dispersed learning environment. Moodle is a platform that is designed for educational purposes. It would be better if the learners access the focus to learn with Moodle. Other platforms could be great for finding the information, but if they want to focus on improving, they need to choose Moodle. (Hwang, Wu, Tseng & Huang, 2011). However, all of that great benefit is also being questioned. There is still much improvement for Moodle to give the best experience for the learners. Moodle often crashes and cannot connect to another platform like Spada. Sometimes, the notification does not get to the user for the task. Moreover, the server is often down, creating bad experiences for the learners.

Therefore, this study focuses on the experiences reported by EFL students when using Moodle to help them learn. The experience of the EFL students then can show whether or not Moodle is a good and effective learning tool. Moreover, the challenges and obstacles that the EFL students found when using Moodle are also revealed through this research. Sari (2016) stated that internet-based information in the application encourages students to think creatively. It is much more successful because it has better and easier-to-find information about the materials. Moreover, Sari and Wahyudin (2019) stated that, because of the advancement of technology in the education industry, foreign language learners, particularly in Indonesia, have experienced the significance of the teaching and learning process inside the classroom. Most people who study a foreign language today do most of their learning online or through a mix of online and offline learning.

The researcher chose one of Lampung's schools as the subject of the study in order to observe students' experiences with Moodle. The school that is chosen is SMA Muhammadiyah, Gadingrejo, and Lampung. The school was chosen because it used the 2013 curriculum and had already implemented Moodle. Many schools used other tools, such as WhatsApp and YouTube, to conduct online learning, while SMA Muhammadiyah Gadingrejo, a private senior high school, uses Moodle. Hence, SMA Muhammadiyah Gadingrejo is used as the object of this research.

In conclusion, although Moodle makes it easy for EFL learners to learn about English courses, it still needs much research about its use, especially in education. There are also several strengths and weaknesses within Moodle that need to be broken down one by one. Several risks can happen in order to gain more effectiveness in the process of learning with Moodle. On the other hand, it can be the teacher's and the future researcher's responsibility

to know and implement this effectiveness to ensure the success of each EFL learner. The education system needs to be ready to accept Moodle to use it successfully.

1.2 Research Questions

The research questions are made to question the area of research in order to gain a clearer goal of the objectives. There are several research questions:

1. What kind of EFL learning experiences are faced by Eleventh Grade Students through Moodle at SMA Muhammadiyah Gadingrejo?
2. What are the challenges and solutions in learning through the Moodle of eleventh-grade students at SMA Muhammadiyah Gadingrejo?

1.3 Research Objectives

The goal of research is to find an answer. Therefore, the research objectives are as follows:

1. To describe the EFL learning experiences of Eleventh Grade Students through Moodle at SMA Muhammadiyah Gadingrejo.
2. To describe challenges and solutions in learning through the Moodle of eleventh-grade students at SMA Muhammadiyah Gadingrejo

1.4 Uses of the Study

The purpose of this study is to analyze the EFL student experience in using the Moodle application. Moreover, this study also finds a possible solution for any problems through Moodle. Moodle is an application that is very easy to use with many benefits. This is why it becomes essential to enhance the experiences for the EFL student through Moodle itself.

1. **Theoretically**

To complete the study, research and findings are used. It is divided into two sections: the EFL learners' theory and the correlation with Moodle itself.

2. **Practically**

The usefulness and effectiveness of this study can be defined at the end of it. There will be three users of this study in the future:

a) **Teacher**

For the teacher, it can make it easier to understand the best way for students to understand and perceive the material. They can make the most of Moodle to reach the goal of education, which is to find the best way to give students the information they need.

b) **Student**

Students need help understanding the material given. This research allows them to better understand and improve their study skills. Furthermore, they understand that Moodle is the most convenient access for them.

c) **Researcher**

This study can help the researcher in the future understand more about the problem that is being brought up here. Moreover, they can use this as a bridge between education and technology to develop better applications or other things to help the education field.

1.5 Scope of the Study

The leading scope for this study is the eleventh-grade students from SMA Muhammadiyah Gadingrejo. The reason why the researcher chose them as the sample is that they are EFL learners. Second, they have experience using Moodle applications to help people learn English as a foreign language (EFL). This helps them get more exposure as they learn. Therefore, it focuses on their perspective and thoughts on real events, their experience, and the benefits and challenges of using Moodle.