LECTURER' PERCEPTION OF MOODLE-BASED LMS IN SPEAKING CLASS

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Abstract

Background:
Many Indonesian universities use Moodle-based LMS as suggested by the Ministry of Education. The study aimed at examining English Speaking course lecturers' perception of Moodle-based LMS. Two important questions to dig out lecturers' perceptions included supporting features in Moodle LMS preferred by lecturers in Speaking courses and how they perceive Moodle as the main LMS for Speaking courses.

Methodology:
Qualitative descriptive was utilized. Three Speaking course lecturers of English Language Education Department were selected based on some criteria. Semi-structured interviews were used to collect the data. The interview questions covered benefits of Moodle-based LMS in speaking class, support of LMS in learning speaking and learning autonomy, and possible problems during the use of LMS. The data were then transcribed into textual forms and analyzed accordingly.

Findings:
Several menus preferred by lecturers were assignment, page, and quiz. There were also less preferred menus on Moodle, including video conference, attendance, and writing-oriented activities (i.e., chat and forum) menus. It is also found that participants held both positive and negative views towards Moodle.

Conclusion:
Major findings of the study suggest that Moodle offered a number of menus that were considered beneficial for the participants in conducting their classes. Generally, they also held positive perceptions towards the LMS and suggest some room for improvement for the LMS.

Originality:
Little attention has been paid to Moodle-based LMS is carried out and the lecturers' perception on its implementation in the speaking classes. Thus, the current study is deemed necessary.

1. INTRODUCTION

Teaching and learning activities have obtained substantial support from information and communication technology (ICT) development. Technologies have been utilized to ease teachers and lecturers to teach and assesses the class and students to do assignments or have their independent study, especially for e-learning purposes using various online media (Wu & Hwang, 2010). The use of technology in education even intensified during the covid-19 outbreak, in which teachers (Pozo et al., 2021; Winter et al., 2021) and students (Tang et al., 2021) are forced to greatly depend on ICT, regardless their readiness and confidence to use technology, mainly in higher education institutions (Sobaih et al., 2020). Besides, technological changes are continuously opening various opportunities and challenges, and giving a great impact to the education system during and post pandemic era (Arar et al., 2022).

One prominent technological innovation in teaching and learning process is Learning Management System (LMS). The use LMS is closely connected to online and blended learning environment (Truong, 2021). LMS is deemed necessary for boosting blended learning process (Motteram, 2013) and helping teachers to provide courses materials, like videos, presentations, and handouts (Sagendorf, 2020). Since blended learning is considered an appropriate learning model during the pandemic (Rasmitadila et al., 2020), the use of LMS considerably increases as more teachers and students use the technology, especially in asynchronous mode like file sharing and assessment (Khan & Abid, 2021). LMS can shift learning activities from traditional ones into full-fledged online courses (Islam et al., 2021). Several well-known LMS that have been used worldwide in various of blended-learning classes are Edmodo, Canvas, Google Classroom, BlackBoard, Schoology, and Moodle.

In terms of English classroom instructions, an extensive number of studies have been conducted to investigate the use of LMS in at various education levels (Al-Khresheh, 2022; Maulana & Lintangsari, 2021; Rasmitadila et al., 2020; Sefriani et al., 2021; Tarteer et al., 2021; Yen & Mohamad, 2021). These studies reported that Edmodo, Blackboard, Moodle, Google Classroom, and other LMSs are extensively used to enhance the blended and online learning during the pandemic. Also, these studies revealed that both positive and negative attitudes are shown by students and teachers/lecturers. The positive attitudes include potential benefits of learning flexibility for both parties; meanwhile the negative sides mostly constitute poor and unreliable internet connection and technological backwardness. Nevertheless, education institutions, especially in higher education level, are suggested to be able to face significant challenges like pandemic better if they have a dedicated LMS (Islam et al., 2021).

In the context of Indonesian Higher Education, the Ministry of Education has developed its own nation-wide LMS networks for higher education institutions called the Indonesian Online Learning System (SPADA Indonesia). It is a Moodle-based LMS network that manages various online courses offered by Indonesian universities under the ministry to promote education equity and give a broader learning access to students (*APA Itu SPADA INDONESIA*, n.d.; Daud Mahande, 2018). As a consequence, Indonesian universities are expected to use Moodle; or if they develop their own LMS, the LMS has to be a Moodle-based one. Corresponding to the wide-ranging use of Moodle-based LMS in Indonesian higher education, the researchers, therefore, are interested in investigating Moodle-based LMS for English learning in the university, especially in the speaking class of an English Education Department. Several studies have been specifically conducted to seek how Moodle is implemented in speaking class, specifically during the peak of pandemic era. For instance, Manan et al. (2020) carried out an experimental study on how Moodle is implemented in an ESP speaking class. The outcome was positive as they found that it improved students' speaking skill. Besides, Truong (2021) explored the students' perceptions on Moodle in learning speaking skill in Vietnam; and the findings showed that Moodle is deemed necessary to supplement face-to-face meetings in the speaking classes. Lastly, Moodle is often chosen as the preferred mode of communication for online learning by students, as suggested by Trespalacios and Uribe-Flórez (2019) research. Text-based responses, which Moodle supports, provide an easier and faster means for communication compared to audio-based responses. Such preference is indeed interesting and raises more questions, such as the difference in Speaking classes or courses where audio-based responses might be favored more for the sake of learning.

The above- mentioned studies mostly focused on the implementation of Moodle and how students perceived it. However, in higher education level, little attention has been paid to Moodle-based LMS is carried out and the lecturers' perception on its implementation in the speaking classes. Meanwhile, lecturers as faculty members may face difficulties when facilitating quality online learning activities (Alzahrani, 2022), which can affect their students negatively. Thus, to fill in the gap, the current study aims at examining lecturers' perception of Moodle-based LMS in speaking classes. Two research questions were selected as follows:

1. What are the supporting menus or features in Moodle LMS preferred by lecturers in Speaking courses?

2. How do lecturers perceive Moodle as the main LMS for Speaking courses?

2. LITERATURE REVIEW

2.1 LMS and Moodle for Speaking Courses

LMS has a significant role in facilitating learning content delivery, assessment, and collaborative and independent activities through online platforms, which supports language learning (Palfreyman & Benson, 2019). There are many available LMS types for educators, namely free (e.g., Google Classroom and Edmodo), commercial (e.g., Blackboard and Canvas Instructure) and open source (e.g., Moodle) (Terzioğlu & Kurt, 2022). Moodle itself becomes the most used LMS in the world, accounting for almost hundred million users in 2019 before the pandemic even began, and users are attracted to Moodle due to its open-source nature that offer flexible and user-friendly features (Altinpulluk & Kesim, 2021). Generally, Moodle has many features, such as easy-to-use interface, personalized courses and dashboard, supportive tools and activities, convenient file management and text editors, and progress tracking (*Features - MoodleDocs*, n.d.). The study focuses on the tools or activities (i.e., or often called as 'menus') of Moodle as they are one of the most used features to support learning activities. The examples of those menus are assignment, *BigBlueButton*, Chat, Forum, Page, Lesson, Quiz, and Wiki. The menus on Moodle are vital in designing learning activities as teachers can provide instructions, materials, assignments, quizzes, and collaborative spaces for students to study online creatively and innovatively using various hypermedia supported platform (Mujiono & Fatimah, 2022).

In addition, LMS is suggested to further support learning of productive language skills like speaking (Manan & Rahmat, 2020). The use of LMS for learning Speaking Courses has been established in English Language Education Department (ELED) at a university in Malang, Indonesia. The courses cover three main areas of study like Speaking for Informal, Formal, and Academic Interactions. Since the Covid-19 pandemic, Moodle-based LMS has been used extensively for speaking courses at ELED to improve their verbal skills through online materials, assignments, forums, among others. Students can access Moodle using their smartphones, tablets, and laptops, opening a better opportunity to learn speaking more flexibly and contextually.

2.2 Teachers Perspectives towards LMS

Generally, teachers' or lecturers' perspectives towards learning platform will drive forward learning activities. Multiple perspectives may influence the implementation of LMS and learning instructional designs, such as preferred main and additional tools for learning (Febriyanti et al., 2022). Even though LMS is argued to be a proper platform to improve students' speaking skill (Manan & Rahmat, 2020), teachers may still have positive and negative

views as well as expectations towards LMS used based on their preference and actual uses in the English productive skills classes (Febriyanti et al., 2022). Similarly, the study attempted to cover lecturers' perspectives towards the use of Moodle at a university in Malang, Indonesia, focusing on appealing features, shortcomings, and suggested additional tools on Moodle.

3. METHODOLOGY

The study employed descriptive qualitative design to examine and portray lecturers' perception of Moodle-Based LMS in speaking classes. Qualitative descriptive (QD) was utilized to explore information related to participants' experiences to generate sufficient understanding towards the holistic account of the certain phenomenon (Ekawati et al., 2019; Kim et al., 2017). The overall data collection and analysis procedures covered conducting interviews, transcribing data using *Google Documents*, and coding and analyzing data using *NVivo*. Using the qualitative approach, the implemented interviews though online platforms (e.g., WhatsApp and Zoom Meetings), which involved open-ended questions to acquire opinions and perspectives from the selected participants (Creswell & Creswell, 2018). To ensure a robust research design and question items validity, this study also referred to several research in designing the questions, focusing on factors of using LMS (e.g., pedagogical and technological knowledge and self-efficacy), preferences on LMS (e.g., nature of course, alternatives, and features), and perspectives on LMS (e.g., challenges, supports, and improvements) (Asamoah & Oheneba-Sakyi, 2023; Usoro et al., 2014; Waheed et al., 2016). In accordance with the research questions, there were 15 open-ended questions prepared with additional follow-up questions, such as:

Table 1. Samples of Interview Items

Focus	Questions
Factors of use	1. How long have you been teaching English and Speaking Skills focused courses?
	2. Are you familiar with LMS? If yes, name all LMS that you have used for teaching.
	3. Do you have technical skills and digital literacy to operate LMS?
	4. Are you using the university's LMS for teaching Speaking classes? If yes, how long have you been using the LMS?
Preference	5. What are the menus that you frequently use on the university LMS in teaching Speaking? Why?
	6. What are the menus that you seldom use on the university LMS in teaching Speaking? Why?
	7. What are the LMS menus that you think are beneficial for teaching Speaking?
	8. What are the LMS menus that you think are less useful for teaching Speaking?
Perspective	9. Are there any menus that you want to add to improve the LMS?
	10. What are your overall opinion on the university LMS?

The participants were three lecturers of English Language Education Department at one of reputable universities in Malang, East Java, who were selected based on three criteria, namely teaching speaking courses using Moodle for at least 2 semesters, having more than 5-year teaching experience, and possessing excellent digital literacy and skills. Specifically, these lecturers had an experience in teaching speaking-skill courses in 2020-2022, where LMS based Moodle was used.

Table 2. Research Participants' Profiles

Initial	Sex	Speaking Courses	Teaching experience
KA (Lecturer 1)	Female	Speaking for Formal Interactions	10 years
KB (Lecturer 2)	Female	Speaking for Informal Interactions and Formal Interactions	13 years
KC (Lecturer 3)	Male	Speaking for Informal Interactions and Speaking for Academic Interactions	7 years

Prior to the data collection, the researchers obtained the research consents from all participants to ensure the ethics of the study. Then, the participants were interviewed about their perceptions of Moodle-Based LMS used in their speaking classes. The interview questions covered the benefits of Moodle-based LMS in speaking class, the support of LMS in learning speaking and learning autonomy, and the possible problems they might encounter during the use of LMS. Subsequently, the data of the semi-structured interviews were transcribed into textual forms and organized narratively.

The next stage was checking data trustworthiness, which was determined through an online group discussion through Zoom Meeting where the researchers conducted member checking to the participants. Lastly, content analysis was employed afterwards to elicit the contexts from the collected data and draw conclusion from the data (Batac et al., 2021; Yurtseven & Bademcioglu, 2016).

4. FINDINGS

The objectives of this study were to explore lecturers' preferred menus of Moodle LMS and their perspectives towards Moodle's role as the central online learning platform for speaking courses. Initially, the study focused on understanding the preferred menus on Moodle and lecturers' perspectives towards Moodle for speaking courses, it became clear that during

analysis additional sub themes emerging, such as the expected LMS features and positive and negative perspectives of the Moodle.

4.1 LMS Menus for Speaking Courses

Preferred LMS menus

Preferred LMS menus referred to Moodle's activity menus which were mostly used and explored by the participants and their students. This section also covers the least used menus and expected menus for further development of the Moodle for speaking courses.
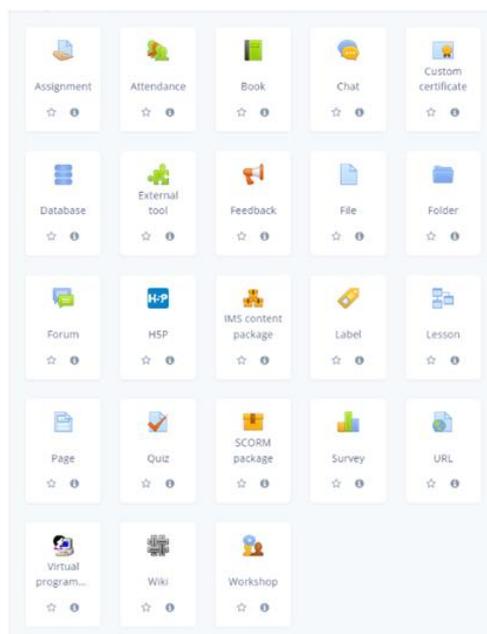

Figure 1. Menus on the University LMS

The participants expressed that there were three most significant menus on Moodle, namely the Assignment, Page, and Quiz menus. Three additional main menus also suggested by the participants like Grading, File, and Forum menus (*see* Figure 1.). Assignment became the most valued menu according to all the participants as the usage frequency was the highest among preferred menus. The assignment menu enables lecturers to deliver tasks, collect students' works, and provide grades and feedback for students. On the university Moodle, students can submit any digital content (files) including word processing documents (e.g., *Microsoft Word* files), spreadsheets (e.g., *Microsoft Excel* files), images, audio and video clips. Additionally, assignments might require students to type text directly into a text editor provided on the assignment page. KA (lecturer 1) believed that assignment menu was one of the most essential features on Moodle considering its function which enabled students to do voice upload for their speaking activities. Similarly, KB (Lecturer 2) suggested that speaking tasks were often given to the students using the assignment menu, and KC (Lecturer 3) regularly asked his students to do contextual speaking exercises using the assignment menu by uploading short videos or other

social media content (using links). The second most preferred menu was Page menu. The page menu allowed teachers to create web pages as learning resources on Moodle using a text editor. It could display texts, images, sounds, videos, web links, and embed codes such as Google Maps. Advantages of using page menus included easier accesses to online resources, especially for mobile device users, and easier update process by lecturers. All participants stated that page menu was used to share learning references, videos, and *PowerPoint* slides. Lastly, quiz menu was utilized to give extra tasks for students, and all participants agreed regarding its necessity on Moodle. It was helpful in providing students with quizzes consisting of multiple choice, matching, and short-answer questions.

> *"I have used the LMS since 2017 roughly, for about five years already. Some of*
> *the menus that I frequently use are the posting or page, assignment, quiz, and*
> *grading menus."* (KA)

In addition, there are three additional menus that were often used individually by the participants like Grading, File, and Forum menus. Firstly, KA mentioned that she regularly used grading and file menu to assist the assessment and material creation process. Grading menu was also indicated to help her in reviewing students' assessment results for monitoring purposes in speaking courses. Next, file menu was useful in providing any file as a course resource, and the file could be displayed within the course interface or be download directly by students. The significant use of file menu was also stated by KB who explained that file menu was one of her most preferred menus on Moodle for speaking courses. Interestingly, KC added that he valued Forum menu in his speaking classes due to its function as a discussion platform on Moodle, despite the nature of forum menu, which is writing-oriented activities. Generally, the forum menu enables lecturers to set up asynchronous discussions through written inputs for an extended period of time on Moodle.

The least preferred LMS menus

The participants argued that there were several Moodle's menus that they rarely or never used during the speaking classes. Those menus were Integrated video conference, Chat, Forum, and Attendance menus. The integrated video conference and attendance menus received were the least preferred among others. The attendance menu allowed lecturers to record attendance during class and let students to view their own attendance records. It was argued to be less usable by KA due to its missing support from the university already establish attendance system for students and lectures. The attendance menu on Moodle also did not seem to attract KC attention as he preferred to use manual attendance check, which later he would synchronize

with the university attendance system. Secondly, the integrated (video) conference menu like *BigBlueButton* was barely utilized due to the existence of alternatives like *Zoom Meetings*. All the participants agreed that Zoom Meeting was superior to the integrated video conference provided by Moodle. This menu itself was later removed from the university Moodle.

> *"I have used the university LMS intensively for teaching speaking for about two semesters, especially since the pandemic. But, I don't really use Attendance [menu], I prefer to check the attendance manually."* (KC)

The last two least preferred menus were chat and forum. Both are text-based activities that were offered by the university Moodle. If forum menu provided asynchronous discussions, chat menu enabled students to communicate using written inputs in real-time synchronous discussions. The nature of chat and forum menus indicated the reason behind their lack of use in speaking classes. KB stated that she did not use chat and forum menu extensively during her speaking classes. She categorized her use of both menus as '*sometimes*'. KC also did not use chat menu often, but he emphasize that forum menu was one of his favorites for speaking classes as mentioned in the previous section (see *Preferred LMS menus*). This result indicates a view on lecturers' different preferences towards Moodle menus provided by the university.
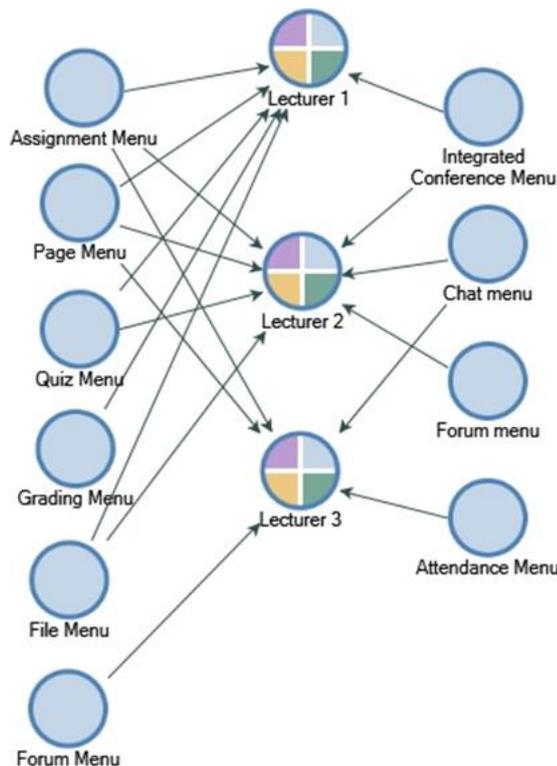

Figure 2 Preferred menus (left) and least favored menus (right) on Moodle

4.2 Suggested LMS menus for the future implementation

Looking forward to the development of the University Moodle in the future, the participants suggested two additional LMS menus to be added, especially for speaking courses. Firstly, the most requested menu was a better integrated video conference menu like *Zoom Meetings*. KC stated*," … maybe video conference [menu]. It would be great if we can add such menu, such as Zoom or Google Meet*". KA and KB also argued that Zoom Meetings or Google Meets were more superior than the integrated video conference on Moodle, so the use of it could not be justified. The participants expected that there would be additional menu that could redirected them to those existing commercial video conference software. Zoom Meetings was suggested also due to its ease of use and familiarity among students in speaking classes.

Secondly, the participants, KB and KC advised the university to add supplementary feedback menu that provided oral feedback for students. For example, KC mentioned about feedback menu linked to external online dictionary so that students could get immediate feedback on how to pronounce words in correct manners like a feature in *Google Translate*. KB added that an oral feedback menu should have been available for lecturers in speaking courses' Moodle.

> "*My suggestion to improve LMS for teaching speaking is in the feedback menu, I hope that there is an option to give oral feedback instead of only written feedback. Because for speaking, I think students need to receive not only written but also oral feedback [mostly]. Oral feedback is more beneficial for them because that's what I always do in class when we are having like face-to-face instead of giving them written feedback, I prefer to give them oral feedback.*" (KB)

KC explained that oral feedback feature where they could record or upload their voice or video to the Moodle for assignments, forum, and other activities. Providing oral feedback could promote better speaking performances, such as pronunciation, as KC mentioned that her students sometimes still did not know how to pronounce the words appropriately.

Lastly, KA suggested that the Attendance menu on the university Moodle needed an improvement, especially related to its connection with the university established attendance system. The improvement was expected to simplify the attendance checking procedure, so students did not need to do the attendance check twice. The idea of improvement was in line with KC's experience where he preferred to take attendance manually by himself due to the similar reason. A better synchronization of Moodle Attendance menu and the university attendance system might promote better teaching experience for the lecturers as well.

4.3 Lecturers' Perspective towards Moodle for Speaking Courses

Generally, all the participants agreed that they were quite satisfied with the features and menus offered by the university Moodle. KA and KC mentioned that they would keep using Moodle, and KB argued that Moodle was already complete. However, all the participants did have polarized perspectives, both positive and negative, related to the utilization of the university Moodle.

Positive Perspectives

There were two main reasons why all participants had positive perspectives towards the university Moodle. The first reason was that they felt Moodle could support their teaching for speaking classes greatly. KA found that all menus she used in Moodle helped her in setting-up her classes. She expressed that learning materials, assignments, and students' grade could be easily done, both during and after the pandemic. KB agreed with that notion as she believed that the university Moodle simplified the complicated steps of teaching, in which she could use most of the essential menus easily. Additionally, KC mentioned that Moodle was able to enrich activities in his speaking classes. Using forum menu, KC stated that students could share their thoughts on several discussion sessions. The discussions were beneficial for speaking classes as important learning content might be missed by students in oral communication activities. Forum then enabled students to review their speaking activities in a written form, so that every student could really understand the lesson through a more visible and permanent form of inputs (i.e., in writings).

> *"I generally use it [LMS] to share learning materials. I also asked them [the students] to share their thoughts as discussion sessions (on LMS) to support speaking activities."* (KC)

Furthermore, the next positive point of view was related to the ease of use of Moodle. The participants agreed that the university Moodle offered easy access and use for them and their students. KB believed that using Moodle was beneficial for her students in speaking classes as Moodle provided them witch easy accesses to materials and assignments. Students also could submit or do tasks on Moodle easily without any problems. Additionally, the ease of use was apparent in their file supports, in which lecturers could set the activities as best as possible for their students. For example, KA and KC stated that collecting, grading, and reviewing their students work during speaking classes became much easier as the students' submission utilized videos, voice notes, even YouTube videos. Moodle supported many types of file submission, which promoted a good user experience for students and lecturers. Moreover, the good file

support also could be observed in the learning material development. KC stated that he could easily create a good material using videos, audio recordings, and *PowerPoint* slides.

Negative Perspectives

Regarding the participants' negative views on the university Moodle, they mostly covered shortcomings in the features offered by the LMS. For example, KA mentioned the lack of connection between Moodle and the university system, which made doing activities on Moodle more difficult for her (i.e., attendance check). The missing support from the university system was suggested to lower the satisfaction from lecturers and students as the main users. KA also stated that the other menus that she did not use were not beneficial for her speaking classes," *… the menus that I seldom use, probably, [because] they are not really beneficial somehow ...*". KB and KC also showed their less preferred menus like chat menu, which was not quite useful in their speaking classes as well. Those less preferred menus contributed to their negative perspectives towards the university Moodle even though it was not significant.

Furthermore, two more factors that might increase the participants' negative perspective towards the LMS were potentially problematic features and the existence of alternatives of Moodle's menus for speaking activities. KB mentioned the difficulty she had when trying to use the integrated video conference menu, "*We tried to use, what is it, like the virtual program, but it was difficult. And then, what is it, like the video camera was no good at that time*". KB added that she also experienced difficulty while using quiz menu and other menus in the university Moodle, "*… because I actually wanted to use the quiz menu often, but to be honest I still got difficulty in using other menus*". Similarly, KB agreed that the chat menu was "*less likely to be used because it was a bit complicated*". Lastly, alternative software or applications like *Zoom Meetings* and *WhatsApp* might increase the negative views towards the university Moodle as they offered more superior features. KA, KB, and KC expressed their strong preference towards *Zoom Meetings* while highlighting the weakness of the Moodle, which could not offer video conference features considering the importance of having face-to-face communication for their speaking classes. KC added that WhatsApp should replace the chat menu on the Moodle as it was not complicated to use and still offered better synchronous communication platform.
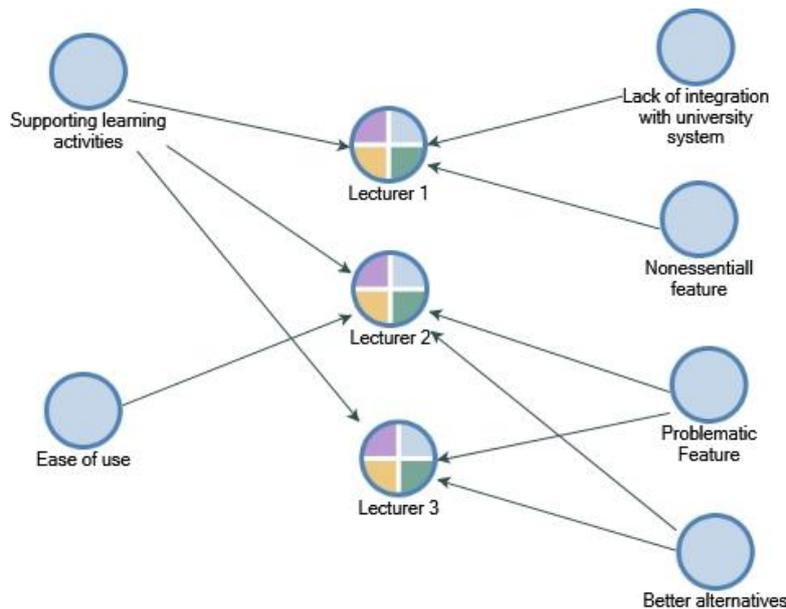
Figure 3 Lecturers' positive (left) and negative (right) perspective on Moodle

5. DISCUSSION

In the post Covid-19 Pandemic, Indonesian universities are starting to use LMS, in this case Moodle, intensively for their overall teaching and learning activities, including for practicum-based courses like English Speaking. Lecturers are a vital part in the integration of Moodle, in which they have preferences and perspectives towards the main LMS used by the university that can significantly affect how they implement the classes and teach the students. Thus, this study is expected to contribute on the information regarding lecturers' preferences on the Moodle's menus and their perspectives towards the current condition and features of Moodle in supporting learning activities in Speaking courses in the higher education level.

Based on the findings, this study found that lecturers had their preferred and non-preferred LMS menus. The preferred menus were the ones that they used most regularly due to their advantages in supporting the main speaking classes' activities like the assignment, page, quiz, grading, file, and forum menus. It indicates that the main activities in the speaking courses using LMS centered around delivery of the learning material and the practices for the students, and Moodle used by the university can accommodate those activities. It aligns with Manan et al. (2020) study which showed that LMS could improve students' speaking skills by providing them with downloadable materials and facilitating their assessment as oral presentation tests. In addition, (Maulana & Lintangsari, 2021)Indeed, this study pointed out that the assessment menus or features on Moodle like assignment and quiz could enable lecturers to collect and review students' speaking performances easily while providing students' flexibility in terms of types of submission files (e.g., video or audio). Moodle as a world-class LMS was indeed

suggested to promote learning of foreign languages, such as improving speaking skills by recoding and submitting voices, especially for monologues (Pereira et al., 2012) as often done by ELED students. In addition, the findings indicated that lecturers chose menus on Moodle that offered technological affordances which increased the quality of learning, like page, file, and forum. Those menus helped lecturers in designing a modern and contextual learning platform using videos, pictures, and comment sections to attract more interactions which were beneficial for speaking courses. This finding is consistent with a Moodle development study by Febliza and Okatariani (2020) that suggested online learning media like Moodle supported innovative design, multimedia, and communication tools that could elevate students' learning experience. Along with the video or social media submission supported by Moodle, learning materials with many interactive files may improve the learning experience significantly, especially for speaking classes.

On the other hand, the study also discovered several Moodle menus that were not intensively used for speaking courses. Menus like video conference, chat, forum, and attendance were suggested to pose issues for speaking activities. For example, chat and forum menus were rarely used by most participants due to their writing-oriented nature. The lecturers believe that speaking skills could be improve mainly using speaking activities, which were not covered in chat and forum. Despite its many features, Moodle is known as an LMS that provides more tools for reading and writing activities. The exploration of Moodle's features for speaking skills is still limited despite many students suggesting those skills are the most difficult to master (Pereira et al., 2012). Interestingly, menus like video conference and attendance that were supposedly important for speaking courses were also less utilized by the lecturers. This finding rooted from technical issues on the university Moodle, not a general issue experienced by general users. For example, the accessibility of the integrated video conference was problematic for the lecturers, and the availability of an integrated attendance menu was missing in the current Moodle for speaking courses. The problems with the availability and accessibility of the Moodle features can be categorized as external barriers and have been found in previous studies (Affouneh & Alshawish, 2022; Juliana et al., 2021).

Moreover, the least preferred menus also triggered expectations from the lecturers regarding suggested Moodle's menus for the speaking courses. The lecturers believed that Moodle features for speaking classes could be improved drastically by integrating commercial video conference apps like Zoom Meetings, and it is possible to integrate Zoom on Moodle (Turner & Grundstein, 2022). The addition of Zoom Meetings is argued to improve students'

self-regulated learning, oral skills, and even overall academic achievements according to the previous studies (Alameri et al., 2020; Turner & Grundstein, 2022). Improvements on the feedback and attendance menus were also mentioned. This shows that lecturers care about the overall learning experience for both lecturers and students, especially in providing contextual feedback for the students. The lecturers stated that speaking courses required them to provide students with spoken feedback to avoid more speaking issues appearing in the future. This result aligns with Muslem et al. (2017) study where students highly valued oral corrective feedback from their lecturers because clear, explicit, and immediate feedback can help students to improve their speaking skills properly without any negative lingering effect like *fossilization* of errors.

It is apparent from the study's findings that lecturers ultimately had both positive and negative perspective towards the use of Moodle for speaking courses. The Moodle used in the university was mentioned to be supportive and easy to use for speaking activities. This idea is combating the notion of the high difficulty in teaching speaking using online media (Anugrah, 2021; Nguyen et al., 2021). By using Moodle, the lecturers could easily develop proper learning instruments for the students and conduct the asynchronous parts of the speaking courses. This affordance has suggested to improve teaching efficiency and facilitate more learning opportunities in both oral and written forms for the speaking courses (Manan & Rahmat, 2020; Mujiono & Fatimah, 2022). The positive perspectives of the Moodle can be observed mainly derived from the technological supports being offered by the LMS. The *hypermediality* or all-in-one content support provided by Moodle has made it possible for lecturers to facilitate a more accessible and efficient learning for them and their students. The Moodle has become a one-for-all learning platform, which supports students with learning through videos, audio, and many social media contents, while enabling the lecturers conducting efficient material delivery, assessment submission, and grading.

However, it is vital to consider the negative perspective suggested by the participants of this study, covering the external barriers of the university Moodle. The external barriers were related to the university support and technological limitation in developing the Moodle. Affouneh and Alshawish (2022) stressed that institutional barrier could hinder the progress of the Moodle integration, especially in relation to the organizational readiness. The lack of integration of attendance system of the university with the Moodle indicated the existence of such external barrier, which could affect the flow of teaching and learning activities negatively in the speaking courses. This issue could be worsened due to another external issue, which was

the existence of alternatives apps that were superior to Moodle in supporting the speaking courses. It could lead to lecturers' less interest or stoppage in using Moodle, which briefly showed by the participants of this study. Furthermore, the negative perspectives were strongly related to the problematic technological features of the Moodle itself. The difficult-to-use and unfamiliar features of Moodle like the former video conference and chat menu became an accessibility issue for the lecturers. Different to other universities that experienced common technical problem like internet connection or the availability of the high-tech devices (Affouneh & Alshawish, 2022), this study found that lack of development in Moodle features might affect lecturers' perception in using it for speaking classes. The participants of this study expected the Moodle to be continuously developed and integrated with new features that could further improve their teaching. As the technological supports and digital literacy keeps improving in the university, the lecturers' and students' need of more advanced yet accessible Moodle features is also increasing. Consequently, Moodle development has to be improved and accommodated by regular training for the users to reduce the negative perspective from the lecturers.

6. CONCLUSION

In conclusion, Moodle offered several menus preferred by lecturers in supporting online teaching activities in speaking courses at ELED like assignment, page, and quiz. However, there were also less preferred menus on Moodle, which needed to be improved to fully support the oral learning activities like video conference, attendance, and writing-oriented activities (i.e., chat and forum) menus. The improvement also should cover the integration of existing useful apps to Moodle like Zoom Meetings to yield the most affordable and effective result. Furthermore, the participants of the study generally conveyed that they had a very positive view towards Moodle for their speaking courses due to its great contribution in improving the quality of their online activities. Despite such positive perspectives, there were negative perspectives mentioned mainly caused by the external barriers of the Moodle development like university system integration issue and problematic features.

By considering the limitation of the study regarding the small number of participants, some recommendations can be suggested. Firstly, higher education institutions should focus on developing Moodle by keeping track with the need of the courses. In this case, lecturers can become an excellent contributor as they could provide the university with inputs regarding their perspectives and reviews on the Moodle features regarding the teaching activities. Secondly,

further research can focus on exploring students' needs and perspectives to obtain a more holistic views on the Moodle utilization in the speaking courses.

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