# Moodle and Whatsapp: Solutions for Learning Speaking Skills in The Covid 19 Pandemic

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**Abstract**. This research aimed to observe learning-speaking skills using Learning Management System (LMS) Moodle and Whatsapp application at Secretarial Academy of Budi Luhur Jakarta. This research was a part of instructional material development for a speaking course at ASTRI Budi Luhur Jakarta. The approach of this research was qualitative, while the data was collected through observation. This research was conducted from March 2020 to April 2021. The results indicated that both LMS Moodle and WhatsApp could be maximally utilized in learning speaking skills. Moodle's modules for learning speaking were: Attendance, Book, File, Folder, Label, Page, Assignment, Quiz, Chat, Forum, and Glossary. The attendance module could be used to check student attendance. Book, File, Folder, Label, and Page module can be used to deliver learning materials and examples in the form of text, audio, and video. Meanwhile, the assignment and quiz modules could be used to provide assignments, exercises, and learning evaluations to students. Finally, chat and forum modules were used to ensure the students' continuity of interaction and the lecturer or among students. The glossary module could be used to provide vocabulary that had to be studied. Meanwhile, the WhatsApp application could be used to interact, record audio or video, and collect tasks. So it could be concluded that LMS Moodle and WhatsApp applications could be used and were beneficial in learning during the Covid 19 pandemic.

**Keywords:** Speaking, Modules, Moodle, Whatsapp, LMS, Application

## 1 Introduction

On March 9, 2020, World Health Organization(WHO) announced that the coronavirus (COVID 19) was a pandemic because this virus had spread widely in the world. This virus could quickly spread across the globe through various intermediaries. In general, this virus caused mild or moderate symptoms, but this virus could cause death (https://covid19.go.id/, 2020). Rizal (2020) stated that this pandemic had a severe impact on the world of health, but almost all sectors experience the same thing.

The world of education was also experiencing a great shock because of the Covid 19 pandemic. Aliya (2021) said that this pandemic had four negative impacts on teachers and learners in Indonesia. The first negative impact was the absence of face-to-face learning in the classroom. Simultaneously, the entire learning process in the school was transferred to online learning. It was done to comply with the large-scale social restriction (PSBB) regulations made by the government to reduce the spread of the Covid 19 virus.

The second impact was the resource gap in online learning. When all learning types were carried out online, facilities were a significant problem faced by learners in following the learning process. Many students had so far relied on the educational facilities provided by their schools and campuses. The reason was, not all learners had adequate facilities to take part in online learning.

The following negative impact was that the online learning process feels heavier by the students than before. It was because the learners and teachers were not ready to carry out a fully online learning process. So far, the online learning model has only been used with the hybrid method or only for assigning tasks.

English teachers at all levels of learning had also experienced great difficulties and challenges during the COVID-19 pandemic. Learning English was ideal for improving the skills of 4 learners by various methods that sometimes require direct contact among teachers and learners and direct contact between learners. The research results by Puluhulawa, Mariana & Husain (2021) showed that most learners experienced some difficulties in learning listening skills because they did not have high-speed internet to access the material. It dramatically affected audio and audiovisual quality because all the listening material provided had to be accessed online.

In learning speaking skills online, the teachers could not fully control the learners. Virtual meetings using Zoom or Google Classroom were excellent ways to promote teaching and learning during the Covid 19 pandemic. However, sometimes learners only stayed in front of the camera without paying attention to their teacher's saying (Swari, 2020). Teachers had also experienced various reading learning challenges, including teachers and learners' unfamiliarity in using digital devices used in online learning. It was disconcerting because online learning reading skills required simple activities leading to more complex actions (Anggraini & Penturi, 2020). Teachers and students still encountered the same problems in learning writing skills: literacy in digital devices and internet network connections.

The last negative impact was the increased risk of harming learners, getting cyberbullying and harmful content spread on the internet. Based on the various facts presented above, it could be concluded that the Covid 19 pandemic has had a very significant impact on all sectors of life. Classroom learning must be transferred to fully online learning from home to prevent the spread of the Covid 19 virus. As with other learning, English learning had to migrate to online learning, which caused various problems and difficulties for both learners and teachers.

## 2 Methodology

This research was conducted in Jakarta and involved 3 English lecturer of Secretarial Academy of Budi Luhur Jakarta. All of the research samples were randomly assigned to represent the population of English lecturer of the Secretarial Academy of Budi Luhur Jakarta. This research approach was qualitative. The data in this research wes collected through observations. All data obtained through observations were triangulated to all research respondents.

## 3 Findings

As there were many problems faced in learning English during the Covid-19, in this article, the researchers would only limit the discussion to the speaking course conducted online at the Secretarial Academy of Budi Luhur, Jakarta.

Speaking was an interactive process in which the speaker intended to construct meaning by generating, receiving, and processing information. The recipient had to understand the meaning conveyed that he or she could respond to this meaning (Bailey, 2005). In another definition, speaking was defined as an oral interaction that was a conventional way of presenting information, expressing our ideas and thoughts in our minds (Nunan, 2004). Based on these two opinions, two things to be underlined in speaking activities were: the first was the interaction, and the latter was the delivery of messages. A speaking lesson required interaction and delivery of message were during this pandemic was a bit difficult to be carried out face to face.

The fact was that most English learners wanted to develop their speaking skills (Richard and Renandya, 2002), which required speaking teachers to think more creatively to find solutions in creating teaching materials that could ensure interaction and message delivery in speaking learning. For this reason, the authors tried to develop a teaching material by utilizing the Moodle CMS equipped with the WhatsApp application in the speaking course at Akademi Sekretari Budi Luhur. Raharjo (2020) had proven that English teaching materials using Moodle were very suitable for learning. Moodle provided various modules used in speaking learning, including:

*1. Attendance*

Lecturers used the module attendance in checking students' attendance in online learning. This module could also recapitulate the percentage of student attendance reports in one semester, either individually or as a class.

*2. Book, File, Folder, Label, and Page*

In speaking learning, learners needed concrete examples of dialogue or monologues to be learned. These examples would give an understanding of the background and context of the interactions and communications carried out. Therefore, all of the modules above were used to deliver the learning materials and give examples in the forms of text, audio, and video.

*3. Assignment and Quiz*

The Assignment and Quiz modules could be used in giving assignments, exercise to students, and evaluating speaking learning. Students did the works in the form of files and submitted them back to this menu. Students had a grace period for submission of assignments, exercises, and evaluations. If students submitted their work beyond the predetermined time, then Moodle would not accept them.

*4. Chat and Forums*

The chat and forum modules were utilized to ensure the continuity of interaction between students and lecturers or among the students. The students, at any time, could ask the lecturer if they encounter difficulties, and the lecturers could provide explanations and invited students for a discussion. The activities of asking questions, receiving lectures, and discussions had been proved to improve student's vocabulary and grammar mastery. These activities directly supported the students' speaking proficiency.

The glossary module was used to provide vocabularies to be studied in speaking learning.

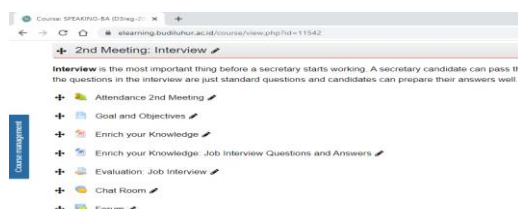The following was an example of a Moodle website used for speaking learning at Akademi Sekretari Budi Luhur.



**Image 1**: Moodle Website

However, Moodle did not provide a module to record voice directly and allow speaking learning to be carried out synchronously in real-time. For that, the authors used WhatsApp messenger as an additional application. Being a complement to the Moodle website of teaching material in speaking learning, WhatsApp has various functions that are summarized as follows:

*1. Place to Interact*

Similar to the chat and forum modules, WhatsApp was created for people to communicate. Therefore students could also freely ask questions and got explanations through this application. This application ensured that the interaction and communication between lecturers and students run smoothly.

*2. Video and Audio Record*

At the Secretarial Academy of Budi Luhur Jakarta, students' assignments, exercises, and evaluations in speaking learning were aimed to improve students' speaking proficiency in completing secretarial tasks. Therefore those tasks were often in the forms of interviews, discussions, role-playings, and presentation techniques. All of these techniques were not possible to be implemented through Moodle. For this reason, the authors used the WhatsApp application in giving assignments, exercises, or evaluations on speaking learning. This application supported tremendously in learning speaking.

*3. Students Tasks Folder*

The student could upload their assignments to WhatsApp messenger in this folder. They could send the works in a file format based on the lecturer's instruction. Figure 2 below showed interaction in learning to speak using WhatsApp messenger:
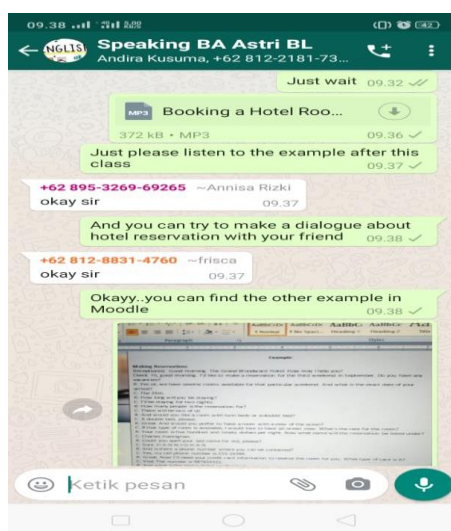


**Figure 2**: Whatapp Messenger for Speaking Learning

## 4  Conclusion

Based on the discussion above, the researchers concluded that during the COVID-19 pandemic, lecturers had to be more creative using the existing resources to accelerate the learning process. The researchers proved that Moodle and Whatsapp could be used collaboratively to feed the students' and lecturers' needs in learning speaking. The various advantages that could be taken from Moodle were likely: Moodle was one of the free CMS so that lecturers and students could use it directly in learning speaking. This application provided various modules that students and lecturers could use for material sharing. Furthermore, it could ensure that the interaction between lecturers and students runs smoothly with the forum and chat modules. However, Moodle had a limitation for providing audio and video recording for learning speaking. The lecturer could use WhatsApp Messenger as a supporting application in learning speaking.

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