

**THE IMPLEMENTATION OF THE MOODLE APPLICATION
AS A POST-PANDEMIC ENGLISH ASSESSMENT
OF ELEVENTH GRADE IN SMA NEGERI 1 PURBALINGGA**



AN UNDERGRADUATE THESIS

Submitted to Faculty of Tarbiya and Teacher Training of State Islamic
University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of the Requirements for Achieving the Degree of
Sarjana Pendidikan (S.Pd.) in English Education

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Declare that the thesis I wrote with the title, **“The Implementation of the Moodle Application as a Post-Pandemic English Assessment of Eleventh Grade in SMA Negeri 1 Purbalingga”** is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

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AS A POST-PANDEMIC ENGLISH ASSESSMENT
OF ELEVENTH GRADE IN SMA NEGERI 1 PURBALINGGA**


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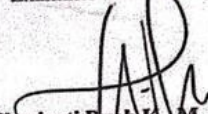
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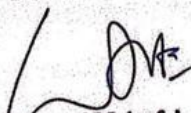
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Assalamu'alaikum Warahmatullahi Wabarakaatuh

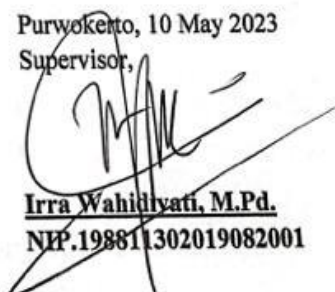
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Wassalamu'alaikum Warahmatullahi Wabarakaatuh

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ACKNOWLEDGEMENT

Alhamdulillah, praise and thank to Allah SWT, the Lord of the universe, who has given blessings, guidance, loves, and helps thus the researcher could complete this thesis which entitled **THE IMPLEMENTATION OF THE MOODLE APPLICATION AS A POST-PANDEMIC ENGLISH ASSESSMENT OF ELEVENT GRADE IN SMA NEGERI 1 PURBALINGGA**. Peace and salutation be upon to our beloved prophet Muhammad SAW, his family, companions, and his faithful forever.

This thesis is presented as a partial fulfillment of the requirement for achieving a Bachelor Degree of English Education Study Program, Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto. During the arrangement of this thesis and as long as the researcher learns in State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto, there are many parties who have so kindly provided helps, motivations, supports, aids, and suggestions which are very useful for the completion of this thesis as the final assignment of English Education Study Program. Deep gratitude and appreciation are expressed to the honorable:

1. Prof. Dr. KH. Moh. Roqib, M.Ag., as Chancellor of UIN Prof. KH. Saifuddin Zuhri Purwokerto.
2. Prof. Dr. H. Suwito. M.Ag., as the Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
3. Dr. Suparjo, M. A., as the I Deputy Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
4. Prof. Dr. Subur, M. Ag., as the II Deputy Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
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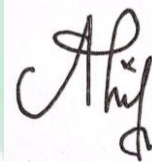
6. Desi Wijayanti Ma'rufah, M. Pd., as the Head of English Education in Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
7. Irra Wahidiyati, M. Pd., as my thesis advisor who has given all her sincere guidance until I could accomplish this thesis. Thank you very much for your patience, attention, and advice in guiding me in finishing this thesis.
8. All lecturers of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto, especially lecturers of English Education Study Program, who have patiently shared all their precious knowledge and inspiration.
9. All of staffs and officials of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
10. My beloved parents, Kuspiyah, S. Pd. and Sunardi, every prayer, support, and motivation from you has made me finish this study on time. Thank you very much for everything, I love you both.
11. All of my family, my sist Aurellia Maharandhita who always make me laugh and cheerful again when I am tired.
12. Hani, S.Pd., as an English teacher at SMA Negeri 1 Purbalingga as well as a resource person in this study. Thank you for all the help, motivation, support, and prayers that have been sincerely given.
13. All of the students and big family of SMA Negeri 1 Purbalingga, the people and the place where I carried out this research to completion.
14. All of my friends from TBI A 2019, who have been a part of my 4 years of life, see you all on top guys.
15. My lovely friends, people who keep me motivated in doing this thesis, people who always take me out for walks and shopping as a form of self-love for having survived so far, people who help me stay mentally safe, and people who have helped in the process of working on this thesis.
16. All people who sincerely help me in finishing this thesis, and for all of

whom I cannot mention one by one.

There is no sentence that is more appropriate than the deepest thanks for all help, support, and suggestions. Only Allah can reply with better replies. Hopefully this thesis can be useful for the writer and all readers.

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**THE IMPLEMENTATION OF THE MOODLE APPLICATION
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ABSTRACT

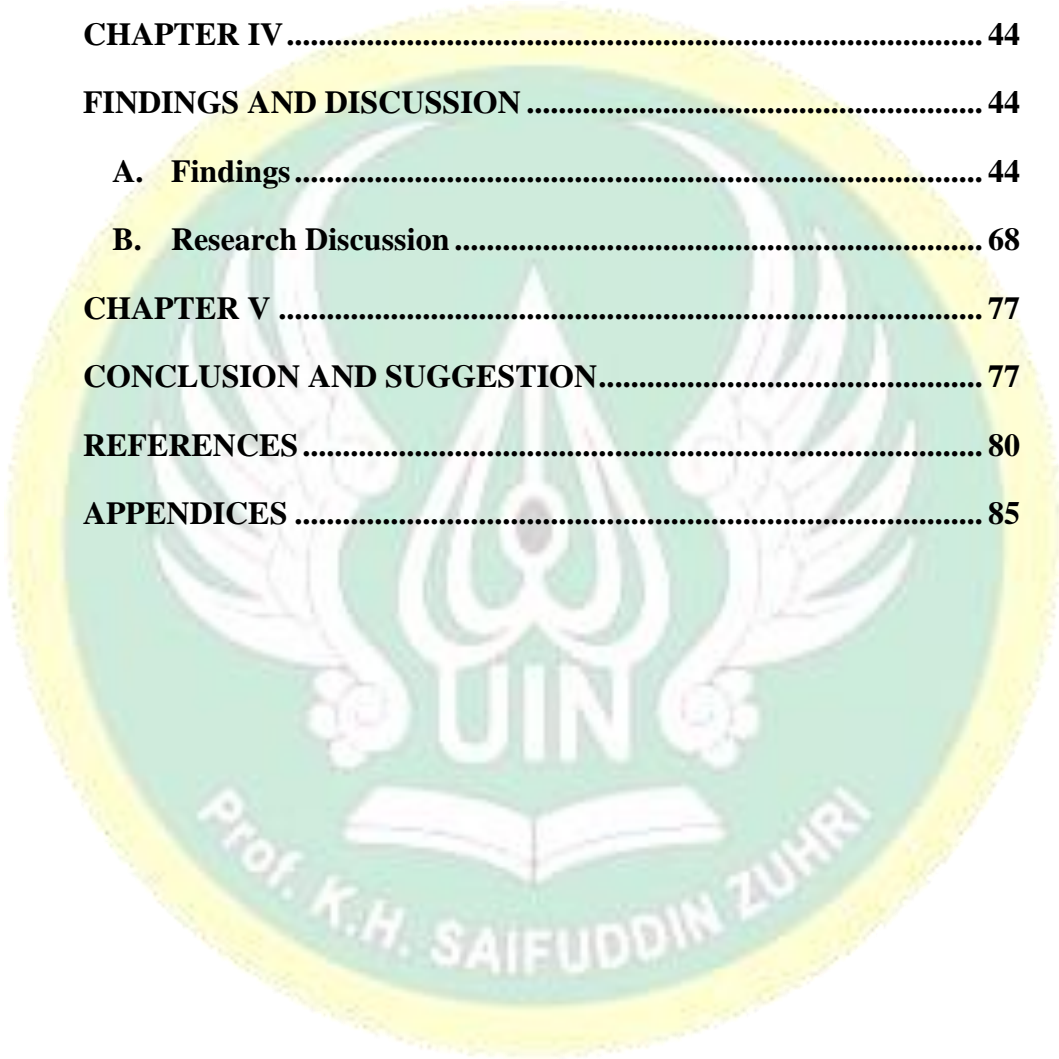
Currently, a Learning Management System like Moodle is extensively implemented in English learning, particularly as an assessment tool. Teachers can assign assessments for English projects or quizzes students complete through the Moodle application. This study seeks to determine Moodle's applicability, strengths, and weakness as a post-pandemic English assessment. This study was conducted in SMA Negeri 1 Purbalingga class XI students in 2022/2023. This qualitative descriptive study collects data through classroom observation and interviews with teachers and students. As a guide for research instruments and interviews, researchers utilized a protocol for observation. The results demonstrated that implementing the Moodle application in the assessment of English consists of three stages that are the creating quiz or assessment stage, execution of the assessment stage, and the evaluation stage. The results also stated that using the Moodle application as a post-pandemic English assessment has many strengths, including user-friendliness, standardization of content, control, accessibility, objectivity of judgment, independent learning, anxiety reduction, decreased costs, and spatial barriers. Then, based on the interview result of using the Moodle application for assessing English, demonstrated enthusiasm for assigning tasks and stated that the application was feasible for students, as evidenced by their positive attitudes. Moreover, even though there are some weaknesses, such as lack of student interaction and limited working time, difficulties in motivating appropriate and individual students, requires more preparation for the teacher, and vulnerability to technical issues, those were not an obstacle for the teacher and students to use the Moodle application.

Keywords: Moodle Application, English Assessment, Post-Pandemic

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CHAPTER I

INTRODUCTION

A. Background of the Study

The pandemic has brought about many changes in all aspects of human life. It has been two years since the discovery of the first COVID-19 case in Indonesia, and nowadays, people call this era a post-pandemic era. The coordinating minister, Airlangga, said that the post-pandemic is a new era that we know as the era of digitalization (Doni, 2021). Of course, even though everything is not as limited as before, the positive impacts from digitalization should be maintained.

One of the several positive impacts of digitization that can be maintained is in the field of education. During the pandemic, many teachers used assistive media for online learning, such as the Learning Management System (LMS). Learning Management Systems are one of the numerous applications of media. Learning Management Systems (LMS) are web-based technologies that enable instructors to design and distribute content, monitor student involvement and engagement, and evaluate student performance online (Lochner *et al.*, 2015). As a result, the Learning Management System will undoubtedly be very useful throughout the pandemic.

Even though the usage of a Learning Management System has aided the online learning process during the pandemic, there are still several challenges, such as the fact that many instructors opt to continue using traditional teaching techniques. In the post-pandemic era, this makes it feasible for teachers to return to their normal teaching methods. In reality, traditional media is no longer the preferred method of instruction, thus teachers must employ virtual labs to overcome the constraints of media in the laboratory. Therefore, several educational institutions support teaching-learning demands and give proper training and opportunity to discover the advantages of

utilizing innovative technologies such as Moodle(Han & Shin, 2016).

Moodle (Modular Object-Oriented Dynamic Learning Environment) was first created in Moodle version 1.0 by Martin Daugiamas in August 2002. It all started when Martin saw that many people wanted to exploit the internet to motivate him to build his e-Learning Moodle. Moodle is an application program that can transform learning media into a web form. Moodle eliminates the restrictions frequently experienced in offline classes. For instance, in an online class, the teacher can easily supply a large amount of information and reference books that are immediately accessible. However, in an offline class, this is difficult because the direct procurement of books is difficult and expensive. Therefore, Moodle is becoming one of the ways to improve learning effectiveness. Moodle has several features that can support online learning activities. Some of the features included in Moodle are videos, discussion forums, chat, materials, and quizzes(Simanullang & Rajagukguk, 2020).

According to Prasetya (2021), numerous universities are adopting the LMS Moodle to stay up with the epidemic education process. Several lecturers believed that Moodle's remarkable reputation is based on its relatively controllable and rapid implementation, acceptable requirements, and uncomplicated integration with current systems. A teacher or lecturer can create and perform creative activities in Moodle. Face-to-face classes are the basis of e-learning. However, traditional learning after digital representation does not automatically become e-learning material. Typical lectures need to be selectively adjusted to convert them into suitable Moodle-based materials since they would be delivered in online classes.

The use of the Moodle Learning Management System (LMS) during the pandemic has had several positive impacts on student learning outcomes (Yugo *et al.*, 2022). With the presence of Moodle,

students can easily adjust their learning needs so that in practice students can easily get the material they need, do assignments, and collect them just by opening the application. After the post-pandemic status has been established, the researcher wants to analyze whether Moodle will continue to be used and whether the impact will be as positive as its implementation when learning activities are still fully online.

Several previous research have examined the usage of Moodle during the pandemic and post-pandemic eras. One of these is a study by Rebecca Esi Quansah and Charles Essiam (2021). According to the author of this study, students also indicated that it is simple to access course materials and submit assignments using Moodle. In reality, Moodle as the LMS is convenient and user-friendly. This could be because most students use their smartphones to evaluate the LMS anywhere and at any time as long as they are connected to the Internet.

At SMA Negeri 1 Purbalingga, where the researcher conducted the research, the researcher found the fact that teachers still use Moodle as assessment tool even though the learning is full offline. Based on the initial observations that have been made on September 9, 2022, the researcher interviewed Mrs. H, one of the English teachers. She is a senior teacher at the school and her enthusiasm for upgrading his teaching style is very high. She uses various digital platforms to make her students more understanding and less bored. She said that in some ways, the use of Moodle can still be done for reasons of efficiency. Based on initial observations, the use of the Learning Management System, which was originally only used during online learning, can still be used in the post-pandemic era, even though the school is fully offline.

Based on this explanation, the researcher will focus on the implementation of a Learning Management System called Moodle as a medium for assessing English subject during the post-Pandemic

period at SMA Negeri 1 Purbalingga. SMA Negeri 1 Purbalingga has long been known as a pioneer school that became a pilot school for several government policies. Therefore, according to the author, it would be very good if the author do the research at a pioneer school so that it is hoped that the results of the research will certainly be one of the pioneer materials for others. This research analyzed the implementation of the Moodle application as a post-pandemic assessment in English class including its strengths and weaknesses. From the results of the analysis that has been done, the author try to provide solutions to problems that arise from the weaknesses of the Moodle LMS. Therefore, the researcher conducted research entitled **“The Implementation of the Moodle Application as a Post-Pandemic English Assessment of Eleventh Grade in SMA Negeri 1 Purbalingga”**.

B. Conceptual Definition

The definition contains important keyword terms to provide guidelines for the research to be carried out. In addition, related to this research, several terms guide the implementation of this research. That is:

1. Moodle Application

Moodle is a free e-learning application that can be used as an online and blended learning LMS (Harefa, 2020). Moodle enables the efficient implementation of contemporary distance education technologies by integrating advanced services for interactive dialogue and communication between a student and a teacher, controlling knowledge at various stages of the distance process, and achieving complete localization via language packs (Samigulina & Shayakhmetova, 2015). Popular open-source software Moodle (Modular Object-Oriented Dynamic Learning Environment) is highly adaptable to diverse situations and easily scalable from single, one-

time uses on a specific course to serving the needs of enormous universities (Whitworth & Benson, 2010). However, other academics believe that Moodle is underutilized as a tool for evaluating student understanding; less than one-fifth of the toolset is utilized (Dahal *et al.*, 2019).

2. Post-Pandemic Era

Post-pandemic means embracing uncertainty and promoting frequently disorderly, diversified options that enable economic, social, and political institutions to transform towards more fair and sustainable development paths. It entails rejecting the illusions of 'control,' through technology, the market, or government involvement and enabling a more compassionate, inclusive, and convivial approach to growth (Scoones & Stirling, 2020). According to Airlangga, the era following the epidemic is the era of digitization (Doni, 2021).

3. Assessment

Brown (2004) stated that assessment is an integral part of the realm of teaching and learning and assessment is a common and frequently misunderstood concept in contemporary educational practice. It may be tempting to believe that tests and assessment are synonymous, but they are not. Tests are planned administrative procedures at specific moments in a curriculum when students are expected to perform at their highest level, knowing that their responses are being measured and graded. On the other hand, assessment is a continuing activity with a considerably broader scope (Brown, 2004). Whenever a student responds to a question, makes a comment, or attempts a new phrase or structure, the teacher subconsciously evaluates the student's performance. Written work, from a scribbled sentence to a formal essay, is ultimately evaluated by the author, the instructor, and maybe other students. Typically, reading and listening exercises need some sort of productive performance that the instructor implicitly evaluates, regardless of how peripheral this evaluation may be. A good teacher

continually assesses their students, whether unintentionally or intentionally.

4. English Learning

Today, learning English is really crucial (Cai, 2012). According to Cambridge Dictionary, learning is the process of gaining knowledge of something through study or experience (Cambridge Dictionary, 2022). Learning English is the process of acquiring English-specific knowledge. English is the language of the mass media in a second language situation like newspapers, radio, and television are largely in English. English is also the official language of law courts, municipal and federal governments, and educational institutions. It is also the language of major commercial and industrial enterprises. Clearly, a strong command of English in a second language is a passport to social and economic growth, with the competent user of the right variation of English establishing himself as a successful, integrated member of that linguistic community.

C. Research Questions

Based on the background that has been explained, therefore the problems can be formulated as follows:

1. How is the implementation of the Moodle Application as a Post-Pandemic English Assessment of Eleventh Grade in SMA Negeri 1 Purbalingga?
2. What are the strength and the weakness of using the Moodle Application as a Post-Pandemic English Assessment of Eleventh Grade in SMA Negeri 1 Purbalingga?

D. Objective and Benefit of the Research

The objective and benefits of the research can be formulated as follows:

1. The Objective of the Research

The purposes of this study are:

- a. To describe the implementation of the Moodle Application as a Post-Pandemic English Assessment of Eleventh Grade in SMA Negeri 1 Purbalingga.
- b. To describe the strength and the weakness of using the Moodle Application as a Post-Pandemic English Assessment of Eleventh Grade in SMA Negeri 1 Purbalingga.

2. The Benefits of the Research

The benefits of this research are:

- a. Theoretically
 - 1) The study results are expected to develop knowledge, experience, and insight into English learning by utilizing the Moodle Learning Management System, especially in assessment.
 - 2) The study of the use of Moodle as an assessment medium in the English class can be utilized as a reference for future research if similar research is conducted.
- b. Practically
 - 1) For Author
This study expands the researcher's expertise and experience in exploring the use of the Moodle Application as a Post-Pandemic Assessment in English classes for future English learning.
 - 2) For Educators
This study can inspire teachers at SMA Negeri 1 Purbalingga and other schools to embrace digital assessment media, particularly the Moodle Learning Management System, as a medium for assessing English following the epidemic.
 - 3) For Additional Researchers
This study can assist other researchers in locating references for

future research. Furthermore, research can assist them in explaining how to use the Moodle Learning Management System as an assessment medium in the post-pandemic phase in order to make it a breakthrough in the future.

E. Structure of the Research

To make it easier and to find out what is contained in this research, the author arranges a systematic discussion of the main points of language, which is divided into five chapters.

Chapter I is the introduction. It will consist of a background of study, operational definitions, research questions, objectives, and significance the research, review of relevant studies, literature review, research methods, and structure of the research.

Chapter II will explain the theories of Moodle Application, Post-Pandemic Era, Learning Management System, and Language Assessment.

Chapter III will describe the research method and deals with the research design, research location, subject of the study, the study object, instruments for obtaining data, collecting data technique, analyzing data technique, and triangulation.

Chapter IV will discuss about the result and discussion about the use of Moodle Application as a Post-Pandemic Assessment in English Class at 11th grade of SMA Negeri 1 Purbalingga.

Chapter V will explain the conclusion, suggestion, and limitation of the research. In this chapter, the researcher concludes and some advice related to the study.

CHAPTER II

THEORETICAL REVIEW

A. Literature Review

Education is one of the many crucial responsibilities that English, as a global language, plays in contemporary life. Therefore, the educational system need updates, particularly on the recently produced digital media, so that students may strengthen their English abilities more effectively.

1. Moodle Application

Popular open source software Moodle (Modular Object-Oriented Dynamic Learning Environment) is highly flexible to varied contexts and easily scalable from single, one-time uses on a specific course to servicing the demands of huge colleges (Whitworth & Benson, 2010). Moodle enables the efficient implementation of modern distance education technologies by integrating advanced services for interactive dialogue and communication between a student and a teacher, controlling knowledge at various stages of the distance process, and achieving total localization via language packs (Samigulina & Shayakhmetova, 2015).

According to all the definitions above, one of the most popular technologies of learning management system is Moodle (Modular Object-oriented Dynamic Learning Environment). This environment's learning management system is a course management system, an open software package designed to assist educators in implementing effective online learning and realizing various educational opportunities. Moodle's international GPL (General Public License) license permits the free duplication and distribution of training materials. It offers downloadable packages with varying degrees of stability and numerous additional components, such as modules and language packs. It allows for the

exchange of knowledge and the organization of training in jointly solving educational problems. Teachers and students can benefit by accessing various online resources, communication, collaboration, and information exchange, as well as thematic, social, and digital growth. The user can apply teaching and evaluation methods, which is of utmost importance due to the expanded role assessment methods that have been given by contemporary researchers. Thus, the alternative use of online tests and control tasks for assessing the level of foreign language knowledge in Moodle has become widespread, which both students and instructors have already praised (Soares & Lopes, 2018). Nonetheless, some researchers believe that Moodle is underutilized as a tool for assessing student's knowledge; less than one-fifth of the toolset is utilized (Dahal *et al.*, 2019).

a. The Use of Moodle Application

According to Koneru (2017), Moodle serves the following uses:

1. E-Administration

Authenticate and enroll students and teachers/facilitators in courses. Every administration process can easily be done on a self-taught. It does not require a service agent to do so, so it will be more efficient and accurate because each person's data input process is carried out individually. The classes can also be made according to the needs of students/teachers.

2. E-Content Management and Delivery

Upload, organize, and deliver learning materials, allowing students to download and save learning materials. From this dimension, it can be concluded that Moodle can share learning materials, making it easy for students to download and upload their classwork and homework files (Maulana & Lintangari, 2021). In this case, it will be easier for teachers to deliver learning materials anywhere and anytime without being limited

by space and time. Students will also find it easier to access learning materials even when not in class.

3. E-Learning

Facilitate interaction, collaboration, and communication with counselors/tutors, students, and content. Although it is explained that Moodle is useful for e-Content Management and Delivery, it won't be accessible if it can only be used for that purpose. Students need additional information, and in this case, the teacher is also interested in providing clarification on student questions. Even though many technical errors, such as an unstable internet connection, occur in practice, it is difficult for the teacher to monitor students. This is consistent with the result that students find it difficult to comprehend the material and need help comprehending the teacher's instructions (Sekarini & Ma'rufah, 2022). On the other hand, using LMS as a learning medium during the pandemic was deemed unsatisfactory because students felt they needed phone credit, a strong signal, and ample memory to install the new application and participate in the fully online learning activity (Wahidiyati, 2020). Therefore, step by step, everything must be improved.

4. E-Assessment.

It is assessing, grading, and reporting on student performance. In this function, Moodle has an essential role because assessment and grading are crucial in the education world. The value obtained by the student can determine the direction of the student's talents and interests. Therefore, from time to time, educational institutions often adjust assessment methods deemed more suitable to be carried out in today's times.

b. The Features of Moodle Application

It contains diverse amenities that can be utilized for specific purposes. Moodle is one of the most comprehensive software

available for use in the learning process. Moodle is packed with various significant elements that can aid in the learning process to facilitate the learning process. Several elements of the Moodle application can be used to facilitate the learning process. These characteristics have advantages and can be combined to maximize the learning process. On the teacher's account, optimal utilization is possible, while on the student's account, usage is facilitated according to its designation. According to Nelius Harefa, S.Si., M.Pd (2020), Moodle has several main features that can help students learn, such as documentation, downloads, demo, tracker, development, translation, and moodlenet feature.

1. Documentation

The documentation feature is a sort of storage for documentation such as photographs. These files contain documentation of activities associated with the Moodle program. Through this tool, educators and students can access documents created by other individuals from across the globe. This material provides instructors and students with an overview of the evaluation of the Moodle application.

2. Download

The download option provides free storage for a variety of documents that can be downloaded. These documents may take the shape of Moodle-integrated instructional modules. Using this function, the user can obtain instructional materials and information from other users and professionals. Teachers can also share their instructional resources. Through this feature, with some confirmation and permission.

3. Demo

Users of the Moodle program have unrestricted access to the demo function, which contains documentation in the form of

movies. These films may be an instructional, seminar, or workshop videos, as well as other validated videos. Videos can also consist of constructing Moodle apps, Moodle usage procedures, course class usage procedures, and videos connected to other Moodle applications.

4. Tracker

The tracker tool can monitor integrated Moodle application learning resources and other users. Monitoring is meant for beneficial activities, such as tracking references in the form of books, tracking other users to be used as references for organizing classes, and tracking references for developing practice problems. With these characteristics, instructors have numerous resources for designing lessons and enhancing the learning experience. Using this function, it is possible to search for creative ideas.

5. Development

The development feature aids in the creation of Moodle applications. This feature provides access to significant and small developments. Teachers can design lessons on their accounts based on Moodle application advancements with this capability. Through this function, instructors and students can collaborate on developing Moodle apps.

6. Translation

The translation tool permits translation from and into various languages spoken throughout the globe. The Moodle program has a translation tool to make it easier for teachers and students to access Moodle's services; for instance, instructional materials created in English can be automatically translated into Indonesian using the translation feature. This function allows the translation of documents in the form of movies.

7. Moodlenet

The Moodlenet function gives information about the use of the Moodle program that has been integrated with other web addresses. By entering the document's website link, teachers and students can obtain this material using this feature. Instructors can integrate their materials with other web addresses through the approval and validation of the Moodle application.

The Moodle class platform, which is meant for the classroom learning process, does not have the supporting elements of the Moodle application, such as valuable postings, events, and resources. Nonetheless, these elements can facilitate the learning process.

1. Useful Post

Useful posts. Useful post is a Moodle partner that gives the most recent news content. Through this function, users can find or become friends with other people. In addition, users can apply for friendships through this function, which other users can confirm. With this feature, consumers can communicate with users from different countries.

2. Event

Event is a Moodle media partner that provides information about Moodle-related activities. This feature includes activities like Moodle training, workshops, seminars, and other training. Users can participate for free or for a fee.

3. Resources

The resources feature delivers news from various Moodle development and usage resources. This section shows job postings linked to Moodle from various countries. Users can only join the job through Moodle; other programs are not permitted.

c. The strengths of Moodle Application

According to Segey Usov and others's (2020) research, Moodle has several strengths, including:

1. Feasibility

By 'Feasibility,' it's mean standardized content, access to online course materials at any time and from any location, increasing the availability of educational services (for example, for people with disorders), the ability to study at your own pace and at your own time, the speed of assessment, and a high degree of task variability.

2. Information Security

Moodle improves information security by reducing the possibility of information leakage about test task contents due to high data transfer speeds and special file protection.

3. Learning Process Analysis.

The 'Learning process analysis' factor implies precise control over the educational process and its outcomes.

4. Constructivism and the variety of teaching aids

Theoretical studies conducted by other scientists support constructivism and the variability of teaching aids.

6. Improvement of grammatical and spelling skills

A framework is introduced that assists students in understanding the significance of the material being studied and developing strategies for its independent, experimental, practical, and applied training. Educators also emphasized the significance of a personality-oriented approach to teaching, in which the educator possesses the experience, proficiency, practical skills, and depth of knowledge required to master a foreign language successfully.

7. Developing self-evaluation abilities

Among the opportunities that characterize the learning

system, both students and educators emphasized the assessment system's ability to allow students to engage in control and evaluation activities, acquiring skills and the habit of self-assessment, provided that the criteria and the assessment algorithm are known by educators and students, and also correspond to educational goals.

In the other hand, J. Rosak-Szyrocka and P. Wojciechowski (2015), explained that the Moodle application has several advantages, including:

1. Content standardization.
2. Precise control of the learning process and its effects.
3. The accessibility to the course's online materials at any time from anyplace.
4. Reduced tuition costs (important especially in the case of training large number of people, e.g., for companies).
5. Increased availability of educational services (lack of spatial barriers, which is important e.g., for people with disabilities).
6. Making learning process more attractive through the use of multimedia.
7. The possibility to learn at one's own pace and at the chosen time.
8. Minimizing students' fear and timidity.
9. Learners' implementation to being systematic and self-reliant.
10. Removal of restrictions related to the time and place of study.
11. In the case of e-tests: objectivity of the evaluation.
12. Velocity of the assessment (the grade can be issued immediately after the test).

d. The weaknessess of Moodle Application

Segey Usov (2020) explained that the Moodle application has several flaws, including:

1. Lack of an individualized approach. In the case of a test, only the final result is evaluated, making it challenging to motivate students without individualized instruction.
2. Inability to test communication. It relates to the failure to test communication skills, which indicates a lack of or limited capacity to acquire and enhance practical skills.
3. Lack of practical language training. In this situation, there is a lack of direct contact with other students, which can lead to feelings of isolation and necessitate a high level of self-discipline and independence.

In the other hand, J. Rosak-Szyrocka and P. Wojciechowski (2015), explained that the Moodle application has several weakness, including:

1. Lack of direct contact with other learners so there is the feeling of isolation.
2. A high level of self-discipline or self-direction is required.
3. The difficulty in an appropriate and individualized learners' motivation.
4. The diversity of results depends on learners' computer competence.
5. The need to have hardware with suitable parameters.
6. Greater amount of time from the tutor's side (preparation of the materials, correspondence with students).
7. Vulnerability to technical problems.
8. None or very limited opportunities to acquire and improve practical skills, which are crucial within fields such as medicine or performing arts.
9. In the case of e-tests: key evaluation (the final result is

being assessed, not the line of reasoning).

10. Problems with the remote verification of the identity of the students taking e-tests.

e. Steps to make a quiz as an assessment tool.

In teacher assessments, they will usually use Moodle as an assessment, especially in terms of providing a quiz system. Rice (2015) described the steps for creating a quiz in the Moodle application, as follows:

1. First, go to Quiz administration the Edit Quiz. Then, click on the Add link.
2. A popup window will be displayed. Select a new question.
3. Then, you will add it to your quiz and to create a question, from the popup window, select the type of question that you want to create. Click on the Add button. This will bring you to the editing page for that question. The editing page will be different for each type of question, but some features will be the same for all types of questions.
4. The question name is what the teacher will see when building and reviewing the quiz. Students don't see this field. Make the name meaningful to the teacher. For example, Leaf Question 1 would not be a very descriptive name, but then it would tell you the source of the question. If you forget what a question says, you can always click on the button next to the question to preview it. Question text is the actual question that the students will see.
5. General feedback (not shown in the preceding screenshot to save space) is the feedback that students will see for this question, no matter what answer they gave. For more information on question feedback, refer to the Adding feedback to a question section.

6. Enter the choices (answers) for the question. You can enter feedback for each choice.
7. After you save the question, it is added to the list of questions in that category.

f. Execution of the exam.

Batubara (2017) explained the steps for working on online quiz in Moodle questions are as follows:

1. Enter the e-learning site using your personal account.
2. Enter the page of the subject to be tested (for example: English Course).
3. Click on the exam module title (e.g.: midterm exam).
4. Read the exam instructions, then click the attempt quiz now button now), then click on the words “Start attempt” to start the exam. If the online exam is protected using a password, then enter the quiz password given by the manager or teacher. The display of the online exam page using the Moodle LMS quiz is as follows as follows:

Regina Khansa Maya, Online Exam Implementation Study of X.

5. End the quiz by clicking on the words finish attempt at the bottom of the quiz block navigation.

g. Viewing and creating grade categories.

Rice (2015) described how to view and create the grade categories in the Moodle application, as follows:

1. Viewing grade categories.

Categorizing the graded activities in a course enables you to quickly see how your students are doing with various kinds of activities. If you do not assign an activity to a category, it will then belong to the category Uncategorized, by default. The next, screenshot shows a course that uses the categories Quizzes and Non-quizzes. These were created by the teacher to

compare the students' performance in tests on other activities, because he/she was concerned that some student may have test anxiety.

Notice that in the category labeled Quizzes, the grades are displayed for two quizzes, that is, Terminology Test and Lifecycle Test. The page also displays the Category total for Quizzes. In the category labeled non-quizzes, it displays only the Category total. Grades for individual activities under non-quizzes are not displayed. If the user clicks on the + sign located next to non-quizzes, the individual grades in that category will be revealed. In this example, the teacher can see that the scores of Student1 in the quizzes are consistent with his/her scores in the non-quiz activities. Categorizing the activities made it easy to see the comparison.

2. Creating grade categories

Categories are created and items are moved into categories, in the same window. To create a grade category:

1. Select Administration > Grade administration > Setup > Categories and items.
2. At the bottom of the page, click on the Add category button. The Edit category page is displayed.
3. Fill out the page and save your changes.

2. Post-Pandemic Era

Post-pandemic means embracing uncertainty and promoting frequently disorderly, diversified options that enable economic, social, and political institutions to transform towards more fair and sustainable development paths. It entails rejecting the illusions of 'control,' through technology, the market, or government involvement and enabling a more compassionate, inclusive, and convivial approach to growth (Scoones & Stirling, 2020). Natural risks such as earthquakes, hurricanes, and cyclones, as well as

chemical hazards such as gas leaks, oil spills, and nuclear weapons, have a long-lasting impact on societal lifestyles and provoke reflection on the optimal course of action. Although these occurrences affect areas on diverse scales, they provoke global responses regarding human thought and action. As a result of its "viral" contagiousness, the current COVID-19 epidemic has notably impacted broad swaths of the globe and brought life to a standstill in many places. Approximately 38 million COVID-19 cases have been confirmed in 216 countries, and the number is quickly increasing (World Health Organization, 2020). Climate change is predicted to have significant effects in the future, traces of which are already evident today. However, none of these calamities has disturbed life as broadly and persistently as the COVID-19 pandemic.

The pandemic has required a shift in human efforts toward alternate methods, and the current state of flux predicts the birth of a "new normal" way of life on this post-pandemic era. Nearly all sectors involving human activity, including enterprises and trade, health and well-being, tourism and travel, education and research, etc., are reacting uncertainly to the current pandemic situation while concurrently wrestling with post-pandemic direction. Most of these activity categories are intricately intertwined with the built environment of their operations, which influences the degree of their operational security or susceptibility to a pandemic (Megahed & Ghoneim, 2020). A trans-disciplinary framework that emerged from the pandemic crisis has enhanced aspects of the function of architecture and urban disciplines in developing safe and healthy settings (Salama, 2020). The COVID-19 pandemic has necessitated the adoption of an online digital off-campus form of instruction, which would not have occurred under normal conditions. Its near-universal acceptance has generated questions about the usefulness

of online education and inspired an investigation into the pedagogical challenges that may arise in such a setting (Gopinathan & Ramachandran, 2020). Concerns include adverse views of online education due to the digital divide, lack of inclusivity, injustice, unaffordability, and value of online education; ironically, online education is also viewed as a solution for these problems (Kebritchi *et al.*, 2017).

Here, it is essential to differentiate between traditional remote education and COVID-19-adapted online, off-campus education. This form of instruction is also known as "crisis distance education," "emergency remote teaching," and "transitional emergency model" (Al Lily *et al.*, 2020; Hodges *et al.*, 2020). Whereas traditional remote learning advances with pedagogical and administrative frameworks, methodologies, technologies, and processes the COVID-19 epidemic has precipitated a sudden, unprecedented transition to online, off-campus education (Elkaseh *et al.*, 2015; Kennedy, 2017). The importance of having defined, approved frameworks for each individual educational program cannot be overstated in this context.

In global education, efforts have been made to evaluate post-pandemic responses in educational institutions, the influence of such modifications on teaching and academic activities and predict its long-term effect on academia. In an interview, representatives of the academic fraternity of the architecture cohort in the United States praised the academic community's adaptability to online platforms for distance learning. There is resolute support for continuing the online medium for teaching the courses due to its potential to recreate a richer kinesthetic experience online and the opportunities it gives through synchronous/asynchronous, personalized learning combinations. Though a consensus was

reached on the future continuation of digital education, the cohort also emphasized the crucial relevance of physical studio space for architecture education. In a post-pandemic scenario, the academic leaders envisaged a future transformation trajectory to hybrid formulations of material delivery, evaluations, and other academic features. It is commonly acknowledged that incorporating online education into blended learning as a teaching tool offers significant opportunities to expand education (Ioannou, 2018). Therefore, the use of LMS tools as an education medium can make the educational process especially in assessment more engaging and interactive, thereby increasing the visibility of student progress (Janah *et al.*, 2022).

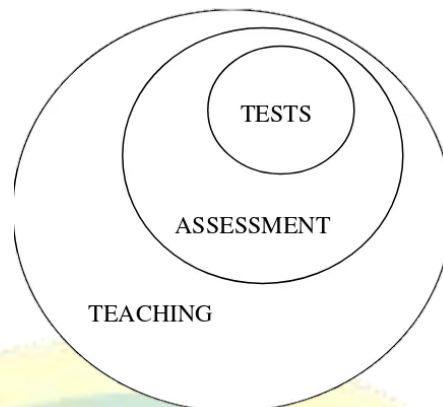
3. Language Assessment

Assessment is a vital aspect of the teaching and learning process (Brown, 2004). Typically, assessments determine how much pupils have learnt up to a certain point (Cheng, 2005). In current educational practice, assessment is a widespread and frequently misunderstood notion. People may be tempted to believe that tests and evaluations are interchangeable, but they are not. Students are expected to perform at their most incredible level during tests since they know their replies will be measured and graded. In contrast, evaluation is an ongoing process with significantly greater reach. When a student responds to a question, makes a comment, or attempts a new phrase or structure, the teacher subconsciously judges the student's performance. From a scribbled line to a formal essay, all written work is ultimately judged by the author, the instructor, and sometimes other students. Reading and listening activities typically require productive performance that the instructor implicitly evaluates, regardless of how peripheral this judgment may be. Whether consciously or unintentionally, the competent teacher constantly evaluates their

students.

Dorman and Knightly created the Perceptions of Assessment Tasks Inventory (PATI) to observe students' perceptions of assessment tasks across five categories to comprehend the qualities of assessments, which served as the theoretical foundation for the development of the 12 items in the student questionnaire (Dorman & Knightley, 2006). These five elements are congruence with intended learning, authenticity, student consultation in the assessment process, transparency regarding assessment aims and forms, and diversity. Students view assessment tasks as linked with their learning objectives and activities if they sense congruence with planned learning. Authenticity refers to the relevance of assessment tasks to students' daily lives. Consultation with students suggests that they are involved and consulted in the evaluation procedure. Transparency indicates that students are well-informed regarding the aims and procedures of the evaluation. Diversity is the perception by students that they can complete assessment activities at their own pace.

Tests are, therefore, a subset of assessment; they are not the only type of evaluation a teacher can conduct (Brown, 2004). Tests can be essential tools, but they are only one of several procedures and activities teachers might use to evaluate students. Teaching establishes the practice games of language acquisition, such as the opportunities for language learners to listen, think, take risks, set goals, receive feedback from the teacher, and then cycle through the abilities they are attempting to master. The link between tests, assessment, and teaching is depicted in Diagram 1.1.



1. Informal and Formal Assessment

In order to begin unraveling the lexical tangle formed by distinguishing between tests, assessment, and teaching, it is necessary to differentiate between informal and formal assessment. Informal assessment can take various forms, including incidental, unplanned comments and reactions, mentoring, and other impromptu student input. Examples include: "Excellent work!" "Good work!" "I believe you meant to say you broke the glass, not you broke the glass," or getting an O on some homework. Informal evaluation does not end there. A significant portion of a teacher's informal evaluation is embedded in classroom assignments designed to elicit performance without documenting outcomes or making definitive assessments of a student's competency.

Examples at this end of the continuum include marginal comments on papers, a response to a draft of an essay, advice about how to pronounce a word better, a suggestion for a strategy to compensate for a reading disability and demonstrating how to modify a student's note-taking in order to remember the lecture's content better. On the other hand, formal assessments are exercises or procedures developed explicitly to tap into a repository of skills and knowledge. These are systematic, deliberate sampling procedures designed to provide teachers and students with an evaluation of student performance. Continuing the tennis analogy,

formal assessments are tournament games occasionally during a practicing program.

We might say that all formal assessments are tests, but not all tests are formal assessments. For instance, the teacher may utilize a student's diary or portfolio of materials as a formal assessment of the achievement of particular course objectives. However, it is challenging to refer to these two procedures as formal assessments or "tests." A series of regular observations of a student's frequency of spoken engagement in class constitutes a formal assessment, but it is scarcely a test. Tests are typically circumscribed in time (generally lasting a single class period or several hours) and rely on a small sample of student behavior.

2. Formative and Summative Assessment

Another important distinction to remember is the function of an evaluation is how the process should be utilized. Literature typically identifies two functions, formative and summative assessment. Most of our classroom assessments are formative assessment. Formative assessment is evaluating students while they are "forming" their competencies and skills to assist them in continuing their development. The key to such formation is the delivery (by the teacher and the student's internalization) of timely feedback on performance, with an eye on the future continuation (or formation) of learning. Nearly all types of informal assessments are formative or should be. They are primarily concerned with the ongoing language development of the student; therefore, whether the teacher provides a pupil with a comment or a suggestion or draws attention to an error, the teacher attempts to improve the learner's language skills.

Typically administered after a course or instructional unit, summative assessment tries to evaluate or summarize what students have learned. A summary of what a student has learned

requires looking back and evaluating the extent to which objectives have been met, but it does not necessarily indicate the path forward. Exams at the end of a course and tests of general proficiency are examples of summative evaluation. Summative assessment, also known as assessment of learning, determines if pupils meet state, district, or teacher-established standards. It may be argued that learners typically receive feedback, whether directly or indirectly, from classmates or teachers. However, it should be noted that summative classes typically have no scheduled and constant support and feedback (Leung, 2007). The belief that all tests (quizzes, periodic review exams, midterm examinations, etc.) are summative is one of the issues with the prevalent testing mindset.

According to Black and William (1998), summative evaluations are administered at the end of a unit or a specific period to identify the amount of learning that has occurred. These writers also argue that if the evaluation aims to provide marks to students and accountability, then these forms of assessment are helpful. However, they do not assist learning during the learning process, which is a significant shortcoming for this type of assessment. It may be argued that learners typically receive feedback from classmates or teachers, whether directly or indirectly.

3. Type of Assessment

Brown (2004) describes the taxonomy of evaluation types in his book. The four types of skills are listening, speaking, reading, and writing. Detailed descriptions of each skill type are provided below:

1. Listening Assessment

From these stages, we can extract four frequently recognized types of listening performance, each comprising a

category within which to examine assessment tasks and methods.

1. Intensive

Listening to perceive a more significant language segment's components (phonemes, words, intonation, discourse markers, etc.).

2. Responsive

Listening to a relatively brief language segment (a greeting, inquiry, command, comprehension check, etc.) and responding in kind.

3. Selective

Multiple judicious minutes are spent "scanning" short discourses, such as monologues, to locate specific content. The objective of such performance is not necessarily to seek global or general meanings but rather to be able to interpret specific information in the context of longer stretches of spoken language (such as classroom directions from a teacher, T or radio news items, or stories). Students may be asked to listen for names, numbers, a grammatical category, directions (in a mapping exercise), or specific facts and events as part of selective listening assessment activities.

4. Extensive

Develop a worldwide, top-down grasp of spoken language through listening. Extensive performance extends from listening to lengthy lectures to obtaining a detailed message or purpose from a discussion. The extensive hearing includes listening for the gist, for the central idea, and for making inferences.

2. Speaking Assessment

Types of speaking assessment:

1. Imitative

At one end of the spectrum of speaking performance types is the ability to repeat a word, phrase merely, or complete statement. Even though this is a strictly phonetic level of oral output, several prosodies, lexical and grammatical language features may be incorporated into the criterion performance. We are solely interested in what is traditionally referred to as "pronunciation"; no assumptions are made regarding the test-takers' capacity to comprehend or express meaning or to engage in an interactive conversation. In this context, the only function of hearing is the temporary storage of a cue, just long enough for the speaker to retain the brief segment of language that must be reproduced.

2. Intensive

The production of short lengths of oral language aimed to demonstrate competency in a small range of grammatical, phrasal, lexical, or phonological links is a second type of speaking widely deployed in assessment contexts (such as prosody elements intonation, stress, rhythm, juncture). To answer, the speaker must be aware of semantic qualities, although interaction with an interlocutor or test administrator is, at best minimal. Intensive evaluation tests include directed response tasks, reading aloud, phrase and dialogue completion, limited picture-cued tasks that include simple sequences, and translation up to the level of simple sentences.

3. Responsive

Responsive assessment tasks contain contact and test communication, although at the reasonably limited level of very brief talks, standard greetings and small talk, straightforward requests and comments, etc. The stimulus is usually a verbal cue (to retain authenticity), followed by no

more than two questions or responses.

4. Interactive

The distinction between responsive and interactive speaking lies in the duration and complexity of the engagement, which might involve many exchanges and multiple participants. The two kinds of transactional language used to exchange specific information can be used in interaction. Alternatively, interpersonal interactions whose objective is to sustain social relationships. (In the three preceding talks, A and B were transactional, whereas C was interpersonal.) Oral output can become pragmatically complex in interpersonal interactions due to the necessity to utilize a casual tone, colloquial language, ellipses, slang, humor, and other sociolinguistic conventions.

5. Extensive (monologue)

Extensive oral output tasks include speeches, oral presentations, and storytelling, during which conversational engagement with listeners is either severely limited (possibly to nonverbal responses) or eliminated. The language style is typically more deliberate (preparation is required) and formal for extensive undertakings. However, we cannot rule out specific informal monologues, such as speeches delivered informally (for example, my vacation in the mountains, and a recipe for great pasta primavera, recounting the plot of a novel or movie).

3. Reading Assessment

The preceding chapters demonstrated that there are at least five distinct categories of hearing and speaking performance for both listening and speaking. In the case of reading, the diversity of performance is generated more from the plurality of text types (the genres indicated above) than from the

diversity of overt performance styles. Nonetheless, when contemplating assessment processes, numerous types of reading performance are commonly defined; these serve as organizers for various assessment activities.

1. Perceptive

Consistent with the list of categories for hearing comprehension, comparable requirements are provided here, albeit with different nomenclature to reflect the peculiarity of reading comprehension. Tasks requiring perceptive reading entail focusing on the components of longer stretches of discourse, including letters, words, punctuation, and other graphemic symbols. Assume bottom-up processing.

2. Selective

This category is mainly the result of evaluation formats. Specific standard tasks, such as picture-cued tasks, matching, true/false, multiple-choice, etc., are used to assess an individual's reading recognition of lexical, grammatical, or discourse elements of language within a relatively brief passage. Sentences, brief paragraphs, and simple charts and graphs are examples of stimuli. In addition, concise responses are intended. Combining bottom-up and top-down processing is possible.

3. Interactive

Included among interactive reading kinds are language passages of several paragraphs to one page or more in which the reader must interact with the text in a psycholinguistic sense. In other words, reading is a process of negotiating to mean; the reader brings a set of schemata for comprehending the text, and comprehension is the result of this engagement. Anecdotes, brief narratives and

descriptions, snippets from more extended texts, questionnaires, memoranda, announcements, directions, and recipes are genres that typically lend themselves to interactive reading. The purpose of an interactive task is to find relevant aspects (lexical, symbolic, grammatical, and conversational) within somewhat brief texts to retain the processed information. Top-down processing is typical for such workloads, while bottom-up performance may occasionally be required.

4. Extensive

This book discusses extensive reading as it applies to literature longer than one page, including professional articles, essays, technical reports, short stories, and books. (It should be noted that reading research typically defines "extensive reading" as lengthier lengths of discourse, such as lengthy articles and books that are typically read outside class. This definition is modified slightly to accommodate any text longer than one page.) In contrast to requiring test-takers to "zoom in" on specifics, the assessment's objective is typically to gauge the learner's overall comprehension of a book. Assume top-down processing for most extensive jobs.

4. Writing Assessment

This article examines four forms of written performance that encompass the spectrum of written output. Each category is similar to the categories described for the other three skills but always reflects the distinctiveness of the skill area.

1. Imitative

To produce written language, the student must master the essential, fundamental duties of writing letters, words, punctuation, and short sentences. This category

encompasses the ability to spell accurately and recognize phoneme-grapheme correspondences in the English spelling system. At this level, students attempt to master the mechanics of writing. At this stage, form is the primary issue, if not the only one; context and meaning are secondary.

2. Intensive (controlled)

Beyond the basics of imitative writing are the skills of developing context-appropriate vocabulary, collocations and idioms, and accurate grammatical elements up to the length of a complete sentence. Meaning and context play a small role in judging correctness and appropriateness. However, most assessment activities are primarily concerned with form and are relatively rigorously governed by the test's structure.

3. Responsive

Here, assessment assignments demand learners to operate at a limited discourse level, connecting sentences into a paragraph and generating a two- or three-paragraph logically connected sequence. The assignments adhere to pedagogical directives, criteria list, outlines, and other rules. Narratives and descriptions, short reports, lab reports, summaries, brief answers to reading, and interpretations of charts and graphs are all types of writing. Under particular conditions, the author begins to exercise some choice between alternate modes of expressing ideas. The author has grasped the principles of sentence-level grammar and is more concerned with the discourse rules necessary to accomplish the text's goals. The focus on form is predominantly at the discourse level, with a heavy emphasis on context and meaning.

4. Extensive

Extensive writing requires mastery of all processes and tactics of writing for all purposes, up to the length of an essay, a term paper, a significant research project report, or even a dissertation. Writers focus on achieving a purpose, organizing, and developing ideas logically, employing details to support and show ideas, demonstrating syntactic and lexical diversity, and, in many cases, engaging through numerous drafts to produce a final result. Focus on grammar is confined to editing and proofreading a draft on occasion.

B. Review of Relevant Studies

Based on several sources related to this research, several journal articles, and previous research related to the research topic that the researcher discusses. The following are the results of comparison with previous research studies:

The first study was conducted by Olga I. Vaganova *et al.*, (2020). This study was titled "Assessment Tools in E-Learning Moodle." This study was a quantitative investigation. 42 teachers participated in this study; their aggregate index ranged from 0.5 to 1. This study's primary objective was to evaluate Moodle's evaluation capabilities for e-course elements. Based on data analysis and debate, the most effective tools for assessing students in the electronic educational environment of Moodle have been determined to be Tests, notwithstanding the variety of assessment tools. Wiki and assignment tools are also popular among educators. According to the survey results, respondents recognize the feasibility of a qualitative assessment of students' theoretical knowledge using the Moodle assessment tools. To assess practical training, additional tools are required. However, Moodle tools can be used to establish the actual construction of practical abilities. Teachers concur that the Moodle

assessment tools are handy across all disciplines. On the other hand, teachers can specify customized parameters for the entire class or, if necessary, for each student. Teachers can obtain reasonably objective data regarding student instruction using the Moodle assessment features. The similarity between this research and the research to be conducted lies in the type of media used and the discussion of the main functions used in the media. The difference lies in the type of research and, of course, the problem formulation.

The second was a study by Prashant Bargea (2014) of the Symbiosis Institute of Operations Management in Nashik and Dr. B.R. Londheb of the Symbiosis Institute of Management Studies in Pune. This study was titled "From Teaching to Learning to Assessment: The Moodle experience at B'School in India." This study was a quantitative investigation. The participants in this study were 120 Masters in Business Administration (MBA) students. This study's primary objective was to investigate the use and benefits of the Moodle Open-Source Platform by presenting the direct experience and opinions of Moodle users (both Faculty and Students). MBA courses find Moodle particularly effective for Internal and Continuous Evaluation based on data analysis and discussion. It saves the professors and administrative staff of the institution nearly two-thirds of the time required to conduct and monitor Internal Evaluation Components, allowing them to devote more time to value-adding activities and to conceiving more effective teaching strategies. Utilizing the institute's IT resources and infrastructure improves the return on investment (ROI) of the IT resources, which raises students' engagement and satisfaction in the present ICT-based world. The similarity between this research and the research to be conducted lies in the type of media. The difference lies in the type of research and, of course, the problem formulation and also the focus of the research.

Third, research by Rebecca Esi Quansah and Charles Essiam

(2021), University of Education, Winneba, Ghana. The title of this study was "The Use of Learning Management System (LMS) Moodle in the Midst of Covid-19 Pandemic: Students' Perspective". They conducted a qualitative research study. The subjects of this study are 392 specially selected undergraduate students from the Department of Integrated Science Education. The main purpose of this research is to promote effective teaching and learning in the future, and virtual learning should be integrated with regular conventional learning. Based on data analysis and discussion, students responded positively with an average score of 3.2 on all four components of the Technology Acceptance Model (TAM). This is considered relatively high. This is true for students using a learning management system (LMS), but with Moodle, to ensure effective teaching and learning, students can take hands-on classes in labs wherever they are. And preferred a hybrid teaching and learning mode that allowed them to complete theoretical classes online. Therefore, the time has come to integrate LMS Moodle into the teaching and learning of all courses at the Winneba College of Education. In this article, it is mentioned how effective the use of Moodle as an assessment medium is. The similarity of this research with the research to be carried out is the same as using Moodle LMS for English learning media. The difference is in the research period, this research was carried out during the pandemic, while the research that will be carried out was carried out post-pandemic.

Next, research by Joel Mtebe (2022), University of Dar es Salaam, Tanzania, and Michael Gallagher, University of Edinburgh, Scotland. The title of the study is 'Continued Usage Intentions of Digital Technologies Post-Pandemic through the Expectation-Confirmation Model: the Case of a Tanzanian University'. They conducted both qualitative and quantitative research. The subjects of this survey were his 152 teachers who responded to a questionnaire from his 16 colleges and schools at the host university. The purpose of

this study is to explore faculty intentions to sustainably use digital technologies to enhance education at prestigious universities in Tanzania. Based on data analysis and discussion, the need for localized content related to digital training, certification, and teachers' real-life experiences in the Tanzanian context is demonstrated. Reduce the barriers to participation experienced by many, primarily related to data costs and connectivity. Moreover, it stems from a participatory, incentive-based model. The similarities between this study and those to come are between the period of the study and the LMS used. The difference lies in the level of education of the sample used and the subjects studied.

Many previous studies have shown that the topic studied by researchers is a topic that is currently attracting much attention. Therefore, this research is very important and can fill previous studies' gaps. Previous research has discussed the use of Moodle at a different level from what the researcher will study at universities. In addition, many studies are still set in time during the pandemic, while in this study, the time setting is post-pandemic. Although some references suggest the time setting in the post-pandemic period, the level of education and the setting of the place are still different. Therefore, this research is very important and useful, especially for continuing the use of digital media assessment in the world of education in the future.

CHAPTER III

RESEARCH METHODS

A. Research Methods

The research method is a way of obtaining scientific data to achieve specific goals and uses. According to Craswell (Craswell, 2014), qualitative research is the research that investigates and comprehends the significance that individuals or groups attribute to a social or human situation. The research process encompasses the emergence of questions and processes, the collection of data in the context of the participants, inductive analysis of the data that builds from particulars to broad themes, and the interpretation of the data significance. The final written report has a flexible structure. In this study, the researcher has collected data about the use of the Moodle Application as a Post-Pandemic English Assessment in Eleventh Grade Class at SMA Negeri 1 Purbalingga.

1. Type of the Research

This study is field research using a descriptive qualitative method. The researcher described the facts and recurring events regarding the Moodle Application as a medium for English Class assessment. This research was conducted at SMA Negeri 1 Purbalingga, to be precise, in grade 11th of the 2022/2023 academic year. The researcher focused on collecting information through observation and taking data to find facts by conducting interviews with research samples and was equipped with documentation from lesson plans and an assessment rubric for English Class.

2. Research Location

In this study, the researcher took the research location at the 11th grade of SMA Negeri 1 Purbalingga, located at Jl. MT. Haryono, Dusun 1, Purbalingga Kulon, Kec. Purbalingga, Kabupaten Purbalingga, Jawa Tengah. The researcher chose to research the premises based on the following reasons:

- a. SMA Negeri 1 Purbalingga is a school whose teachers used

Moodle Application as a post-pandemic Learning Management System, especially in English Class.

- b. The 11th grade English teacher applied assessment that can make students develop their English skills to participate in various English competitions.

3. Data Source

The data sources in this research was with specific considerations: people or object data that was expected to provide information during research in a comprehensive manner. In this research, the determination of data sources included the subject and object data sources.

- a. The Subject of the Research

The subject of research data is people in a research area that has a relationship with an institution that is the focus of research researchers and people who can provide valid information about the study being studied. The subjects in this study were one English teacher and 11th grade students of SMA Negeri 1 Purbalingga. In this case, the researcher only chose one teacher because the teacher used the application as a learning medium, especially as an evaluation medium from the time of the pandemic until post-pandemic.

- b. Objects of the Research

The object of this research was the implementation of the Moodle Application as a Post-Pandemic English Assessment in Eleventh Grade Class at SMA Negeri 1 Purbalingga.

B. Data Collection Techniques

The data collection technique in this study used data triangulation techniques. In this technique, the researcher collected several different information; namely, researcher conduct participatory observation, documentation, and interviews. The explanation as follows:

1. Observation Method

Observation is a method of collecting data or facts about

the real world. So that researcher can see directly the activities carried out. Observation carried out this activity todig up accurate and factual information about using the Moodle Application as a Post-Pandemic English Assessment in Eleventh Grade Class at SMA Negeri 1 Purbalingga. In this study, researcher used William Rice's (2015) theory regarding the use of Moodle to create quizzes and grading, Hamdan Husein Batubara's (2017) theory regarding quiz work, Segey Usov (2020) and Harefa (2020) theories regarding the features of Moodle, and several theories from J. Rosak-Szyrocka and P. Wojciechowski (2015) regarding the advantages and disadvantages of Moodle.

In this study, the researcher used direct or covert observation. Theresearcher stated clear that he was collecting data from the data source sothat the data source knew from beginning to end that the researcher was conducting research. However, researcher also need to make covert observations to protect data that may remain confidential to research until the end. Therefore, the researcher has done 4 observations during the research. The first observation was carried out on September 9, 2022, a preliminary observation. Furthermore, 3 observations were made in the second semester of the academic year at SMA Negeri 1 Purbalingga. The researcher took the 6th, 7th, 13th, 14th March as the day of the observation.

The instrument used by researcher in this observation is an observation guide in a checklist. The presence or absence of the item is marked by checking "yes" or "no". This type of tool systematizes and facilitates the recording of observations.

2. Interview Method

The interview is a question-and-answer activity conducted between two or more people to achieve specific goals. Researcher used semi-structured interviews in this study. This

type is included in the in-depth interview category, which was more accessible than structured interviews because researchers can improvise its implementation. This interview aimed to find the implementation and also the strengths and weaknesses more broadly and openly by asking the resource persons to provide ideas and opinions. Researcher was prepared tools to support interviews, namely notebooks, tape recorders, or cameras, because researcher needs to listen and record the information provided by the resource person.

In this study, the researcher was prepared an interview guide containing various questions about the implementation and teachers' and students' perceptions of Moodle Application as a Post-Pandemic Assessment in English Class. Researcher were conduct interviews with one English teacher in grade 11 and several students from X1-IPS 2 on 13th and 14th March 2023. This information mining technique is based on situations and conditions in schools, so this technique is very accurate in collecting data from a study.

3. Documentation Method

The study results would be more reliable/credible if the researcher included documentation during the observation or interview. In addition, some data were used as documentation by researcher, such as lesson plans used by teachers in the learning process, specific skill rubric as an assessment sheet by the teacher to each student on their performance, as well as a collection of tasks that have been done by students and collected in Moodle Application.

C. Data Analysis Techniques

Data analysis attempts to provide an interpretation of the incoming data, then arranged in a particular theory sentence. Thus, data analysis systematically found and compiled data obtained from field notes,

interviews and documentation, organizes the data into categories, breaks it down into units, synthesizes it, collects it into a pattern, and chooses what is essential to study more on their word. Finally, make conclusions so that they are easily understood by themselves or others.

The techniques of analysis of data that researcher use are as follows:

1. Data Reduction

In collecting data in the field, researchers obtained various and adequate data. Therefore, it is necessary to reduce the summarized data, choose things, focus on the essential things, look for themes in patterns and eliminate unnecessary ones. Data reduction in this study was carried out and examined by observation, interviews, and documentation stages. Researcher combine the three techniques, or it can be called data triangulation.

The researcher did not necessarily include all the existing data with a substantial capacity in reducing the data. However, in this case, the researcher chose relevant data and followed the author's research. This data reduction technique the authors take from every action that the authors take. Starting from the 11th grade, school students and teachers of SMA Negeri 1 Purbalingga need to be appointed to complete and facilitate data.

2. Presentation of Data

Presentation of data is the next step after data reduction to make it easier for researchers to understand what happened and what the next plan is after understanding what happened. The researcher can present data in the form of brief descriptions, charts, relationships between categories, flow charts, etc. In presenting data, researchers prefer to describe a case or event that has been studied in the field. This is related to the technique taken by the researcher, namely the qualitative descriptive method. This is taken based on research activities that have been carried out by researchers in the field.

3. Verification (Withdrawal of the Conclusion)

At the initial conclusion drawing stage, it is still temporary and can change at any time if more substantial and supporting evidence and theories are found in the data collection process.

Data verification was carried out to check the validity of the data sources under study with the data results that the researchers obtained. The validation of this data was carried out by researchers from activities at SMA Negeri 1 Purbalingga, sourced from the beginning of the study to the end of the research. Thus, the researcher can present and check the truth of the data that has been obtained. The technique used in this data verification is the researcher using data triangulation techniques.



CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presented the findings and discussion of research conducted at SMA Negeri 1 Purbalingga regarding the implementation, strengths, and weaknesses of the Moodle Application as a Post-Pandemic English Assessment. In addition, the researcher addressed the problem formulation, in this instance, the implementation section, and the weakness and strengths of the Moodle Application as a Post-Pandemic English Assessment in Eleventh Grade Class at SMA Negeri 1 Purbalingga.

A. Findings

According to Mertler (2009), the researcher discovers the data in this section after conducting the research. Observations and interviews provided the data for this study.

1. The Implementation of Moodle as a Post-Pandemic English Assessment

Learning Management System (LMS) Moodle can be used to study English. This application is utilized to assist students with English assessments. This application can also be used to exchange content, such as PDF files, links, and numerous others. In this investigation, teachers administered English assessments using the Moodle application. The English assessment consists of assignment collection in files and the quiz. For the learning method involving quizzes, the instructor will automatically receive an evaluation based on the total number of questions answered accurately by the student. However, teachers are required to create separate grading rubrics for collecting assignments in files or links based on the provided tasks.

When compiling assignments in a file, teachers typically use a writing assessment that prioritizes the correct application of grammar rules. The teacher conducted a writing evaluation on the student-compiled files. The writing results reveal students' ability to write and

occasionally develop their imaginations, which can then be evaluated by the teacher in two ways: individually and in groups. But, in this case, the researcher observed the individual assessment. The individual assessment of students' writing skills was conducted using a writing rubric that included four assessment criteria: content, organization of ideas, language, and writing mechanism, which of course, included a grammar evaluation.

At SMA Negeri 1 Purbalingga, the Moodle application is used as an English assessment medium. English teachers utilized this application in class XI IPS. The use of the application as an assessment tool is divided into three phases: creating quiz, implementation, or execution of the exam, and reviewing and grading. Based on observations made by researchers between March 8 and March 14, 2023, the following steps for using Moodle as an English language assessment in class XI SMA Negeri 1 Purbalingga were generated.

a. Creating Quiz Stage

This stage was the preparatory stage prepared by the teacher. The first phase begins with the teacher compiling the learning theme based on the course outline and the lesson plan, which can be found in appendix 1. The material focuses on providing examples, and the teacher prepares to learn support media. Based on observations, the teacher utilizes media in the form of pdf files to deliver course materials in Moodle. The teacher prepares materials on complete giving examples as well as examples of providing example sentences that are displayed to students during classroom instruction. The teacher extracted learning materials from textbooks and adds internet-based materials.

At this stage, the teacher also prepared an example of an assessment rubric as a reference for students to work on. The

scoring rubric is a sheet used by the teacher as an evaluation tool. Because the assignments are individual, the rubric used is for individual assessment. The rubric used incorporates Brown's theory-based assessment criteria, as determined by teacher interviews.

The teacher created the grading rubric after considering various assessment criteria. As stated, the teacher organizes the rubric in accordance with Brown's theory and modifies it based on student requirements. This grading rubric is comprised of three to four rating scales that incorporate the four previously described criteria. Due to student labor, the grading scale is included in the scoring rubric. Appendix 2 contains a sample grading rubric.

Then, for the reading assessment rubric, the teacher created a questionnaire in the Moodle application with points that will be automatically displayed. Teacher should visit the Edit Quiz page of the quiz administration. The teacher should wait until the popup window is displayed before adding the question to the examination and selecting the desired question type from the popup window. Next, choose one of the three options, a new question, a question from a question bank, or a random question. Here, the teacher selects the third option, and the questions are imported from a file created by the preceding instructor. Next, the teacher identified the question, which was what the teacher would see when creating and reviewing the quiz, typically regarding the fundamental competencies or the content being evaluated.

The teacher then created a general form of feedback that would be displayed for each query, regardless of the student's response. Then, selected the option or respond to the question. Provided feedback for each option. After saving the query, it is added to the list of questions in that category. Furthermore, for the graded, as previously explained, this application has what is

known as quiz administration, which is determined prior to question input, as well as grade options that permit the teacher to determine the grade that students will receive after completing the quiz.

In summary, during the creating quiz phase, the teacher plans the material to be presented and prepares the assessment provided to students. This is evident in the teacher's preparation of lesson plans and compilation of materials. In addition, the teacher also produced an assessment sheet or rubric, and the scores will appear automatically from the system for quizzes. Maximum teacher preparation would facilitate the implementation of learning, and assessments will operate smoothly.

b. The Execution Stage

The execution phase begins with the learning process and continues with the assignment and application use of Moodle. Learning began when the teacher entered the classroom and presented the material. In figure 1, the teacher explained the example material online and offline using the student book. The teacher began the explanation of the material by displaying a sentence to the students, who then predict the sentence's meaning. In addition, the teacher clarifies the connection between the sentence and the material to be studied. The teacher then described the meaning of providing examples, as well as their types, functions, structures, and usage guidelines, as well as providing examples of providing examples. Students listen attentively to the teacher's explanation.



Figure 1. The teacher provides students with illustrative material.

After explaining the material, the teacher allowed students to engage in class discussion. The teacher then distributed discussion papers to students after providing several sentences containing illustrative examples. The teacher instructed students to analyze the differences and similarities between each provided sentence, then record the significant differences and similarities on the discussion sheet.



Figure 2. Representatives of the group recite the outcomes of their discussion.

After explaining the scoring rubric, the instructor explains the rules for generating and collecting text in the Moodle application. Each student is required to create a text that contains an example. The minimum number of sentences is seven. The greater the number of sentences and value, the better. Because three types of giving examples are described, the text must

contain at least three elements of giving examples, one for each variety. The teacher provides 45 minutes or one lesson hour to compose a text containing examples. Every student then transmits the resulting text to the Moodle application.

The investigation proceeded to the stage of students creating texts. Writing text is crucial because it provides students with immediate writing practice. To achieve satisfactory results in this phase, students must be able to articulate their ideas thoughtfully. Even though this is only a daily assessment, it can be used to make up for a poor exam grade. Therefore, students must be dedicated to their project labor.

After ensuring each student understands the rules, the teacher moves on to the next-generation phase. Then, students are asked to engage in ideation to generate writing ideas. The results of each student's brainstorming sessions may be shared with the teacher so that the text-creation process can be more directed. Then, students begin searching for topics for their paragraph writing.



Figure 3. The teacher corrects students.

After analyzing the results of ideation, students begin writing paragraphs. As previously explained, the text must contain appropriate linguistic elements, namely grammar, and comprise examples. After the paragraph has been composed, the teacher

examines the text. In figure 3, students can immediately justify the results of the teacher's correction so that the collected manuscripts will have been roughly corrected to prevent excessive errors.

Paragraphs that had been completed then began to be collected by students. Before submitting assignments, students first photographed their writing in a file. The teacher frees the form from the fine assignment file in this assignment. In this application, assignment files may be submitted in the following formats: PDF (.pdf), RTF (.rtf), Word Document (.doc), Word Document 2007 (.docx), JPEG Images (.jpeg,.jpe,.jpg), and PNG Images (.png,.png,.png). (.png).



Figure 4. Students taking photographs of completed assignments.

After sufficient corrections have been made, students begin photographing completed assignments. In figure 4, students prepare apparatus for photography, such as cell phone cameras. Students must pay attention to lighting when taking photographs to read the images plainly. This is intended to facilitate the teacher's assessment process, during which the teacher must manually read each student's submitted writing individually. After the photo has been taken, students are free to submit it directly as

an image, or it will be converted into another file format that can be used as previously explained. In figure 5, each student then collects the results of completed assignments and picture-taking through their individual Moodle accounts.



Figure 5. Students upload their assignment results to Moodle.

Briefly, the implementation and assessment tasks took 45 minutes. As usual, the teacher explained the material and led class discussions. The instructor then presents examples of the materials used to evaluate writing abilities. The instructor explained that one of the evaluations for the example material would be based on the writing task of creating a paragraph. After that, students began to generate and present concepts for creating texts. The final step of the implementation phase is for students to composed paragraphs and transmitted the assignment results to the teacher via the Moodle application. The teacher then evaluated each paragraph sent by each student.

The following described the procedure for administering and accumulating informal and formative writing assessments. In addition, the reading assessment as a quiz serves as an overall assessment after fundamental competency instruction. This assessment is formal and summative. This quiz was administered

after learning a basic competency, as opposed to the previous assessment, which began while learning a basic competency. Therefore, the implementation phase differs marginally. The instructor no longer provided bridging or counseling before or during this assessment. If necessary, the teacher provided only a brief review of the material to be tested at the outset of the learning process. The teacher then described the upcoming exam, including the assessment criteria and rules. Then the student began to access the Moodle application using their account as illustrated in figure 6.

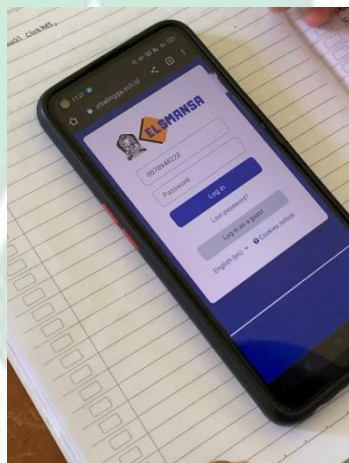


Figure 6. The student's login to their Moodle personal account.

The student then enter the subject being evaluated and clicks on the title of the exam module. After perusing the exam instructions, students initiate the quiz by clicking "Start Attempt" and begin to work on it as illustrated in figure 7. The teacher can view on the monitor screen the number of students who have submitted the assessment form, their work status (completed or not), start and end times, total work time, grades, and true or false analysis of each question. Click "Finish Attempt" once the students have completed their task on the quiz. The text is then evaluated, and feedback is provided via the Moodle application.

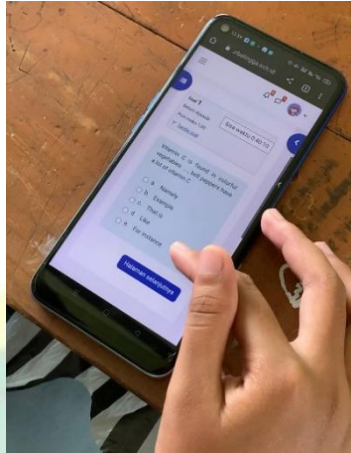


Figure 7. The students do the quiz.

c. Viewing and Grading Stage

After the 45-minute processing time expires, the evaluation is conducted. Students who work up to 45 minutes can only submit their work if the system automatically removes the submission form. Therefore, the students must pay close attention to the time so that completed assignments can be collected. In the case of late collection, students may request their teacher to reopen it. This can be done when there are valid reasons for the delay in collecting assignments, such as a system outage during collection. Each student has submitted their assignment to the teacher as a file comprising paragraphs containing examples. The teacher evaluates outside-of-class time based on the interviews conducted. The teacher evaluated each collected paragraph carefully, using a rubric for writing developed beforehand. Individual scores are compiled through evaluation.

The teacher calculated the final grade by aggregating the scores for each component. The teacher assigned a score between 15 and 30 for the content portion. In terms of content, the topics used must be clear, the stories used must be engaging and original, the stories must contain value and provide opportunities

for reflection, and the narrative must provide the reader with new insights. The teacher assigned a score between 10 and 20 for the organization of ideas. In this regard, it is anticipated that the text will have a logical structure, including a coherent introduction, body, and conclusion. Next, 15-30 points for linguistic elements. A well-written text has cohesive and coherent paragraphs, effective and communicative sentences, standard sentence structures, precise and varied diction, unambiguous meanings, and correct use of conjunctions and grammar. Lastly, the writing mechanism comprised 8 to 20 points, where the decent text contains no misspellings, neat and legible handwriting, and no typos. The total score is, therefore, 100 if the student's task is perfect. This is an individual evaluation of each student's writing skills. In addition to delivering reviews, the teacher provided students with feedback on the paragraphs they have created. Corrections are provided as a means of appreciating student work.

This is how the teacher evaluated students' writing abilities based on the Moodle-collected assignment results. Each student's paragraphs are good, but some flaws remain. In conclusion, based on the observations, the results obtained regarding implementing Moodle as a Post-Pandemic English Assessment of Eleventh Grade in SMA Negeri 1 Purbalingga are presented. The assessment consists of three phases: the preparation phase, the implementation or text creation phase, and the evaluation and feedback phase. The preparation phase went efficiently, with the teacher preparing materials, media, and assessment rubrics for speaking. At the implementation stage, the teacher explained the material and then provides instructions for the assignment: composing paragraphs containing elements of providing examples as a writing assessment. After conducting an ideation session, students move on to composing text paragraphs.

In the final phase of assessment and feedback, work results are submitted to the teacher via the Moodle application for evaluation, after which the teacher provides feedback on each work.



Figure 8. The students are shown the grades automatically.

In figure 8, the evaluation phase of the reading assessment, the teacher verified the completeness of the submitted assessment. The teacher saw each student's response and provided an analysis of each response. In addition, the teacher provided verbal feedback on his students' work results because written feedback was provided automatically throughout the assignment completion process. The teacher provided feedback prior to administering the examination.

The teacher assigned writing and reading skills assessment tasks based on various criteria. Using the Moodle application in the task collection process indicated that both students and teachers view the Moodle application's assessment process as effective and efficient.

2. The strength and the weakness of Moodle as a Post-Pandemic English Assessment

In figure 9, the researcher interviewed the 11th grade English teacher and students to determine the point regarding the use of the Moodle Application, particularly in terms of the strength and weakness of using the application as a Post-Pandemic English Assessment of Eleventh Grade in SMA Negeri 1 Purbalingga. The interview was held on March 13-14, 2023. The interview was conducted after the teacher evaluated the student assessments.



Figure 9. Conducting an interview with the teacher.

In this query, the researcher is primarily interested in the teacher's perspective on what she knows about evaluating English. The teacher responded that the English language assessment was a test measuring students' English proficiency. In addition, the teacher explained that the English assessment was a test to evaluate students' mastery of achieving specific essential competencies that were administered after a basic competency was taught. This is demonstrated by the teacher's words:

"...English assessment is an evaluation conducted by English teachers to measure students' abilities in attaining specific fundamental competencies. After imparting a fundamental skill to students, an evaluation is conducted to determine whether they have mastered it".
(Translated from Indonesian to English).

The conversation suggests that English assessment is one method for evaluating students' English abilities. In this investigation, the English assessment was conducted using Moodle. The teacher performs the direct evaluation of student-created and submitted work. Additionally, the evaluation can be performed automatically through the application. The assessment aims to measure student aptitude based on their actual performance. During interviews with teacher and students, several questions were asked regarding the use of the Moodle application; these questions have been categorized into several key aspects.

A. The strength of using Moodle Application

1. Standardization of Content, the Control, and the Accessibility

Based on the teacher's explanation, it can be concluded that the use of Moodle is entirely appropriate and provides numerous benefits, as evidenced by the student's enthusiasm while completing the assessment.

“...Because the Moodle application can randomize the quiz questions given by the teacher, the culture of cheating can be avoided. For instance, if the teacher has a question bank of 30 questions, but only 10 are issued, each student receives a different question in a different order. I can also monitor students from my personal device. I can also give assessments when I'm not in class and they can do it anywhere...”.

(Translated from Indonesian to English).

As the assessment progresses, students become more responsible and contribute to the greatest extent possible, giving the impression that their abilities are also increasing. In addition, Moodle facilitates the reduction of paper usage. Randomizing the queries displayed in Moodle is also possible, thereby reducing student cheating.



Figure 10. Student interviews conducted.

In figure 10, students concur with the strength of Moodle, where they are hesitant to copy for fear of running out of time but feel more settled because some assessments can be completed anywhere and at any time as long as they follow the teacher's rules. The student's answer to one of the queries demonstrates this.

Q: "What do you think about Moodle Application that have been used in assessing English lesson by teachers?"

S3: "Using the Moodle application is very helpful, it's easier to send assignments and it's easier to take quizzes anywhere anytime with low bandwidth". (Translated from Indonesian to English).

In addition to monitoring the number of students who have completed the assignment, the teacher's display also provides access to other data that enables her to influence the progression of the assessment process. In addition, by using Moodle, teachers can administer assessments at any time and in any location. This naturally makes Moodle an application that can be utilized as an assessment with qualified content standardization, complete teacher control, and accessibility from anywhere and anytime.

2. Reducing Costs and Spatial Obstacles

Costs and physical obstacles are two of the most common complaints in education. In this instance, the first element is the cost. By utilizing Moodle, students can reduce their reliance on paper, which can be supplanted by electronic media such as the Moodle application. The responses of teachers and pupils during the interviews demonstrate this.

"The benefit of utilizing Moodle is the adoption of a paperless routine. Imagine that after grading the paper, the teacher takes it away, where it frequently gets lost and is no longer used".
(Translated from Indonesian to English).

According to the teacher, this is a beneficial practice because the paper is frequently misplaced and discarded after being graded. However, if it is still in the student's notebook, it can be used again for studying and read multiple times in the future, especially before daily tests or final exams. In addition, there are no books or papers awaiting evaluation on the teacher's desk. Therefore, this can also reduce spatial barriers that make it difficult for students with certain limitations to move. In contrast, with the Moodle application, students only need their devices to re-access previously delivered content or assessments. Additionally, pupils believe that not using paper is advantageous for them.

S4: "Moodle is good because it is very simple to use. It is also very effective and paperless."

S3: "...Effective in the sense that you do not have to bother working with tearing paper or anything..." (Translated from Indonesian to English).

Both teachers and students recognize the benefits of the Moodle application, namely the reduction of learning costs and spatial barriers associated with the inability of students to participate in mobile learning because they can only access it with personal devices.

3. Making the Learning Process more Interesting

Based on interviews with six students, the researcher was able to determine their opinions regarding the Moodle application for evaluating English proficiency. The data indicates they are intrigued by the teacher's proposal to use Moodle as an English assessment tool. This is substantiated by their interview responses as follows:

S1: "The Moodle application is interesting because it can make students enjoy doing English assessments."

S5: "...because this is quite new for me, of course this greatly reduces the feeling of boredom in studying or even doing assignments and quizzes..." (Translated from Indonesian to English).

According to the interview transcripts, they expressed interest in the English evaluation done thus far using the Moodle application. The other students stated nearly same statement. The Moodle program, according to students, has inspired them to work on assessments more diligently and on schedule. When completing the application evaluation, they are also pleased. This novel idea works to lessen boredom in teaching and learning activities, in this case, even in the assessment process, for some who have never used learning support apps.

4. Reduce anxiety and embarrassment

In order to reduce students' anxiety and humiliation, it is necessary to use the very private Moodle application. Every student has a personal account. Thus, only teachers will have access to the submitted work. Due to feelings of dread and embarrassment when their peers view their work, students are sometimes unable to express their thoughts on a given assignment. However, the Moodle application provides students with more excellent seclusion for their work. The teacher supports this claim.

"...there are sometimes distinctions between offline and online assessments. Students are more likely to share their ideas if they know they will be submitted through Moodle, perhaps because they realize that only me that will see them".

S6: "It's very effective, I don't know if it's just a feeling or not, but because doing it while holding a smartphone, it makes me less nervous. Maybe because we are gen-z who never let go of smartphones. So, the repetition of holding a smartphone calms me down". (Translated from Indonesian to English).

This is evident by the decreased tendency for students to copy on assessments, which is still related to anxiety and shame. Students are more assured in answering each exam question and completing assignments without cheating. In addition, Moodle has been shown to reduce students' emotions of embarrassment and anxiety during the assessment.

5. Implementation of Independent Learning

It refers to the availability of assessments not constrained by space or time when implementing independent learning. Students can modify their task schedules according to their personal time management. This will promote students'

independence beginning with self-control. They may play online games at home but must be adept at time management due to the time assessment.

S2: "I believe this application is effective because we can assess with greater seriousness. Since this application has a time limit, we have a goal for its completion". (Translated from Indonesian to English).

Several students concurred with the statement. They can appreciate the task more because they are typically given sufficient time to complete it. However, they should not be negligent because the system cannot tolerate delays. Therefore, independence and the ability to manage time and determine when the assessment must be completed are essential.

6. Objectiveness and Swiftness of Judgment

In this instance, Moodle applications feature an instant assessment system that does not discriminate against whoever's work is being graded. If the answer is correct, it will be deemed incorrect and can only be negotiated if a technical error occurs during the creation of the assessment rubric. When students complete a quiz, their scores can be displayed instantly, removing any uncertainty about their evaluation speed.

"...taking values using Moodle is significantly more precise. There are no human errors during the process of correction, and the results of the corrections are visible when the work is complete". (Translated from Indonesian to English).

Especially within the realm of education, acquiring values is an essential activity. Teachers and students alike are capable of making correction errors that impact the ultimate score of an assessment. A system established in the Moodle application allows human error to be avoided, allowing for greater objectivity in student scores and faster assessment.

7. User-friendly

The interview continued with a query regarding the teacher's motivations for using the Moodle application. The teacher responded because the features are numerous and exhaustive. In addition, the layout is visually appealing and user-friendly, making it accessible to students and teachers.

"The Moodle application is used because it has numerous and comprehensive features. Very user-friendly.

S4: "Moodle is good because it is very simple to use."

S5: "...my first impression of Moodle is that it is very user-friendly".

S6: "Moodle is very helpful, very easy to use, and I don't find it difficult to do the English assessment with it" (Translated from Indonesian to English).

Since so many learning applications have perplexing interfaces, this is a particularly intriguing strength. Consequently, specific equipment is required for its use. However, Moodle is a program that enables users to study independently because the interface is simple enough for beginners to use.

B. The weakness of using Moodle Application

Even though it has many advantages, Moodle also has some disadvantages such as lack of student interaction and limited

working time, difficulties in motivating appropriate and individual learners, vulnerability to technical issues, required more preparation for teachers, and in the case of the e-test: essential evaluation, the result assessed, not the line of reasoning.

1. Lack of student interaction and limited working time

Lack of student interaction and limited working time are two weaknesses that very disturbing the process of assessment. In the case of informal assessments, students sometimes require peer feedback from their peers so they can exchange ideas, but Moodle forces them to hurry, leaving them no time for peer editing with peers.

S1: "I think it's not effective enough, because we have a dateline that makes us rush to work". (Translated from Indonesian to English).

Therefore, it refers to deficiencies such as student anxiety in performing tasks. The system cannot tolerate time constraints. The collection form or work form is lost and cannot be recovered without the teacher's permission if the student is overdue.

2. Difficulties in motivating appropriate and individual learners

S6: "Contextually, yes, I do, but it's still challenging. I feel that my English skills are still the same as before, and there hasn't been a noticeable improvement". (Translated from Indonesian to English).

According to the preceding statement, some students believe their English skills still need to be optimally enhanced. However, most of the students report progress in their English proficiency. This demonstrates the difficulty of motivating each student equally.

3. Vulnerability to technical issues

In terms of technical issues, contemporary technology encounters obstacles. This school's Moodle application is concerned with the need for sufficient devices, connection stability, and the number of concurrent users. Some of these points are very helpful for the Moodle assessment procedure. If these conditions exist, students' scores may be inaccurate or undetected. Alternatively, the worst aspect is being unable to participate in the evaluation initially.

"...Moodle tends to crash when multiple schools use it simultaneously...where there should have been a picture, but the picture was lost;...if there is a connection that is not stable, it is also susceptible". (Translated from Indonesian to English).

This demonstrates that the value obtained by students is highly dependent on external system factors. Students are required to possess a device with a reliable internet connection. In addition, it is not recommended to use Moodle in large quantities because the system is prone to downtime.

4. Required more preparation for teachers

Although not clearly stated, too much preparation is one of the weaknesses of using Moodle as an assessment medium. The teacher demonstrated to the researcher the lengthy process of preparation, beginning with the preparation of materials, learning models, and assessment models and culminating with the creation of assessments. Before inputting queries, the Moodle application requires extensive administrative preparation. Although it will simplify the assessment process, the preparation process is one of the most time-consuming in the Moodle procedure.

"Then, when inputting questions, you must first go through the question verification stage to avoid the error of display questions. On the other hand, students can sometimes auto-translate the assessment page in the application, but they can be deceived into including their reading in the snipping tool so that it cannot be auto-translated". (Translated from Indonesian to English).

According to the preceding explanation, several tasks must be completed before the assessment can be administered to students. Moreover, this must be done to prevent errors in the assessment displays that students will create. In addition, it is feasible for the web-based evaluation process to be automatically translated. Therefore, the teacher employs another instrument, the snipping tool, to prevent this.

5. In the case of the e-test: essential evaluation (the result assessed, not the line of reasoning)

There are still some students who believe grades are everything. They justify various methods for attaining a perfect grade. This is regrettable because Moodle is a system that only assesses results without going through the process, particularly for assessments in the form of quizzes.

"...but in the form of quizzes, sometimes there are people who get cranky or even get help from other people when doing it at home". (Translated from Indonesian to English).

This complicates the remote labor verification process. Teachers do not comprehend whether these grades are based solely on students' abilities, or merely fabricated scores obtained in several ways. Therefore, training student character with this evaluation system is less reliable, mainly if the assessment is conducted remotely.

B. Research Discussion

The use of the Moodle application in the assessment of English can be seen from the data presented by the researcher in finding. Data regarding implementation, advantages and disadvantages have been written up and analyzed to answer the research questions. Therefore, researchers will discuss research results that have not been explained in the findings.

1. Implementation of the Moodle application in the Post Pandemic English assessment

The teacher's implementation of the outlined assessment was consistent with the theory described in the literature review.

a. Creating the quiz

Rice (2015) explains that the first step in creating a quiz is to navigate to the Quiz administration page, click Edit Quiz, and then select a new question from the pop-up window that appears. Then, choose the genre of question you wish to generate and give it a name. The subsequent phase is to acquire general and choice-specific feedback. After saving the query, it is subsequently added to the list of questions in that category.

This is consistent with the steps the teacher took during the observation. First, after successfully getting an internet connection, the teacher opens the quiz administration page and then proceeds by clicking the "Edit Quiz" button. From there, the teacher selects the questions that appear from the pop-up window and determines what question genre to use in the quiz to be made. After being named, the next step is to wait for general feedback and specific choices, and then the questions can be saved directly to the list of questions that have been created.

b. The Execution Stage

Batubara (2017), outlined the steps for creating assessment questions in Moodle. Entering the e-learning site with students personal account is the initial step. Second, navigate to the exam subject's page (for example, English Course) and select the assessment module's name. (e.g., midterm exam). Next, read the assessment instructions, select the attempt quiz now button, and click "Start attempt" to begin the assessment. The final step is to click the words finish attempt at the foot of the quiz block navigation to end the quiz. According to the findings presented in the chapter titled "Results," the steps outlined are also extremely pertinent. Students also perform these procedures during observation.

c. Viewing and generating grade levels.

Rice (2015) explains how to view and create grade categories in the Moodle application.

1. Viewing grade levels.

Categorizing the activities assessed in a course enables you to assess your students' performance in various activities rapidly. If an activity is not assigned to one category, it will be in the other category by default. The teacher can determine whether students have access to their grades. In this example, the instructor can see that the student's score on the assessment and his score on the non-quiz activity are consistent. Organizing activities into categories facilitates comparisons. This is consistent with the comment made by the teacher during the interview.

2. Create value categories.

In the same window, categories are created, and products are moved into them. According to Rice (2015), select Administration > Grade administration > Settings > Categories

and items to create grade categories. Then, at the bottom of the page, select the button labelled "Add category." Once the Edit category page has been displayed, complete and save the page. Moreover, this is consistent with the steps taken by the teacher when creating value categories.

In this study, the teacher utilized the Moodle application for English assessment so that students could optimally prepare for the examination to assess their English proficiency. In addition, using applications such as Moodle to administer assessments can instill in students a sense of responsibility and enthusiasm for daily and final examinations. Additionally, the use of Moodle makes students feel happy and appreciate the assessment-taking process. In accordance with Barge (2014), his research demonstrates that students provide positive responses when working on assessments and are content with the use of modern applications in the present day. In addition, the results of this study indicate that 78% of students are happy with the Moodle quiz and its results. Therefore, using the Moodle application as an English assessment positively affects students.

The English assessment given by the teacher using the Moodle application is one of the methods in which students receive grades that were uncommon prior to the Covid-19 pandemic. However, the Moodle application can be an engaging method for teachers to administer assessments to students and receive excellent responses from those students. Evaluation of the English language is crucial to the learning process. Brown (2004) outlined the various categories of assessments that teachers can administer to their students. In addition, formative informal and formal summative assessments were used in this study.

Types of assessment include informal formative assessment,

which evaluates students while "forming" their competencies and skills to aid their continued development. A formal summative assessment also called an assessment of learning, determines whether students meet state, district, or teacher-established standards. Both types of assessment are equally important, considering the essence of learning is to get a result, whether it is just the development of understanding to achieve a certain value. In more detail, the assessment carried out in this study is reading and writing. The reading assessment used is selective reading, to be precise, multiple-choice quizzes. While the writing assessment is intensive writing, to be precise, making a paragraph follows certain rules. In short, the use of Moodle application as the assessment of English enables students to process and acquire an in-depth understanding of a specific basic competency.

The teacher selects a comprehensive writing and reading assessment with all its categories, namely informal formative and formal summative, to ensure that students have a sufficient understanding of the previously taught material. Students can maximize the allotted time to complete the assessment. Therefore, a assessment of English is administered via the Moodle application so that students can consecrate their attention on gaining the most from the material.

Before determining a student's English grade, the teacher follows a series of processes. This preliminary phase can be considered the creating quiz phase. The teacher prepares several things before implementing Moodle as an English language assessment, first defining intensive writing and selective reading. In his book, Brown defines intensive writing as using standardized tasks, such as picture signals, matching, true/false, and multiple choice, to evaluate a person's reading recognition of lexical, grammatical, and discourse elements of language in relatively brief sections. Sentences, brief

paragraphs, and easy-to-understand plots and graphs are examples of stimuli.

Additionally, a concise response is anticipated. Moreover, the assessment of selective reading is the ability to develop context-appropriate vocabulary, collocations and idioms, and accurate full-sentence grammatical elements. The significance of meaning and context in determining veracity and appropriateness is minimal.

After determining the objectives, the teacher creates a writing rubric that will be used as a rating scale to evaluate the students' English proficiency. The grading rubric is based on Brown's grading system. The teachers develop an evaluation rubric based on predetermined criteria such as content, organization of ideas, linguistic elements, and writing mechanisms. According to Farhana's (2019), there are at least multiple criteria for evaluating writing abilities, particularly free-themed writing. These criteria are focus or organization, style, or concept, then language elements and writing mechanisms that can be refined. Because it is a multiple-choice question, the reading rubric is only guided by the comprehension and appropriateness of the questions and answers chosen.

The implementation phase of employing the Moodle application as an English evaluation is also conducted in stages. Before administering a test, the teacher explained the material. After delivering the material, the teacher instructs students to engage in discussion. Students then begin to generate and organize concepts for paragraphs.

The most important stage is the teacher's assessment of the paragraphs made. The teacher conducts a writing evaluation by perusing each student's collected paragraphs through the Moodle application. The final assessment of the writing assessment is determined based on the accumulative score of each aspect in the rubric. The overall total if the paragraphs made are by the established

rules is 100 points. Furthermore, it can be adjusted to the completeness of each aspect; the more complete, the higher the value obtained. The reading assessment is then performed by the system or computerized so that the value is displayed automatically when students complete the quiz. In this study, the teacher used the Moodle application to assess students' mastery of English subject matter through writing and reading.

The teacher provides feedback on the students' paragraphs after the evaluation procedure. Feedback is given so students can correct the errors contained in the paragraph. In addition, feedback can be used to evaluate students' future performance. A sentence of appreciation from the teacher for the outcomes of student work can also be obtained through feedback. This is consistent with Masyi'ah (2014), who stated in her research that teachers provide speaking assessment feedback so that students recognize their errors and refrain from replicating them. In addition, Molina (2018) opined that the teacher would provide continuous feedback to students in order to assist them in identifying their strengths and limitations, encourage other forms of interaction, and identify areas that require improvement. The reading assessment is not too prominent in giving feedback because it is summative and formal, so it is more about verbal feedback regarding the correct answer.

In conclusion, the teacher used the Moodle application to evaluate the students' English competence. This is done to evaluate and measure the student's ability to absorb information. In this research, writing was evaluated utilizing a previously developed rubric. In contrast, the assessment of reading is performed automatically by the system. The study's results show the implementation of using the Moodle application from the preparation and implementation stages to evaluation.

2. The Strength and Weakness of Moodle applications for English assessment

Based on the results of interviews with the teacher and students regarding the strength and weakness using the Moodle application, it is evident that the teacher administers this assessment to facilitate learning processing among students. According to Harefa (2020), Moodle is one of the most comprehensive learning software packages available. Moodle contains numerous valuable features that can facilitate the learning process to simplify the learning process. Several components of the Moodle application can be utilized to enhance the learning process. These qualities have benefits and can be combined to optimize the learning process. On the teacher's account, usage is optimized, whereas, on the student's account, usage is enabled according to its designation. Therefore, teachers can readily utilize Moodle features for English assessments. Here are the advantages and disadvantages of Moodle.

A. The Strength of Moodle Application

The use of Moodle applications is an efficient method for evaluating the English material mastery of students. The teacher observes increased students' mastery of the assigned fundamental skills. In addition, acquiring assessments through Moodle is simple because it is accessible at any time and location. This is consistent with the assertion that the alternative use of online tests and control tasks for assessing the level of foreign language knowledge in Moodle has become pervasive, a claim that both students and teachers have already made (Soares & Lopes, 2018).

J. Rosak-Zyrocka and P. Wojciechowski (2015) explained that one of the benefits of using the Moodle application is standardized content, control, and accessibility. This is also consistent with the teacher's assertion that with Moodle, students' assessment standards can be controlled, and access is typically straightforward. The

teacher's display could monitor multiple types of information regarding the ongoing assessment.

The use of Moodle attracts the attention of students, which indirectly influenced their motivation to learn. On the other hand, the use of Moodle in assessment reduced the need for paper and the likelihood of students falsifying assignments. This can reduce costs and spatial obstacles. The teacher stated in the interview that administering assessments through the application reduced student anxieties that frequently arise during assessment completion. Because when working on an assessment, particularly a formative assessment, students can inquire as to where their lack of material comprehension lies. This is consistent with J. Rosak-Zyrocka and P. Wojciechowski (2015) that the benefit of using Moodle is minimizing students' fear and timidity in order to create precise control over learning process and its effects.

Based on interviews with six students, researcher determined that most of them found the use of Moodle applications as an English assessment to be quite intriguing. Students reported that initially, other instructors utilized the application as well; however, over time, other teachers ceased using the Moodle application. In addition, students are pleased with Moodle because the assessment can be completed anywhere and at any time, according to the teacher and student's agreement. J. Rosak-Zyrocka and P. Wojciechowski (2015) stated that by utilizing Moodle, the course's online materials could be accessed at any time and from any location, thereby eliminating restrictions on study time and location.

According to students, Moodle can boost their confidence in their assessment work due to the individualized nature of their accounts. In addition, this application has additional benefits, namely, students' emotions of increasing English material mastery. A framework is presented that aids in comprehending the significance of the material

being studied and devising strategies for its independent, experimental, practical, and applied training. Educators also emphasized the importance of a personality-based approach to teaching, in which the educator possesses the proficiency, practical skills, and depth of knowledge necessary for the successful mastery of a foreign language (Usov et al., 2020). In addition, because the system may evaluate the results of the assessment, students are more motivated to earn satisfactory grades on the assessment because the results are very objective.

Overall, Moodle has many strengths such as standardization of content, the control, and the accessibility, objectiveness and swiftness of judgment, implementation of independent learning, reduce anxiety and embarrassment, making the learning process more interesting, reducing costs and spatial obstacles (Rosak-Szyrocka & Wojciechowski, 2015). This is consistent with the statement, which expresses these ideas. He did not mention, however, that Moodle has the advantage of being user-friendly in his writings. In this study, the teacher and students agreed that Moodle's interface was user-friendly.

B. The Weaknesses of Moodle Application

Although many benefit from the strength of using the Moodle application, Moodle also has weakness. Students are also disturbed by frequently unavailable systems when accessed together, reliance on internet connections, and other technical errors. When gathering writing assignments, some students needed help to submit their work due to the instability of their networks. Students are ecstatic to take the examination, but they complain about certain technical obstacles. Some students complain about not having enough time to perform. Within 45 minutes, students must brainstorm, generate ideas, and compose paragraphs for inclusion in their Moodle applications. Time-consuming things are creating a list of ideas derived from the practice paragraph. Students require additional time to maximize the efficacy

of their writing. Students disclosed this during the interview. This is in line with J. Rosak-Zyrocka and P. Wojciechowski (2015) statement regarding the shortcomings of Moodle which is very susceptible to system downtime so that it requires more preparation so that an assessment can be carried out properly.

Furthermore, in accordance with J. Rosak-Zyrocka and P. Wojciechowski (2015) theory, Moodle's weaknesses include the difficulty of equalizing motivation, excessive teacher preparation, and the fact that exam scores do not reflect the process. These weaknesses are genuine and are acknowledged by both students and instructors. Numerous factors can influence these factors, such as instances of deception, differences in students' mastery of the material, and many more.

In conclusion, Moodle is the appropriate application for English assessment. This is one-way teachers facilitate new experiences for students, so they do not feel burdened by their assessment. In addition, the teacher enhances students' writing and reading abilities, as well as their self-assurance, during assessment preparation. On the other hand, the teacher used Moodle to assess and provide feedback to students so that they do not repeat the same errors in the future. Moreover, students find the concept of teachers evaluating English using the Moodle application intriguing. Students have also reported that this application effectively encourages optimal performance and that positive assignments have various effects on students. Although they also complain about limited time and a frequently unreliable system, they continue the duties that have become their English assessment.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on observation and interviews with teachers and students, it has been determined that implementing the Moodle application in the English language assessment of grade 11 students at SMA Negeri 1 Purbalingga occurs in three stages. This is the creating quiz or assessment phase, during which the teacher prepares lesson plans, materials, and assessment rubrics. The next phase is implementation or execution of the assessment, or the process carried out by teachers and students. This phase begins with the standard learning process, and then the teacher conducts an evaluation. There are two assessments, the first of which is an informal writing assessment administered while delivering essential competencies. This assessment only utilizes the Moodle application during submission, where students collect only the provided forms. The second evaluation is a formal summative written examination after acquiring an essential competency. The complete procedure is conducted through the Moodle application in this second evaluation. After the implementation phase concludes, the assessment results will automatically enter the next phase, the evaluation phase. The teacher evaluates each paragraph that the students have created for the writing assessment at this stage. The teacher manually evaluates and provides feedback on student paragraphs. Moreover, for the reading assessment, the system will automatically provide an evaluation and feedback based on the administration parameters that were previously established.

According to the statements made by the English teacher and students following the interviews, the use of the Moodle application by the teacher to assess students' English proficiency is an engaging and appropriate method. Moodle has several strengths such as user-friendly, standardization of content, the control, and the accessibility,

objectiveness and swiftness of judgment, implementation of independent learning, reduce anxiety and embarrassment, making the learning process more interesting, reducing costs and spatial obstacles. Based on the improvement students perceive, both teachers and students find the Moodle application quite beneficial and effective.

On the other hand, there are still weaknesses of Moodle as an assessment of English comprehension. The weaknesses of the Moodle such as requires more preparation for teachers, vulnerability to technical issues, difficulties in motivating appropriate and individual learners, and lack of student interaction and limited working time. Furthermore, the teacher stated that the transition from online to face-to-face learning made specific tasks simpler to complete in person, so for the present being, the Moodle feature is limited to collecting assignment files and media quizzes, while other features are rarely utilized. However, these obstacles do not prevent teachers and students from using Moodle as an assessment application, particularly in English studies.

B. LIMITATION

Based on the research that has been carried out, the researchers found several limitations in examining the implementation of the Moodle application in grade 11 at SMA Negeri 1 Purbalingga, as follows:

1. This research was conducted on a limited scale due to a policy change regarding the organization of final exams, which utilized the Moodle application and then reverted to paper-based exams because the Moodle system is incapable when used in bulk or is prone to downtime.
2. In this study, the teacher used few visual aids when explaining the material to students.
3. Student limitations include that some students lack an internet connection, a stable network, or even a capable device.

C. SUGGESTION

Based on the result of study, there are some suggestions that might be useful for the teacher, students, and further researcher. The suggestions are following:

A. For teachers

The teacher can modify the provided content so students can explore their creativity when creating learning media. Teachers can encourage students to develop their ideas using PowerPoint presentations on an LCD projector to provide visual examples. Teachers can also provide additional examples of sentences or similar texts that students can use as references when writing paragraphs or to remedy paragraph errors. In the case of multiple-choice tests, the teacher should immediately analyze the questions after completing the quiz. In addition, the teacher must provide encouragement and support so that students are more enthusiastic and appreciate the learning process when composing paragraphs or taking quizzes. Teachers must also improve their time management so students can perform optimally on provided assessments.

B. For future researchers

Hopefully, future researchers will be able to develop research on the use of Moodle applications in English assessment by examining various aspects and features of what previous researchers have done and discovering something more unique that can be beneficial for future research.

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APENDICES

APPENDICES

APPENDIX 1

LESSON

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Satuan Pendidikan : SMA Negeri 1 Purbalingga
 Mata Pelajaran : Lintas Minat Bahasa Inggris
 Kelas/ Semester : XI / 2 (Genap)
 Materi Pokok : Giving example
 Alokasi Waktu : 2x45 Menit (Pertemuan 2)

A. Tujuan Pembelajaran

1. Siswa dapat memahami fungsi sosial dari giving example
2. Siswa dapat memahami struktur kalimat giving example
3. Siswa dapat menyusun teks kalimat yang memuat aturan giving example dengan tepat

B. Langkah - Langkah Kegiatan Pembelajaran

Tahap/ Sintaks	Langkah – Langkah Pembelajaran	Alokasi Waktu
Pendahuluan		
	<ul style="list-style-type: none"> • Guru membuka pembelajaran dengan menyapa siswa dan menanyakan kabar • Guru mengajak siswa untuk berdoa sebelum memulai pembelajaran • Guru mengecek kehadiran siswa • Guru menyampaikan materi pembelajaran yang akan dipelajari bersama 	10
Kegiatan Inti		
	<ul style="list-style-type: none"> • Siswa membuat paragraf yang memuat kalimat-kalimat pemberian contoh • Hasil kerja siswa ditukar dengan siswa lain untuk mengidentifikasi kesalahan psnulisan • Siswa memberikaan feedback terhadap pekerjaan temanya • Siswa mengumpulkan hasil kerjanya melalui LMS Moodle • Guru memberikan feedback terhadap hasil kerja siswa 	70
Penutup		
	<ul style="list-style-type: none"> • Guru pekerjaan rumah tentang Giving example • Guru memberi kesimpulan materi • Guru menutup pembelajaran 	10

C. Penilaian

- Penilaian Sikap : Interaksi siswa dan guru yang mengutamakan tata karma dalam berkomunikasi selama pembelajaran berlangsung, serta keaktifan siswa selama pembelajaran
- Penilaian Pengetahuan : Penilaian didasarkan pada hasil evauasi dan pekerjaan siswa selama pembelajaran
- Penilaian Ketrampilan : Penilaian didasarkan pada ketrampilan berdiskusi dan menjawab pertanyaan

Mengetahui,
Kepala Sekolah



Drs. Kuart Risyanto
NIP. 19640516 199103 1 011

Purbalingga, Juni 2021

Guru Mata Pelajaran

Mar'atul Hanifah, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Satuan Pendidikan : SMA Negeri 1 Purbalingga
 Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : XI / 2 (Genap)
 Materi Pokok : Giving example
 Alokasi Waktu : 2x45 Menit (Pertemuan 3)

A. Tujuan Pembelajaran

1. Siswa dapat memahami fungsi sosial teks deksripsi
2. Siswa dapat memahami isi teks Giving example dan menjawab pertanyaan terkait isi teks tersebut
3. Siswa dapat menyusun teks Giving example sesuai dengan struktur teks dan unsur kebahasaan dengan baik

B. Langkah - Langkah Kegiatan Pembelajaran

Tahap/ Sintaks	Langkah – Langkah Pembelajaran	Alokasi Waktu
Pendahuluan		
	<ul style="list-style-type: none"> • Guru membuka pembelajaran dengan menyapa siswa dan menanyakan kabar • Guru mengajak siswa untuk berdoa sebelum memulai pembelajaran • Guru mengecek kehadiran siswa • Guru menyampaikan materi pembelajaran yang akan dipelajari bersama 	10
Kegiatan Inti		
	<ul style="list-style-type: none"> • Siswa mengerjakan latihan soal pilihan ganda di Moodle • Siswa dengan teman sebangkunya membuat teks percakapan dengan tema bervariasi yang memuat kalimat pemberian contoh • Siswa manju untuk menampilkan teks percakapan yang telah dibuatnya • Siswa menanggapi penampilan temanya 	70
Penutup		
	<ul style="list-style-type: none"> • Guru pekerjaan rumah tentang teks Giving example • Guru memberi kesimpulan materi • Guru menutup pembelajaran 	10

C. Penilaian

- Penilaian Sikap : Interaksi siswa dan guru yang mengutamakan tata karma dalam berkomunikasi selama pembelajaran berlangsung, serta keaktifan siswa selama pembelajaran
- Penilaian Pengetahuan : Penilaian didasarkan pada kemampuan membuat teks percakapan
- Penilaian Ketrampilan : Penilaian didasarkan pada ketrampilan menampilkan teks percakapan

Purbalingga, Juni 2021

Guru Mata Pelajaran

Mar'atul Hanifah, S.Pd

Mengetahui,
Kepala SekolahDrs. Kuart Risyanto
NIP. 19640516 199103 1 011

APPENDIX 2

SCORING RUBRIC OF WRITING ASSESSMENT

RUBRIK PENILAIAN WRITING

KELAS : XI/IPS
 KOMPETENSI DASAR : Menyusun teks tulis, lisan dengan memperhatikan fungsi sosial struktur teks dan unsur kebahasaan yang benar dan sesuai dengan konteks
 INDIKATOR : Membuat paragraf yang mengandung unsur *giving example*

ASPEK	KRITERIA	SKOR
ISI (15 -30)	Topik jelas, cerita menarik dan orisinal, mengandung nilai/ada refleksi yang dalam, dapat memberi wawasan baru	25 - 30
	Topik jelas, cerita menarik dan orisinal, tetapi tidak lengkap, tidak terperinci, tidak tuntas, dan kurang bernilai	20-24
	Cerita tidak menarik, tidak terperinci, tidak tuntas, dan tidak bernilai	15-19
ORGANISASI GAGASAN (10-20)	Berpolas: ada pendahuluan, isi, penutup, gagasan dibatasi dalam unit-unit paragraph, disampaikan dengan pola urutan waktu dan tempat	16-20
	Ada pendahuluan, isi, tetapi tidak ada penutup, ada paragraph berisi dua gagasan utama,, pola urutan waktu dan tempat kadang tidak teratur.	13-15
	Karangan tidak diorganisasi sama sekali, tidak jelas pendahuluan , isi, penutup, tidak menggunakan urutan waktu dan tempat.	10-12
UNSUR KEBAHASAAN (15-30)	Paragraf kohesif dan koheren, kalimat efektif dan komunikatif, struktur kalimat baku, diksi tepat dan variatif, makna tidak ambigu, penerapan konjungsi dan grammar secara tepat	27-30
	Ada beberapa paragraph tidak kohesif, ada kalimat yang tidak efektif dan ambigu, diksi ada yang salah konteks, pemakaian konjungi dan grammar ada yang keliru	21 - 26
	Banyak paragraph tidak kohesif, banyak kalimat yang tidak efektif dan ambigu, diksi banyak yang salah konteks, pemakaian konjungi dan grammar banyak	17 -20

	yang keliru	
	Paragraf tidak padu, kalimat tidak efektif, sebagian bear struktur kalimat yang salah, diksi sangat terbatas dan banyak salah konteks, penerapan konjungsi dan grammar tidak tepat.	15 -16
MEKANISME PENULISAN (8-20)	Tidak ada kesalahan ejaan sama sekali, bila tulis tangan rapi dan jelas terbaca, tidak ada salah tulis	17-20
	Ada beberapa kesalahan ejaan, tulisan tangan rapi, ada beberapa salah tulis	13-16
	Cukup banyak kesalahan ejaan dan salah tulis. Tulisan tangan kurang rapi	10 -12
	Mengabaikan ejaan, tulisan tangan sangat tidak rapi, banyak sekali salah tulis	8-9
JUMLAH		100

APPENDIX 3

OBSERVATION CHECKLIST

The Observation Checklist 1

Date: 18 Maret 2023

Observation Guidelines for Teacher:

Teacher : Mr. Mar'atul Hanifah, S.Pd.

Class : XI - IPS 2

No.	Classification	Aspect of the Observation	Yes	No	Note
1.	Preparation phase	The teacher arranges a lesson plan based on the syllabus	✓		
		The teacher arranges learning material	✓		
		The teacher prepares learning media	✓		
		The teacher prepares scoring rubric or creating grades categories for assessing the students	✓		
2.	Implementation phase and execution of quiz	The teacher carries out the learning process as usual.	✓		
		The teacher gives the material	✓		
		The teacher instructs the students to discuss the material	✓		
		The teacher informs about the quiz that will be given	✓		
		The teacher explains about the criteria and rules for the quiz	✓		
3.	Quiz evaluation phase	The teacher checks the completeness of the submitted quiz at the application	✓		
		The teacher sees the answer of each student and give the analysis of the quiz answer	✓		
		The teacher gives the feedback to the students about the quiz answer	✓		

The Observation Checklist 2

Date: 14 March 2023

Observation Guidelines for Students:

Name :

Class : 11 IPS 2

No.	Classification	Aspect of the Observation	Yes	No	Note
1.	Preparation phase	The students learn about the material	✓		
2.	Implementation phase and execution of the quiz	The students follow the lesson and listen to the explanation of the material by the teacher	✓		
		The students receive an explanation from the teacher regarding the described quiz	✓		
		The students receive an explanation of the criteria and the rules of the quiz	✓		
2.	Implementation phase and execution of quiz	The students start to access the Moodle Application using their personal account	✓		
		The students start to enter the subject to be tested	✓		
		The students click on the exam module title	✓		
		The students read the exam instructions, then click the attempt quiz now button now, then click on the words "Start attempt" to start the exam	✓		
		The students end the quiz by clicking on the words finish attempt at the bottom of the quiz block navigation	✓		
3.	Quiz evaluation phase	The students get the feedback through their personal account	✓		

The Observation Checklist 3

Date: 13 March 2023

Observation Guidelines for Teacher:

Teacher : Mr. Mar'atul Hanifah, S.Pd.

Class : $\bar{X}1 - 195 2$

No.	Classification	Aspect of the Observation	Yes	No	Note
1.	Step for make a quiz	Teachers should go to Quiz administration the Edit Quiz. Then, click on the Add link.			
		The teacher must wait when a popup window is displayed, then select a new question.	✓		
		Teachers should add it to the quiz and to create a question, from the popup window, select the type of question that want to create. Click on the Add button.	✓		
		The teacher names the questions is what the teacher will see when creating and reviewing the quiz.	✓		
		Teacher make a general feedback that is the feedback that students will see for this question, no matter what answer they gave.	✓		
		Enter the choices (answers) for the question. Enter feedback for each choice.	✓		
		After save the question, it is added to the list of questions in that category.	✓		
2.	Execution of the quiz	Enter the e-learning site using your personal account.	✓		
		Enter the page of the subject to be tested.	✓		
		Click on the exam module title.	✓		
		Read the exam instructions, then click the attempt quiz now button now), then click on the words "Start attempt" to start the exam.	✓		
		End the quiz by clicking on the words finish attempt at the bottom of the quiz block navigation.	✓		
3.	Creating grades categories	Select Administration > Grade administration > Setup > Categories and items.	✓		
		At the bottom of the page, click on the Add category button. The Edit category page is displayed.	✓		
		Fill out the page and save your changes.	✓		

APPENDIX 4

INTERVIEW GUIDELINE

Interview Guidelines for Teacher

Research focus	The Utilization of Moodle App as Post-Paradigm Assessment
Interviewer	Mariatul Haniffah, S.Pd.
Date	13 March 2023
Time	

Question:

1. What do you know about English assessment?
2. Who are the participants in this English assessment?
3. When did you start using the Moodle app for English assessments?
4. Why did you use the Moodle app for your English assessment?
5. How is the preparation process?
6. What is the process used in class?
7. What is the process of presentation and assessment?
8. How is the implementation the use of the Moodle application for the English language assessment that you have implemented?
9. What do you think about implementing the Moodle app for English assessment?

Interview Guidelines for Student

Research focus	The Utilization of Moodle App as a Post-Pandemic English Assessment
Interviewer	
Date	13 Maret 2023
Time	10.15 - 11.45

Question:

1. What do you think about Moodle Application that have been used in assessing English lesson by teachers?
2. Is providing Moodle Application in English assessment effective enough?
3. How do you feel after working on Moodle Application? Was there an improvement in your English skills or maybe your English assessment?
4. What do you think about the implementation of Moodle as an English assessment?
5. What are the advantages and disadvantages of using Moodle Application? Explain!

APPENDIX 5

DOCUMENTATION GUIDE

Documentation Guide

- a. Lesson Plan
- b. Assessment rubric
- c. The documentation from the result of observation and interview

Documentation Checklist

No.	Documentation	Note
1.	Lesson Plan	✓
2.	Assessment rubric	✓
3.	The documentation from the result of: 1. Observation 2. Interview	✓ ✓

APPENDIX 6

INTERVIEW RESULT TRANSCRIBE

A. Interview with the Teacher

Q: "What do you know about English assessment?"

A: "According to my understanding, English assessment is an evaluation conducted by English teachers to measure students' abilities in attaining specific fundamental competencies. After imparting a fundamental skill to students, an evaluation is conducted to determine whether they have mastered it".

Q: "Who are the participants in this English assessment?"

A: "The Moodle application has been utilised since the Covid-19 pandemic. Since the introduction of Covid, I have utilised the application immediately. However, it is still used to provide an evaluation merely. In the past, I used Moodle to share content. However, because it is now offline, content is frequently transmitted offline, even though they frequently share PDF files of content. Instead, they frequently utilize WhatsApp or Telegram groups. Therefore, Moodle is used exclusively for assessment purposes. Why is it for grade 11, given that I teach grade 11 here? Consequently, the participants I administer an assessment via Moodle are 11th graders".

Q: "When did you start using Moodle app for English assessment?"

A: "Initially, it was due to the pandemic, particularly when the pandemic struck, and online learning took place; I required

an application as a learning medium in general. Now that the Covid-19 pandemic is beginning to subside and learning has returned to normal, I frequently use Moodle as an assessment tool. However, the assessment only sometimes involves an application; it depends on the subject matter and is sometimes a student request”.

Q: “How is the implementation of the Moodle app as English assessment that you have applied?”

A: “In addition to preparing materials and lesson plans based on the course outline, I also create quizzes and other materials related to the English assessment I will administer to students. In addition, as you observed during the observation, I began the implementation process by providing the subject matter, as is customary. The learning process is conducted according to the lecture plan that I created beforehand, which focuses on providing examples. Then, following the delivery of the material, I began providing instructions regarding the evaluation I had provided. Following that, I instructed students to form groups. After forming the group, they began to discuss expanding their knowledge through the information provided. Students will use their smartphones and personal accounts to access exams after conducting a topic search and beginning paragraph compilation. After that, feedback and evaluation are performed concurrently, except for writing, which will take time, whereas, for reading abilities, it will appear automatically after students have completed their work”.

Q: "Why did you use a Moodle app as an English assessment?"

A: "The Moodle application is used because it has numerous and comprehensive features."

Q: "How about the user interface of Moodle, why did you choose this apps?"

A: "In addition, Moodle is straightforward to use because its user interface is visually appealing and intuitive for students and instructors. Very user-friendly. The Moodle application can also be readily connected to other applications, such as Google Meet and other video conferencing applications. In addition, Moodle has game features that are naturally very engaging for students, such as snakes and ladders for learning media, which significantly reduces student tedium. In addition, schools recommend using the Moodle app in early 2020, and the school even pay for premium access to maximize the app's features".

Q: "What do you think about implementing the Moodle app for English assessment? I mean is there any strengths that make you choose this apps?"

A: "The Moodle application is extremely useful, particularly when grading. Taking values using Moodle is significantly more precise. There are no human errors during the process of correction, and the results of the corrections are visible when the work is complete in the quiz. The strength of utilizing Moodle is the adoption of a paperless routine. Imagine that after grading the paper, the teacher takes it away, where it frequently gets lost and is no longer used. This is actually a very good habit, because the paper, after being evaluated by the teacher, is frequently lost and discarded. However, if it is

still in the student's notebook, it can be used for studying again, and it can be read multiple times in the future, particularly before daily tests or final exams. In addition, the teacher's desk is not cluttered with books or papers awaiting evaluation.

Q: "It is an online tool, so how about the bad habit that commonly appear like cheating culture?"

A: "Because the Moodle application can randomize the quiz questions given by the teacher, the culture of cheating can be avoided. For instance, if the teacher has a question bank of 30 questions, but only 10 are issued, each student receives a different question in a different order. Therefore, cheating here is a waste of time; it is preferable to concentrate on each other's task. Aside from that, there is a feature that allows students to answer queries multiple times. This can be configured by the teacher within the application, and the value is displayed based on whether you want only the highest score or all of them. But in the form of quizzes, sometimes there are people who get cranky or even get help from other people when doing it at home. Working time can also be adjusted to ensure student compliance. Assessment can be performed manually or automatically, making it extremely useful and adaptable to specific requirements. And most significantly, there is a column for providing students with feedback."

Q: "There is so many strengths that Moodle has. But how about the weakness?"

A: "The weaknesses are more systemic, as Moodle tends to crash when multiple schools use it simultaneously, particularly

during the final exam; when one school accesses it, it crashes. Then, when inputting questions, you must first go through the question verification stage if you are going to use it for the final exam assessment, because if that does not occur, errors or imperfections in the questions, sometimes they are not neat, there was even a question where there should have been a picture, but the picture was lost. One time, the final exam was in history, but the question was mathematics. Additionally, the connection must be stable; if there is a connection that is not stable, it is also susceptible. On the other hand, students can sometimes auto-translate the assessment page in the application, but they can be deceived into including their reading in the snipping tool so that it cannot be auto-translated."

B. Interview with the Student

Q: "What do you think about Moodle app that have been used in assessing English lesson by teachers?"

S1: "The Moodle application is interesting because it can make students enjoy doing English assessments. The time limit for work sometimes makes you rush and at the same time challenges you to complete the assessment on time, without delaying it."

S2: "Very interesting, I have liked English for a long time, so this application makes me even more excited to do an English assessment."

S3: "Using the Moodle application is very helpful, it's easier to send assignments and it's easier to take quizzes anywhere anytime with low bandwidth."

S4: *"Moodle is good because it is very simple to use. It is also very effective and paperless."*

S5: *"I have never used a learning support application before, and my first impression of Moodle is that it is very user-friendly. And because this is quite new for me, of course this greatly reduces the feeling of boredom in studying or even doing assignments and quizzes."*

S6: *"Moodle is very helpful, very easy to use, and I don't find it difficult to do the English assessment with it."*

Q: *"Is providing Moodle app in English assessment effective enough?"*

S1: *"I think it's not effective enough, because we have a dateline that makes us rush to work. If it's late, that's it, you can't submit it, there's no form anymore to submit it. Maybe you can, but you have to ask the teacher and not all students agree sometimes."*

S2: *"I believe this application is effective because we can assess it with greater seriousness. Since this application has a time limit, we have a goal for its completion".*

S3: *"This application can be said to be effective and ineffective. Effective in the sense that you do not have to bother working with tearing paper or anything, and sometimes you can take it home. But not effective when we use it together, in one time, the system usually would be down."*

S4: *"For me who doesn't really like English, this app is interesting, but time setting was a problem. And one time, we have the English exam but the task that came up was about the crafts, the task was really messy too."*

S5: *"This application is effective, and due to limited time, we have to be more careful in managing the time when working on it."*

But sometimes it can be translated automatically, especially if you access it via the web."

S6: "It's very effective, I don't know if it's just a feeling or not, but because doing it while holding a smartphone, it makes me less nervous. Maybe because we are gen-z who never let go of smartphones. So, the repetition of holding a smartphone calms me down."

Q: "How do you feel after working on Moodle app? Was there an improvement in English skills?"

S1: "Enough improvement. The result of this assessment will be used as a value, so you must work hard to achieve the best outcomes. If the Moodle settings are set up to enable it, you can also complete assessments whenever you want, which will allow you to work even more productively."

S2: "Obviously, it offers a different improvement; using the application as a tool for assessment encourages me to study more often because the system will grade it if a poor grade is unavoidable. In addition, using the application helps me feel more contemporary and technologically literate, so in addition to English, I also advance in other areas."

S3: "The increase in vocabulary is the biggest, and it also gradually improves my ability to understand the context of sentences even when I don't fully understand the original meaning."

S4: "There has been a rise, I no longer have to look up the meaning before I want to do the questions, I don't have time to run out, it's better to answer according to my own understanding, and voila, the answer is correct."

S5: "This application has helped me learn a lot; undoubtedly, it has improved my English proficiency, albeit gradually. To

help me better manage my time, how do I complete all the questions in a constrained amount of time?"

S6: "Contextually, yes, I do, but it's still challenging. I feel that my English skills are still the same as before, and there hasn't been a noticeable improvement."



APPENDIX 7

CERTIFICATE OF HAVING CONDUCTED RESEARCH



**PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS NEGERI 1
PURBALINGGA**

Jalan Letjend. MT. Haryono Purbalingga Kode Pos 53312 Telepon 0281- 891019
Faksimile : 0281- 892336 Surat Elektronik ganesha@sma1purbalingga.sch.id

SURAT KETERANGAN

Nomor : 071 / 124 / 2023

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Purbalingga :

Nama : Joko Mulyanto, S.Pd
NIP : 19651023 198901 1 001
Pangkat, Gol : Pembina / IV.a
Jabatan : Kepala Sekolah
Unit Kerja : SMA Negeri 1 Purbalingga

Dengan ini menerangkan bahwa :

Nama : Adelia Agustin
NIM : 1917404031
Semester : 8 (delapan)
Jurusan / Prodi : Tadris Bahasa Inggris
Tahun Akademik : 2022 / 2023

Adalah Mahasiswa Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto yang telah mengadakan observasi kelas dan observasi pendahuluan di SMA Negeri 1 Purbalingga dalam rangka menyusun Skripsi dengan Judul "***The Utilization of the Moodle Application as a Post-Pandemic English Assessment in Eleventh Grade Class at SMA Negeri 1 Purbalingga***" Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Purbalingga, 14 Maret 2023
Kepala SMA Negeri 1 Purbalingga

Joko Mulyanto, S.Pd
Pembina

NIP. 19651023 198901 1 001

APPENDIX 8

CURRICULUM VITAE

DAFTAR RIWAYAT HIDUP

A. Identitas Diri

1. Nama Lengkap : AdeliaAgustin
2. NIM : 1917404031
3. Tempat/Tgl. Lahir : Purbalingga, 2 Agustus 2001
4. Alamat Rumah : Karanggambas RT 01/RW 05, Kec. Padamara, Kab. Purbalingga
5. Nama Ayah : Sunardi
6. Nama Ibu : Kuspiyah

B. Riwayat Pendidikan

1. Pendidikan Formal
 - a. SD/MI, tahun lulus : SD Negeri 1 Karanggambas, 2013
 - b. SMP/MTS, tahun lulus : SMP Negeri 3 Purbalingga, 2016
 - c. SMA/MA, tahun lulus : SMA Negeri 1 Purbalingga, 2019
 - d. S1, tahun lulus : UIN Prof. K.H. Saifuddin Zuhri Purwokerto, 2023
2. Pendidikan Non-Formal
 - a. 2007-2014 : TPQ Karanggambas
 - b. 2019-2020 : Pondok Pesantren Fatkhul Mu'in

C. Pengalaman Organisasi

1. Javelin English Club
2. Pramuka Ambalan Ganesha
3. Sekartaji Ganesha (Karawitan)

Purwokerto, 17 April 2023



AdeliaAgustin
NIM.1917404031