STUDENTS' ATTITUDE TOWARDS ENGLISH ONLINE LEARNING THROUGH MOODLE DURING THE COVID-19 PANDEMIC

Ketut Santi Indriani*, Ni Made Ayu Widiastuti
Udayana University, Indonesia.

ABSTRACT

The study is aimed to determine students' attitudes towards online English learning through the LMS Moodle during the Covid-19 and their effect on students' learning achievements. The data source in this study were 112 students of the Faculty of Economics and Business, Udayana University. Data were collected through questionnaire deployment to determine student attitudes towards online English learning through the LMS Moodle. Meanwhile, to determine the effect of students' attitudes to learning achievement, data were collected through observation on Moodle. This study found that students have positive attitudes towards online English learning through the LMS Moodle even though this was the first time they learned English through Moodle. This positive attitudes increased along with their increasing recognition of the Moodle application and their ability to self-manage their learning. It is also found that their positive attitudes towards learning have an impact on improving learning achievements gradually.

Keywords: *EFL; Learning Achievement; Moodle; Online Learning; Students' Attitudes*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui sikap siswa terhadap pembelajaran bahasa Inggris secara daring melalui LMS Moodle selama Covid-19 dan pengaruhnya terhadap prestasi belajar siswa. Sumber data dalam penelitian ini adalah 112 mahasiswa Fakultas Ekonomi dan Bisnis Universitas Udayana. Data dikumpulkan melalui penyebaran angket untuk mengetahui sikap siswa terhadap pembelajaran bahasa Inggris secara daring melalui LMS Moodle. Sedangkan untuk mengetahui pengaruh sikap siswa terhadap prestasi belajar, data dikumpulkan melalui observasi pada Moodle. Hasil dari penelitian ini menunjukkan bahwa siswa memiliki sikap positif terhadap pembelajaran bahasa Inggris secara daring melalui LMS Moodle meskipun ini adalah pertama kalinya mereka belajar bahasa Inggris melalui Moodle. Sikap positif ini meningkat seiring dengan meningkatnya pengenalan mereka terhadap aplikasi Moodle dan kemampuan mereka untuk mengatur pembelajaran mereka sendiri. Ditemukan juga bahwa sikap positif mereka terhadap pembelajaran berdampak pada peningkatan prestasi belajar secara bertahap.

Kata Kunci: *Capaian Pembelajaran; EFL; Moodle; Pembelajaran Daring; Sikap Siswa*

INTRODUCTION

The Covid-19 pandemic requires almost all aspects of life to adapt. This adaptation includes acclimating oneself to a new life order. Community activities, which were usually carried out openly and freely, have now become more limited. All aspects of life undergo significant changes and have a profound impact on people's lives. One of the aspects of life affected by the Covid-19 pandemic is the aspect of education.

Since Covid-19 was declared a pandemic in mid-March 2020, the world of education in Indonesia has undergone drastic changes. The government, particularly through the Minister of Education and Culture, issued a policy so that educational activities were carried out online. All educational institutions, both public and private, are not permitted to carry out conventional teaching and learning activities. This has a very big shocking effect on the world of education, especially for the components involved, especially students and teachers.

Online learning is certainly very different when compared to conventional learning (Rachmah, 2020). Conventional learning does not involve online activities either in face-to-face activities, structured assignments or independent learning activities. Meanwhile, online learning is entirely done online. The use of technology has penetrated various aspects of human activities including in the language learning process. Online learning is computer-based education using the internet network that allows students to study anywhere and anytime. Online learning can use learning materials in various formats, such as videos, slideshows, documents in words and PDF formats. In addition, teacher-students contact can be maintained through video conferencing or discussion forums. Teachers must determine appropriate learning strategies by utilizing technology. Inappropriate teaching strategies cause problems for students to understand the topic (Syafii, 2021). Ahmadi (2019) states that if the use of technology is carried out properly in the language learning process, there are many benefits that can be enjoyed by both teachers and students. The use of technology also provides opportunities for students to learn independently at their own pace without breaking the interaction with the teacher so that an effective learning process can be realized.

Students' attitudes towards learning process can be measured from the learning achievements (Díez-Palomar et al., 2020). Regarding students' attitudes towards online learning, a study conducted by Male et al. (2020) stated that students tend to dislike online learning and want to return to the conventional learning. However, this study does not consider the learning achievements in determining whether online learning is effective since the result derived from students' opinion only from online interview. English courses for students of the Faculty of Economics and Business (FEB), Udayana University was also conducted online during the Covid-19 pandemic. Thus, this research is interesting to be conducted in order to identify students' attitudes toward English online learning method through Moodle during the Covid-19 pandemic, not only based on student's opinions, but also based on learning achievements and students' engagement to the course.

Language Learning

Language learning has a slightly different meaning from language acquisition. Language acquisition takes place naturally, unconsciously and requires a natural source of communication. Individuals who are in the process of acquiring language are not aware of the grammar or syntactic structure of the language they are getting. This language acquisition process occurs without the effort or intention of the individual. Unlike the case with language acquisition, language learning is carried out consciously and accompanied by the individual's efforts to understand the language he is learning (Hussain, 2017).

The language learning process can be in the form of second language learning or foreign language learning. Second language learning is learning a language other than the mother tongue which is used in the environment where students acquire the language. Meanwhile, foreign language learning is language learning that is not used in the environment where students acquire the language (Moeller & Catalano, 2015). Thus, the process of learning English in Indonesia is included in the process of learning a foreign language, considering that English is not used as a daily conversation language in the community.

Kukulska-hulme (2016) states that language learning has undergone considerable changes in societies where the level of use of cellular technology is quite high. In addition, the language learning process has also undergone changes due to new perspectives from learners regarding the best place and time to carry out language learning activities. Such conditions have resulted in the emergence of new trends in the language learning process. Technology makes learners have the freedom to design their own learning experiences because they have freedom of time and place in carrying out the learning process.

In the learning process, there are two approaches that can be implemented, namely the structural approach and the communicative approach. The structural approach is a language learning approach that emphasizes language forms and their meanings. Meanwhile, the communicative approach is a language learning approach that emphasizes understanding language pragmatically. Each approach has its own strengths and weaknesses. Thus, it is necessary to combine the two approaches to complement each other in order to achieve maximum learning objectives (Zhou & Niu, 2015).

Learning Management System (LMS) as a tool of online learning

The preparation that needs to be considered in online learning is the teacher's technical skills supported by proper technical equipment (Ardiyansah, 2021). A platform that can be used in implementing online learning is a Learning Management System (LMS) such as Moodle. This application was created for the benefit of internet-based learning. In the language learning process, such as English, the use of Moodle can provide many benefits. LMS Moodle helps teachers to provide adequate instructions for students, provides innovative learning content and assists students during the learning process (Chou, 2014).

The development of communicative skills in English requires high interaction activities between the teacher and students, students and students, as well as teacher and teacher. The use of Moodle in teaching English strongly supports the student-centered learning approach, provides space and time freedom for students

in the learning process, shortens the administration of the learning process, and saves the costs required in implementing the learning process. LMS is a very user-friendly application with features that make teachers easier to give instructions compared to face to face classrooms. It needs detail preparation for designing courses in LMS, considering that not all students have the same English proficiency. LMS is believed to be able to create a sense of comfort for students in participating the course. Teachers are also satisfied with the ease of teaching and the results of using LMS in courses (Suppasetseree & Dennis, 2010).

One of the features provided in the LMS is a discussion forum. Compared to face-to-face class discussions, students are more confident in expressing their opinions in LMS discussion forums without having to worry about the grammatical mistakes in their utterances or emotionally incriminating criticism from other students. In addition, their ease of accessing the World Wide Web provides additional value to the use of an LMS. What is equally important is that students feel comfortable with the flexibility in accessing courses without having to be present in class (Topacio, 2018).

LMS has advantages and disadvantages. The advantages of using LMS in learning activities is that this platform facilitates student-centered learning methods, facilitates learning activities that can be done anywhere and anytime, simplifies course management and saves costs and time. However, behind the advantages of using the LMS, there are several drawbacks, such as learning activities that depend heavily on the internet connection and there are still many teachers who are not well trained to use it.

Students' Attitudes Toward Online Learning

Involving online activities in learning process optimizes students in learning activities through sharing experiences, discussing and expanding knowledge. Online learning will facilitate students who tend to be passive and those who are not willing to directly contact the teachers for assistance in the learning process (Wong & Fong, 2014). Social psychological science stated that a person's attitudes towards something tend to be more positive through their exposure. Likewise, in the online learning process, students' attitudes tend to be positive towards online learning in the final phase of learning. By completing the online course, they become more familiar with the course, accustomed in using learning tools and have deeper understanding of the subject being learnt (Zhu et al., 2006).

Related to the online learning process, there are several factors that affect student attitudes towards the learning process. Students' perspectives on online learning determine their attitudes. If they think that online learning is the right choice, then they will be positive during the online learning process. Students' skills in the use of technology are another significant factor affecting students' attitudes towards the learning process. The higher the level of students' ability to use technology, the more positive their attitude towards online learning (Peytcheva-Forsyth et al., 2018). Students' attitudes during the implementation of online learning have an impact on student activeness during the learning process (Nurani & Widiati, 2021). Students who are able to control their independent learning tend to make use of various existing facilities during online learning and are more active in discussion forums (Omar et al., 2012).

There are favorable and unfavorable factors for students in online learning. These favorable factors associated with continuous uploaded materials, accessibility and convenience of using tools. Meanwhile, unfavorable factors include the limitations of proper e-devices, internet connection disruption, lack of instruction given by teachers, log in problems, learning financial problems and the inadequacy of the software being used. In addition, the teacher's personality factor is also considered an important role in the online learning process, for example, not all teachers have the willing to use online learning media and not all teachers are always active in providing sources and materials for their students. If the teacher can see these two factors as consideration in the implementation of online learning, then the teachers will be able to design a good online learning by minimizing the unfavorable factors (Valantinaitė & Sederevičiūtė-Pačiauskienė, 2020).

Student's ability in operating computers to access online course is often considered to be one of important factors in online learning. However Ullah et al. (2017) stated that there is no significant relationship between students' interest in computers with the ease of using online learning system for undergraduate level students. The factors that actually drive students having negative attitudes towards online learning are the slow and minimal internet connection as well as the lack of students' knowledge about online learning. In addition, to build students' positive attitudes towards online learning, it is very important for teachers to properly design material based on student needs that can improve students' knowledge, skills and experience of the language being learnt. (Musa Ali & Alajab, 2018).

METHOD

Participants in this study were 112 students of the Faculty of Economics and Business, Udayana University. They were divided into three classes, C4 Management class (37 students), C8 Management class (45 students) and C8 Accounting class (30 students). All participants joined 3-credit online English course during the Covid-19 pandemic. These courses were carried out by using Udayana University's LMS Moodle named OASE. The participants had never used Moodle considering they were in the first semester.

A set of questionnaire was given to be filled by participants. The questionnaire contains students' opinions about online English learning through the LMS Moodle. This study also analyzed the effects of students' attitudes to the learning outcomes in online English learning through the LMS Moodle. The learning outcomes were seen from the assessments results during the learning process.

The questionnaire consisted of a 30-item self-constructed online questionnaire that used the Likert's scale ranging from one to five (5: strongly agree; 4: agree; 3: have no idea; 2: disagree; 1: strongly disagree). In the first part of the questionnaire contains the demographic characteristics of the students, such as gender. The second part contains information about the electronic devices being used, internet access and ease of use of Moodle. The third part concerns on course content in Moodle in terms of materials, instructions, assessment and students' interaction with other students and lecturer. The learning process was carried out for one semester which consisted of 16 meetings. Students were asked to fill the questionnaire after completing the course. Data regarding students' attitudes towards online learning through LMS Moodle were obtained from log of accessing

the courses in Moodle. Data of student learning outcomes to see the effects of students' attitudes towards English online learning through Moodle LMS to learning achievement were obtained by observing each assessment result during the learning process. The results of the assessment were taken from assignments, quizzes, group projects, middle test and final test.

Students' attitudes towards online English learning is described from the results of data analysis obtained through questionnaire deployment and observing student access activities to the online course. Data from questionnaires were analyzed based on the interval scale using a parametric test. To determine students' attitudes towards the online English course, it was carried out by calculating the proportion score of each question by comparing the total number value with the maximum number value with the following interval index (Table 1). Meanwhile, data in the form of students' participation to courses in Moodle were analyzed by calculating the percentage of students' frequency in hitting the course in one week. The scores obtained by students during the learning assessment process were used to determine the effects of students' attitudes towards online English learning to the achievement of learning outcomes. The analysis was carried out by averaging the scores for each assessment. The average scores were further analyzed qualitatively to determine the effects of students' attitudes to the achievement of learning outcomes online through Moodle LMS.

Table 1. Percentage Score Formula and Interval Index

% score formula	Interval index		
$$\% \text{ index} = \frac{\text{total numbers}}{\text{maximum number values}}$$	0% - 19.99%	:	strongly disagree
	20% - 39.99%	:	disagree
	40% - 59.99%	:	have no idea
	60% - 79.99%	:	agree
	80% - 100%	:	strongly agree

FINDINGS

Demographic data shows that more respondents are female, 63 students or 56.25% and 49 students or 43.75% are men. Data on electronic devices being used shows that students mostly used smart phones (65.17%) to access the English course on Moodle, followed by notebooks (21.43%) and personal computers (10.71%). Other devices such as iPad or tab were found to be the least being used (2.68%). Regarding the internet access being used, the data shows that students mostly used personal mobile data (75.89%), followed by home Wi-Fi (19.64%) and others such as office Wi-Fi (4.35%). The three types of data (gender, electronic device mostly used and internet access) can be seen in Figure 1.
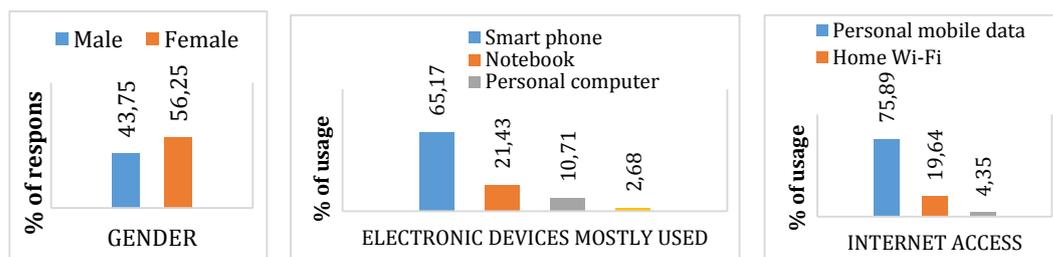
Figure 1. Students' responses on gender (left), electronic device mostly used (middle) and internet access (right)

Subsequent data were collected using a Likert's scale regarding whether the Moodle LMS is user-friendly or not. The data were obtained from students' responses to the six questions given (Table 2).

Table 2. Students' responses on the user-friendliness of the English course Moodle

| Questions	1st questionnaire deployment	
	% index	**Interval index description**
Easy to find information needed	65.89 %	Agree
Complete features	61.07 %	Agree
Features are easy to understand	69.11 %	Agree
Display is attractive	77.50 %	Agree
Display is well structured	78.57 %	Agree
Clear navigation system	69.64 %	Agree
Average value	**70.30 %**	

The next data related to Moodle content which includes materials, instructions, assessment and students' interaction with other students and lecturers. The data were obtained from students' responses to the 20 questions given (Table 3).

Table 3. Students' responses towards the learning content on the Moodle

Questions	% Index	Interval index description
The learning materials are in accordance with the topic	79.11%	Agree
The provided learning sources are adequate	80.54%	Strongly agree
The provided learning sources are easy to understand	76.79%	Agree
The provided learning sources are varies	69.11%	Agree
Able to choose learning sources based on needs	71.96%	Agree
Learning objectives are easier to understand	75.18%	Agree
Average value toward learning material	**75.45%**	
The instructions are adequate	71.07%	Agree
The instructions are easy to understand	77.32%	Agree
Average value toward instructions	**74.20%**	
The assignments are accordance with the topic	75.18%	Agree
The assignment methods are varies	64.82%	Agree
The assignment methods are easy to understand	81.79%	Strongly agree

The scoring method is transparent	71.96%	Agree
There are feedbacks on the assignments given	64.29%	Agree
Average value toward assessments	**71.61%**	
Interaction with other students is maintained during the course	45.89%	Have no idea
Interaction with lecturer is maintained during the course	48.39%	Have no idea
Easy to ask questions related to the course	46.61%	Have no idea
Fast responses to the questions being asked	54.29%	Have no idea
Average value toward learning interactions	**48.79%**	
Average value toward Moodle content	**66.15%**	

The data which is also important to identify students' attitude online English learning through the Moodle LMS is student's participation in accessing the course. This data was obtained from the percentage of students' frequency in hitting the course per week (Figure 2). Data on weeks 8 and 16 were ignored because of the weeks of midterm and final semester exams.
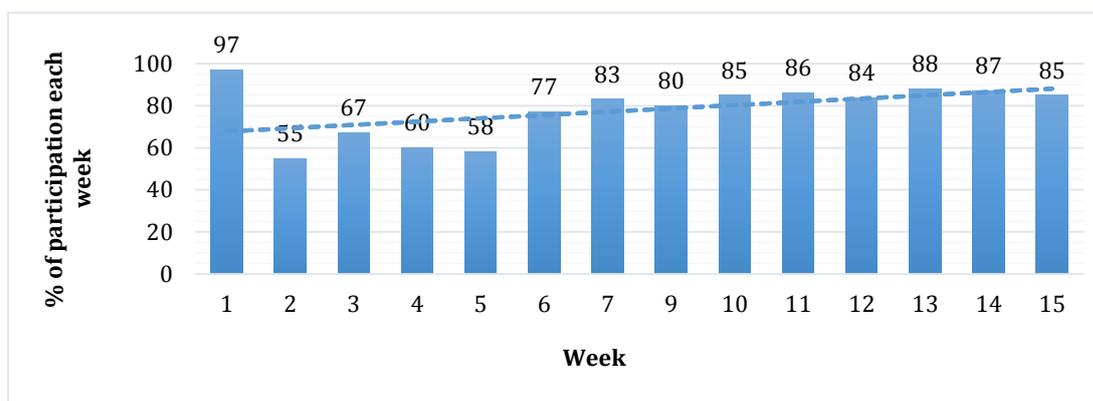
Figure 2. Students' participation each week

Students strongly agreed that they became more engaged to online course compared to offline course (83.04%). They also strongly agreed it becomes easier for them to manage their time in learning due to the unlimited course access time (83.75%). This lead to their statement that agreed it was easy for them to control the learning progress (73.57%).

Table 4. Students' responses toward engagement to course

Questions	% index	Interval index description
More engaged to the course compared to the offline course	83.04%	Strongly agree
Easy to control learning progress	73.57%	Agree
Unlimited course access time makes it easier to manage time	83.75%	Strongly agree
Average value toward students' engagement in course	80.12%	

To find out the effects of students' attitudes towards online English learning through the LMS Moodle to the achievement of learning outcomes, data were taken from the average scores for each assignment given during the course (Table 5).

Table 5. Average scores of each assignment

Assessment	Lowest score	Highest score	Average Score
1st assessment	53.41	78.60	69.43
2nd assessment	57.92	82.11	74.85
3rd assessment	63.20	85.74	75.89
4th assessment	76.05	88.25	80.82
Middle semester test	75.42	90.37	86.83
5th assessment	78.27	88.63	87.66
6th assessment	78.55	90.95	88.77
7th assessment	82.39	91.33	89.21
Final semester test	85.55	93.42	90.12
Average Score for all assignment			**82.62**

DISCUSSION

Students' Attitudes toward the User-friendliness of the English Course in Moodle

A product can be easily accepted by the users if the product has met the value of usage readiness which can be measured from the value of 'easy to use' and 'user friendly' (Yuniarto et al., 2018). If a product is not only useful but also easy to be used, then that product tends to be liked by its users. Likewise, with learning application products such as Moodle. The easier it is to use and the higher the level of user-friendliness of a Moodle, the more positive the students' attitude towards Moodle.

In general, it can be said that students find Moodle LMS easy to use (user-friendly). This can be seen from the average value given for the easy-to use value is 70.30%. This easy-to use value is considered good in several aspects, such as the ease of getting the information needed (65.89%), the ease of understanding the features provided (69.11%) and the clarity of the navigation system (69.64%). Attractiveness and visibility of an e-course are crucial things in the implementation of online learning. An attractive appearance encourages students to engage the course. In addition, a good online course should have a good structure, starting with general information about the course, learning materials and assessment (Rymanova et al., 2015). A fairly high score was given by students for the attractiveness of the display of the English course at the Moddle LMS (77.50%). The display was also considered to be good in structure (78.57%) which made it easier for students to find the features that were given. Conversely, a low score (but still categorized as good) was given to the completeness of the features. In other words, the features are considered complete enough, but still need to be improved.

Students' Attitudes toward the Content of the English Course in Moodle

The content of a Moodle is very important to note. Some of these important things include clear descriptions of learning objectives, complete learning materials, appropriate assignments and clear instructions in a course (Aikina et al., 2015). However, there is another thing that is also important in a Moodle, it is the opportunity for students to interact with teachers and other students. This opens

the opportunity for them to discuss the learning material deeper. Moodle content analysis for English learning for students of the Faculty of Economics and Business, Udayana University is divided into five main components, those are learning materials, learning instructions, assessment, students' interaction and self-learning control.

Students' achievements will be greater if they know the learning objectives that are supported by sufficient and easy-to understand materials which are in accordance with the topic taught. The data showed students agree with the statement that English learning objectives in the Moodle LMS were easy-to understand (75.18%). Rymanova et al (2015) stated that most students feel benefited by the availability of an abundance of learning materials. The data in this study indicated that students strongly agree with the statement that they had sufficient learning material (80.54%). This is also supported by their statement that they agreed that they could choose learning materials based on their needs. They also agreed that the materials provided were in accordance with the topic being discussed (79.11%). Certainly, this makes it easier for them to understand the topic given. This is also supported by their statement which agreed that the material provided is easy-to understand (76.79%). Although they also agreed that the learning materials provided were vary, their percentage of agreement was relatively low (69%). In general, based on these data, it can be categorized that they assumed the learning materials of English course are generally good.

The essence of determining student success in the learning process is determining appropriate and clear learning instructions (Smith, 2007). Students should get clear instructions for each activity on the Moodle LMS. Especially for first time users of this application, precise and clear instructions are much needed. Precise and specific instructions have an impact on the maximum performance of the task. Specific task instructions direct students to do their assignments better compared to general task instructions (Cerdán & Marín, 2019). The data in this study showed students agreed with the statement that the instructions given in the Moodle LMS were adequate (71.07%) and easy to understand (77.32%). This affects the students' performance on the assignments given. If the instructions given are sufficient and clear, students will easily understand what to do and what the objectives of the assignments are.

To measure the level of students' understanding of the topics being taught, assessments are required. Teachers must use multiple assessments to be able to measure students' abilities in valid, fair and reliable ways. For this reason, teachers must have knowledge of various kinds of assessments that can be used especially for English learners (Elizalde-Utnick & Romero, 2018). Elliot (1995) in Dikli (2003) mentioned several important points that must be considered by teachers in designing an effective assessment, those are (i) choosing an assessment which aligned and connected with the topic being taught, (ii) explaining the scoring system to students for each assignment, (iii) providing a clear standard or model before doing the assignment, (iv) encouraging students to complete their self-assessment and (v) interpreting students' performance appropriately by comparing with other students or using developing standards.

Regarding the alignment of the topics taught with the assessment given, students agreed that the assessments were appropriate (75.18%). In addition,

students also agreed that the scoring system for each assignment was transparent (71.96%). The assignment methods used in the Moodle LMS were quite varied, including multiple choices, true/false, essays, short-answers and many more. Although in general students agreed that the methods of assignment vary, the value given is not too high (64.82%). Likewise, students agreed that the teacher provided feedback on each of their work, but this feedback was still considered insufficient (64.29%). Teacher should deliver sufficient feedback since it becomes the evidence that can be used by students to improve language performance in the learning process (Aisyah & Wicaksono, 2020). However, students strongly agreed that the assignments given were easy for them to understand (81.79%).

Interaction is one of the elements in the learning process. This interaction can occur between student-to-student and student-to-teacher. There are differing opinions regarding the importance of student-to-student and student-to-teacher interactions in online learning. The first opinion says that student-to-student interaction, especially in online learning, is required. Students who join online classes with the desire to get the opportunity to interact with other students tend to show low learning outcomes, and can even leave online classes, if their expectations are not fulfilled (Vroom in Moore et al., 2016). However, another opinion states that student-to-student interaction does not need to be a top priority in the implementation of online learning. Students have different learning needs. There are students who are more concerned with learning content than participating in the classroom community. To facilitate students who expect student-to-student interaction, teachers still have to provide these activities but are voluntary so that students who do not need the interaction are not forced to do it (Moore et al., 2016). The data in this study show that students do not take into account the elements of interaction in the online learning process. This is evident from their statements which show that they do not know whether student-to-student (45.89%) and student-to-teacher (48.39%) interactions are required in the learning process. This shows that they did not really need these interactions in the online learning process. The same responses were given to the statement whether they could ask questions easily (46.61%) during the course and get a quick response to their questions (54.29%). These indicate that students did not really need the chance for asking questions or getting feedback from teacher in the online learning process.

Based on the data above, it can be concluded that students agreed that the content of the English course at the Moodle LMS is good (with an average of 75.45%) with sufficient and clear instructions (with an average of 74.20%). The assignments given in the Moodle LMS were also considered good (with an average of 71.61%). However, the interesting thing is that students did not place too much importance on interactions in the online learning process, either student-to-student or student-to-teacher interactions (with an average of 48.79%). Student opinions on the English course in the Moodle LMS in terms of content, instruction, assignments and interactions can be seen in Figure 3.
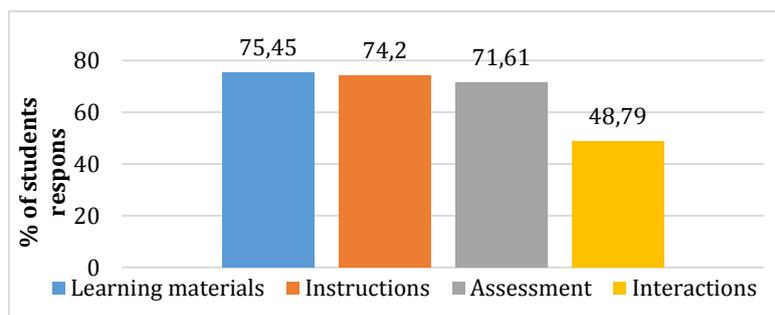
Figure 3. Students' Attitudes towards English Course through Moodle LMS

Students' Engagement in English Course through Moodle

Each student has their own learning style. Given that respondents in this study were required (not optional) to join online English course through Moodle LMS, it is possible that not all students' learning styles can be facilitated. The thing to consider is students' engagement to course. Students' engagement to course affects student achievement in learning. The higher the frequency of engagement to the course, the higher the achievement of student learning outcomes (Parsons & Parsons, 2014). One way to increase students' engagement to the course is to adapt learning to the needs of students (Taylor & Parsons, 2011). The data shows that students strongly agreed with the statement that they become more engaged to the online course compared to the offline course (83.04%). They also strongly agreed with the statement that unlimited course access time makes it easier to manage time in learning (83.75%). Apart from that, they also agreed that it was easy for them to control the learning progress (73.57%). Overall, it can be stated that online English learning can adjust to each student's learning style (80.12%). Therefore, students feel more engaged with the course, easier to control learning progress and manage time in learning.

Another interesting thing found in the data obtained from the observation on the Moodle English course was that in the first week, the average participation of student in the course was very high, reaching 97%. This may be due to students' lack of knowledge about the Moodle LMS application used in the online English course, considering that this is the first time they joined the online course through Moodle LMS. They need a lot of information at the beginning to know and understand the content of the Moodle LMS. From the second week to the fifth week, the percentage of students logged in to the course showed a decrease with an average of 60% per week. However, the sixth week showed a slight increase towards 77%. In the seventh week to fifteenth week, the percentage of students logged in to the course increased and showed stability, with an average of 84.75%. The percentage of students logging in to the English course seems to be stable during these weeks because students were getting used to the online course on Moodle and know what to do in the course (Figure 2). This also shows quite high access which indicates that students often accessed English courses every week. This is in accordance with their response to the questionnaire which states that they strongly agreed that the online English course through Moodle LMS makes them more engaged to the course compared to the offline course.

Students' Attitudes and Achievement in Online English Learning

The students' success in the learning process, to some extent, depends on students' attitudes towards learning (Díez-Palomar et al., 2020). Student attitudes towards learning play an important role in every learning setting. Therefore, teachers play an important role in encouraging the emergence of positive attitudes towards learning which determine their learning performance (Bakar et al., 2010). Based on the data obtained, overall students show positive attitude towards online English learning. Although for some aspects, such as interaction in online classes, it shows that students did not show a very positive attitude (tend to consider that interaction during the learning process is not necessary).

Student scores in the English online learning process through the Moodle LMS show an increase that tends to be stable from the seventh to the fifteenth week. This due to the fact that starting from the seventh week they become familiar with the online course and understand what to do and what would be assessed on their learning process. They found the right rhythm in doing online learning. They mastered the application used in the online course. They also began to enjoy the freedom of access time that was completely in their hands. This condition looked very different from the first to sixth weeks they run the online English course through Moodle LMS. The very fluctuating graphs regarding the log-in activities of students to the course indicate that they have not found the right rhythm in their learning. Therefore, the results they got during these weeks were also below satisfactory.

The positive attitudes towards the course content in Moodle affects students' learning achievements. This positive attitude shown by their statements stating that the learning materials provided were quite complete, the instructions provided were sufficient and clear, and the assessment methods were easy to understand which enabled them to achieve maximum learning outcomes. For this reason, teachers have an important role in encouraging students' positive attitudes towards online English courses through the Moodle LMS by designing complete and easy to understand content provided with sufficient and clear instructions.

Students' engagement also shows a positive correlation with students' learning achievement. When students have found affective variables that can increase their engagement to course, students become easily build confidence in the learning process (Mahbub, 2020). In accordance with the data obtained regarding to the frequency of students' engagement to course, students' achievements increased along with the increase of students' engagement frequency to the course. This can be seen from the range of scores that were increasing in each assessment (Table 4). This shows that the higher the frequency of students' engagement, the higher the learning achievements. This is in accordance with the statement conveyed by Karabıyık (2019) that student engagement is an element that plays an important role in language learning in improving student achievement. Another interesting positive attitude shown by the students was that they stated becoming more engaged to the online course compared to the offline.

CONCLUSION

Students' attitudes during the learning process affect their learning achievements (Nasr et al., 2011). The more positive their attitudes towards the learning process, the better the results obtained. Teachers have a very important role in encouraging students' positive attitudes towards the learning process. The findings in this study indicate that students have a positive attitude towards online English learning conducted through the Moodle LMS although it was for the first time for them to join course in Moodle. During the first five weeks, students experienced difficulties because they were not familiar with the learning system through Moodle in terms of time and learning management. However, after the students more often accessed the course, they obtained sufficient information and found the right learning rhythm; as the result, students showed an increasingly positive attitudes and satisfactory learning performances which continued to increase until was completed. The teacher has a very important role in encouraging students' positive attitudes during the learning process. This can be done by providing complete learning material, sufficient and clear instructions as well as fair and easy-to-understand assessment methods. In other words, the teacher should well design the course in Moodle to make it attractive and complete both in terms of display and content.

This study only identifies students' attitudes towards the online learning English through the Moodle LMS and identifies the impact of student attitudes on the learning achievements. The data were analyzed qualitatively without calculating the quantitative correlation between each component of students' attitudes and learning achievements. Therefore, it is highly recommended for further study to identify the correlation of each student's attitudes component and learning achievements.

REFERENCES

Ahmadi, A. M. (2019). The Use of Technology in English Language Teaching. *Frontiers in Education Technology*, *2*(3), p168. https://doi.org/10.22158/fet.v2n3p168

Aikina, T. Y., Sumtsova, O. V., & Pavlov, D. I. (2015). Implementing electronic courses based on moodle for foreign language teaching at Russian technical universities. *International Journal of Emerging Technologies in Learning*, *10*(3), 58–61. https://doi.org/10.3991/ijet.v10i3.4501

Aisyah, P., & Wicaksono, B. (2020). the Level of Teacher ' S Feedback : an Efl Classroom. *Celtic: A Journal of Culture, English Language Teaching, Literature, & Linguistics*, *7*(1), 1–13.

Ardiyansah, T. Y. (2021). Pre-Service Teachers' Perceived Readiness in Teaching Online in International Internship Program. *Celtic: A Journal of Culture*, *8*(1), 90–102. https://doi.org/10.22219/celtic.v8i1.16456

Bakar, K. A., Tarmizi, R. A., Mahyuddin, R., Elias, H., Luan, W. S., & Ayub, A. F. M. (2010). Relationships between university students' achievement motivation, attitude and academic performance in Malaysia. *Procedia - Social and Behavioral Sciences*, *2*(2), 4906–4910. https://doi.org/10.1016/j.sbspro.2010.03.793

Cerdán, R., & Marín, M. del C. (2019). The Role of General and Selective Task

Instructions on Students' Processing of Multiple Conflicting Documents. *Frontiers in Psychology*, *10*(September). https://doi.org/10.3389/fpsyg.2019.01958

Chou, T.-C. R. (2014). A Scale of University Students' Attitudes toward e-Learning on the Moodle System. *International Journal of Online Pedagogy and Course Design*, *4*(3), 49–65. https://doi.org/10.4018/ijopcd.2014070104

Díez-Palomar, J., García-Carrión, R., Hargreaves, L., & Vieites, M. (2020). Transforming students' attitudes towards learning through the use of successful educational actions. *PLoS ONE*, *15*(10 October), 1–20. https://doi.org/10.1371/journal.pone.0240292

Dikli, S. (2003). Assessment at a distance : Traditional vs . Alternative Assessments. *The Turkish Online Journal of Education Technology*, *2*(3), 13–19. http://www.tojet.net/articles/v2i3/232.pdf

Elizalde-Utnick, G., & Romero, P. A. (2018). Assessment of English Language Learners. *Handbook of Multicultural School Psychology*, *August*, 193–217. https://doi.org/10.4324/9780203754948-11

Karabıyık, C. (Ufuk U. (2019). the Relationship Between Student Engagement and Tertiary Level English Language Learners ' Achievement. *International Journal of Education and Teaching (IOJET)*, *6*(2), 281–293.

Kukulska-hulme, A. (2016). *Open Research Online The Open University ' s repository of research publications Smart devices or people ? A mobile learning quandary*. *July 2012*. https://doi.org/10.1162/IJLM

Mahbub, M. A. (2020). An Investigation into Undergraduate Students' Perception of Kahoot Mediated e-Assessment. *Journal of English Education and Linguistics Studies*, *7*(2), 269–296. https://doi.org/https://doi.org/10.30762/jeels.v7i2.2060

Male, H., Murniarti, E., Simatupang, M., Siregar, J., Sihotang, H., & Gunawan, R. (2020). Atittude of Undergraduate Student'S Towards Online Learning During Covid-19 Pandemic. *Palarch's Journal of Archaeology of Egypt / Egyptology*, *17*(4), 1628–1637.

Moeller, A. J., & Catalano, T. (2015). Foreign Language Teaching and Learning. *International Encyclopedia of the Social & Behavioral Sciences: Second Edition*, 327–332. https://doi.org/10.1016/B978-0-08-097086-8.92082-8

Moore, G., Warner, W., & Jones, D. (2016). Student-to-Student Interaction in Distance Education Classes: What Do Graduate Students Want? *Journal of Agricultural Education*, *57*(2), 1–13. https://doi.org/10.5032/jae.2016.02001

Musa Ali, D. A., & Alajab, D. A. M. (2018). Assessing the Impact of Moodle LMS for Teaching Scientific English at Khartoum University on Home Science Students` Attitudes towards Learning English Language. *American International Journal of Social Science*, *7*(2), 68–82. https://doi.org/10.30845/aijss.v7n2a9

Nasr, R., Soltani, A., & Asghar. (2011). Attitude towards Biology and Its Effects on Student's Achievement. *International Journal of Biology*, *3*(4), 100–104. https://doi.org/10.5539/ijb.v3n4p100

Nurani, G., & Widiati, U. (2021). *STUDENTS ' PERCEPTIONS ABOUT THE ONLINE LISTENING COURSES DURING THE COVID-19 PANDEMIC*. *8*(1), 126–139.

Omar, N. D. @, Hassan, H., & Atan, H. (2012). Student Engagement in Online Learning: Learners Attitude Toward E-Mentoring. *Procedia - Social and*

Behavioral Sciences, *67*(November 2011), 464–475. https://doi.org/10.1016/j.sbspro.2012.11.351

Parsons, S., & Parsons, A. W. (2014). Student learning: Engagement & motivation. *Phi Delta Kappan*, *95(8)*(January), 23–27.

Peytcheva-Forsyth, R., Yovkova, B., & Aleksieva, L. (2018). Factors affecting students' attitudes towards online learning - The case of Sofia University. *AIP Conference Proceedings*, *2048*(December). https://doi.org/10.1063/1.5082043

Rachmah, N. (2020). Effectiveness of Online vs Offline classes for EFL Classroom : a study case in a higher education. *Journal of English Teaching, Applied Linguistics and Literatures (JETALL)*, *3*(1), 19. https://doi.org/10.20527/jetall.v3i1.7703

Rymanova, I., Baryshnikov, N., & Grishaeva, A. (2015). E-course Based on the LMS Moodle for English Language Teaching: Development and Implementation of Results. *Procedia - Social and Behavioral Sciences*, *206*(November), 236–240. https://doi.org/10.1016/j.sbspro.2015.10.016

Smith, G. A. (2007). *The Importance of Effective Instruction in Determining Student Success : Background for Defining the Role of Faculty Development at UNM*.

Suppasetseree, S., & Dennis, N. (2010). The use of Moodle for teaching and learning English at tertiary level in Thailand. *International Journal of the Humanities*, *8*(6), 29–46. https://doi.org/10.18848/1447-9508/CGP/v08i06/42964

Syafii, M. L. (2021). The implementation of the story mapping strategy to enhance students' reading comprehension. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, *8*(1), 1–22. https://doi.org/10.22219/celtic.v8i1.16161.Celtic

Taylor, L., & Parsons, J. (2011). Improving student engagement. *Current Issues in Education*, *14*(1).

Topacio, K. N. (2018). Exploring the use of online educational platform in teaching writing among ESL students. *Journal of Language and Linguistic Studies*, *14*(1), 86–101.

Ullah, O., Khan, W., & Khan, A. (2017). Students ' Attitude towards Online Learning at Tertiary Level. *PUTAJ – Humanities and Social Sciences*, *25*(November), 63–82. https://www.academia.edu/35679975/Students_Attitude_towards_Online_Learning_at_Tertiary_Level

Valantinaitė, I., & Sederevičiūtė-Pačiauskienė, Ž. (2020). The change in students' attitude towards favourable and unfavourable factors of online learning environments. *Sustainability (Switzerland)*, *12*(19), 1–14. https://doi.org/10.3390/su12197960

Yuniarto, D., Kom, M., & Sumedang, D. T. S. (2018). *Easy to Use dan User Friendly*. *September*.

Zhou, G., & Niu, X. (2015). Approaches to Language Teaching and Learning. *Journal of Language Teaching and Research*, *6*(4), 798. https://doi.org/10.17507/jltr.0604.11

Zhu, Y., Au, W., & Yates, G. C. R. (2006). *University Students ' Attitudes Toward Online Learning*.