

CHAPTER TWO

LITERATURE REVIEW

2.1. Previous Studies

In the literature review, discuss several previous studies that have been conducted by others. The studies should be correlated with the study on the topic of learning experiences. Moreover, with the current situation of EFL students attending online learning platforms for the EFL students.

The first previous study was by Maulana & Lintang Sari (2021) who studied the use of Moodle to help people to learn English. In the study "The Use of Moodle in English Language Learning During the Pandemic: The Students' Voice," they looked at how the students felt about using Moodle as the main way to teach and learn during the pandemic. According to Pustika (2020), Even if the implementation of e-learning in Indonesia is a pretty new thing. The development of technology and facilities in Indonesia is not equal as Indonesia is such a vast country. However, teachers in Indonesia have to adapt to this situation fast. They have to master various applications and platforms that support their e-learning with their students. To reveal the voice of the students towards the use of Moodle, the researchers used one hundred Indonesian EFL learners as participants in the survey. To conduct the research, the researchers of that research used a quantitative research method that emphasized the phenomena of the objective.

That research revealed that using Virtual Learning Management (VLM), such as Moodle, is indispensable and very practical, especially in COVID-19. Students also agreed that they get positive impacts from the use of Moodle. in language learning. Therefore, the researcher of

this research believes that the research by Maulana & Linggasari is significant since it discussed the use of Moodle

The second is by Christanti (2018), who studied the use of an application to improve the skill of students in language learning. In the research entitled *The Use of Quizlet as a Learning Medium to Improve English Vocabulary Mastery for Eleventh Grade in SMAN 4 Yogyakarta*, Christanti analyzed the use of an application named Quizlet in improving the skill of the students, especially vocabulary mastery. The researcher of that research used observation, tests, and questionnaires to collect the research data.

The descriptive qualitative method is also used by Christanti to state and provide the data. The finding of research found that Quizlet is the application that is relevant and effective in the language learning of EFL. Hence, the research by Christanti is used because the objective is similar with this research, which both discussed the use of application in the learning of EFL.

The third is by Samadi, Kollar, & Veloso (2012), who studied interactive learning using the web. The research was conducted in 2012 with the title *Using the Web to Learn to Find Objects Interactively*. In that research, the researchers focused on the development of the students when they use the web as a learning tool. That research aimed to explain the capability of a robot to search the web to infer the probability of an object. The experiment is done by the researchers to see the robot's ability, called *Object Eval*, to find and deliver an object. The result of that research found that interactive learning using technology is effective and beneficial, especially for the learning of EFL. Samadi, Kollar, & Veloso agreed that interactive learning using technology might interact with the students even more. Therefore,

that research is used as additional insight for the researcher of this current research about how effective technology is in the learning process.

The fourth previous study was by Almurashi (2016), who studied the platform that can help students a lot in their development. The study is written in an article entitled *The Effective Use of YouTube Videos for Teaching the English Language in Classrooms as Supplementary Material at Taibah University in Alula*. That study focused on YouTube, which can be considered as one of the online materials that can be integrated into English lessons. She wanted to see how YouTube videos can develop communication between students by providing them with authentic situations and conversations. The interview and online survey method was conducted to see EFL students' perspective towards YouTube as a learning tool. The findings of that research found that using YouTube in teaching EFL plays a leading role, which can help the EFL students understand the lessons better. The researcher of this current research believes that the research by Almurashi is significant as guidance on how to reveal the perspectives of EFL students towards the use of technology in EFL learning.

The last previous study is from Hwan (2011), entitled *Development of a Ubiquitous Learning Platform Based on a Real-Time Help-Seeking Mechanism*. In that study, the researcher focused on the platform that is seen as the best platform for the students to help them improve in the learning process. Using library research, qualitative descriptive, and experimental methods, the researchers of that research examined the best way of learning for the students. The research found that ubiquitous learning is seen as the best way of learning, where students are situated in a real-world learning environment supported by technology and the digital world. They believed that the use of technology made students learn better.

So, this research uses that research because it also talks about how technology can be used to help people learn.

Additionally, the real-time mechanism is also in line with the concept of Moodle itself. All the previous studies are used by the researcher of this current research considering the relevance of the topic between the study and this current research. The previous studies have a similar purpose to this research, which is to examine the use of technology, such as YouTube and the Web, in the learning process. However, none of the previous studies above discussed the use of Moodle in online courses conducted in EFL high school students during the pandemic. Considering that, the current researcher conducting this research used those previous studies as guidance.

2.2.1. Theoretical Framework

Besides previous studies, this research used several theories to help the researcher conduct the analysis. The theories used are those that are related to the topic of this research. The theories aim to help the researcher understand the topic better to then conduct a well-arranged analysis. The theoretical framework of this research is further explained below.

2.2.1 EFL Online Learning

This research focuses on discussing the experience of EFL students. The theory and understanding of learning experience is used as the first theory. The theory aims to understand the definition of experience that can be categorized as the students' experience when learning or called the learning experience. Learning itself can be defined as a permanent change in behavior as a result of experience, and the behavior includes both the external and internal actions of the student. In other words, the learners may change their behavior and attitude due to the experience they got in the learning process.

Further, the concept of the learning experience is explained by Kolb (2014) and refers to the term experiential learning theory. Experiential learning theory is defined as the fundamental theory that sees the learning process as deeper. It means that the process of achieving a learning experience is not focused on the result. Instead, when gaining learning experiences, it should concentrate on the process. Kolb then explained three characteristics of the learning experience: learning is considered a process that does not focus on the outcomes, learning is a continuous process: tolerance and learning require resolution. The theory is used to guide the research into how the students feel about learning. It means that the learning experience focuses only on those three characteristics.

2.2.2 EFL Learning Experience

This research focuses on the learning experience felt during online learning. Hence, online learning is used as the second theory of this research. Dhull & Sakshi (2017) defined online learning as a range of technologies, such as the world wide web, email, chat, new groups and texts, and audio and video conferencing, that are delivered over computer networks to impart education. Essentially, online learning is a learning conducted by using technology, where the education can be delivered from one place to other places worldwide over computer networks. The theory of online learning is important as the fundamental theory to prove that the application named Moodle, that becomes the object of analysis, is also considered as online learning.

Further, online learning courses are divided into two types, which are partially online courses and fully online courses. Partially online course, as its name implies, is defined as an online course that is done partially. Briefly, it integrates existing resource materials that are available either in print or non-print form, such as textbooks, with some elements of online

learning. Meanwhile, a fully online course has most of its learning and teaching activities carried out online. Essentially, an online learning course is a course or learning activities that include any form of technology, such as web, application, email, chat, audio and video, and others. The theory of online learning is used as the fundamental theory of the characteristics of online learning courses. It is essential to determine whether or not interactive learning is considered an online learning course.

2.2.3 English as a Foreign Language

This study focuses on students of English as a Foreign Language (EFL) as the research subject. Thus, the researcher used the theory of English as a Foreign Language EFL as the following theory. Dingfang (1994) distinguished foreign language and second language based on language environment, input, and affective factors influencing the learning process. EFL itself refers to the English learning process conducted in non-English speaking countries. It means that the learning of EFL is for a non-native. For example, the learning of English in Indonesia, Japan, and Korea, is considered as the learning of EFL, due to the fact that those countries are non-English-speakers.

2.2.4 Moodle

This research focuses on one of the technologies to help students learn English named Moodle. A further definition of Moodle is also included in the theoretical framework. Chourishi et al. (2012) defined Moodle (Modular Object-Oriented Dynamic Learning Environment) as an open source e-learning platform. Moodle is considered a Course Management System (CMS), which means software that is designed to help the process of online learning courses. Moodle itself can be considered an online learning course tool since it is a web-based and application-based technology that helps the learning process. Technology advancements in many countries have also had an impact on schooling. Where

instructors and students may now engage to improve the learning experience. Moodle offers learning model possibilities as an application or learning medium. Quizzes, forums, surveys, assignments, and conversations are examples of these. Moodle is a social constructionist pedagogical platform that may be accessed through PC or smartphone.

There are several advantages and also weaknesses within the Moodle program. In the part of advantages Moodle has features accuracy, it provides a user-friendly interface with all of the elements needed for a learning process, including facilities for communication (chat, message, or forums), easy-to-understand features for feature extension (plugin extensibility), as well as API documentation support (guidelines, and templates for programming). Moreover, it's very convenient to use, because practically all Moodle components may be configured externally and flexibly to meet the policies and goals of any institution's learning process. It is freely available as open source software (under the GNU Public License) and can be copied, used, and modified. On the other hand, although it may be updated due to the Moodle program, it is a non-English speakers' existing web browser. There are still inevitable components of the e-Learning presentation that cannot be modified when choosing a language. Pinteraktif's LMS Learning Suite has all the capabilities required to optimize e-learning instruments for institutions at the Ministry of the Republic of Indonesia's level.

Moodle was designed by a computer scientist and educator named Martin Dougiamas, who believed that CMS could help the process of learning. Moodle is an application template-based system where the content of a certain subject can be added by the teacher. It means that the online learning course for every subject can be done using Moodle. The learning process gets easier because Moodle provides several tools such as lessons, quizzes,

assignments, and forums. However, since this research focuses on the use of Moodle by EFL students, the subject of the learning course in Moodle is specified as EFL.