A REFLECTIVE STUDY OF LEARNING MANAGEMENT SYSTEM (MOODLE) USED FOR TEACHING EFL STUDENTS' ENGLISH GRAMMAR

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Abstract: This study presents a reflection of Learning Management System (Moodle) used for teaching EFL students' English grammar at one private university in Jakarta. The aim is to reveal the quality of LMS Moodle creation by asking the EFL students (as users) about the technical aspects of the LMS Moodle such as its features and appearance, its system quality, its usability, its satisfaction, and its potential impact of English grammar competence. Besides, this study tries to evaluate the LMS Moodle content creation in context of how strength the materials are and the variety of assignments/tests developed in the LMS Moodle from the experts' judgement point of view (as evaluator). So, methodologically, this research applied quantitative approaches by giving closed-ended instrument to 70 students about the Learning Management System (Moodle) they used during online class. Then, the Learning Management System (Moodle) that has been created for teaching and learning English grammar was objectively assessed by 2 experts based on the prepared rubrics. The findings showed that majority students viewed positively towards the LMS Moodle that they had used in learning English grammar. Also, the results of 2 experts revealed that from total 27 scoring indicators in the rubric, the LMS Moodle was given by 206 average score of 270 maximum score. It means, the LMS Moodle creation for teaching EFL students' English grammar was considered to be satisfactory or in moderate category.

Keywords: EFL Students, Grammar, Learning Management System, Moodle, Reflection.

1. INTRODUCTION

In December 2019, the world was disturbed by a new virus, namely 2019-nCoV or commonly called the corona virus (covid-19), where this virus can spread easily through droplets. With the spread of this disease, WHO has declared COVID-19 as a health emergency that must be of global concern. In the case of Indonesia, to prevent the transmission of the COVID-19 virus, the government has implemented large-scale social restrictions, where the things that are restricted are work activities which are usually in the office having to work at home, public facilities that are usually easy to use must be distanced, as well as for teaching and learning activities that were previously carried out in the classroom must be carried out online (Putri, 2020). This regulation for learning from home was released in mid-March 2020 by the Indonesian Minister of Education (https://setkab.go.id).

This situation requires every educator at various levels to be able to teach online, one of which is by using the Learning Management System (LMS). On Asyifa (2021), LMS can be adopted for online learning. In recent years, the acceptance and use of LMS in several universities has grown and successfully propagated as a platform for online learning. LMS is an information system that can facilitate students in online learning. This system stores and disseminates educational materials and supports administration and communication related to teaching and learning activities (McGill & Klobas, 2009). This LMS system allows students to be able to study online, collaborate with each other, have access to learning materials using students' devices. LMS are usually integrated with other tools and applications such as video, text, audio, email, chat and discussion, as well as assessment tools (Cavus et al., 2021). So that, students can learn to use Zoom, Google meet, Edmodo, and others that can be integrated with LMS where they can do video

meetings, text in a group, and other learning activities. Then, the Covid-19 pandemic variable generates extra acceleration of the use of LMS in education matters. This is a new posture of education system that we face today, and it should be embraced in the positive way. The growth of LMS users and activities are definitely for the good of online teaching and learning practices as a response of the emerge of a pandemic situation happening in Indonesia.

LMS has potential for the education sector; one of which is for learning English. As in Azzahra Ramadania (2021) and Komara (2021), they mentioned that LMS has succeeded in gaining interest and popularity in the context of English Language Learning and Teaching, where students enjoy using LMS because it makes them easier to learn English. In line with learning English grammar, it is also potential to be applied. Grammar is simply understood as a study of language structure or pattern; how words fit together in meaningful constructions that is important in both spoken or written communication (Williams, 2005). In this LMS particular used for teaching students' grammar competence, LMS can cover also the students' problems and difficulties such as providing materials of parts of speech, tenses, or other things like plurality, article, and proposition (Ameliani, 2019). It can also become the solution to reduce the discomfort of learning grammar as it is found in many literatures (Al-mekhlafi & Nagaratnam, 2011). LMS can be an alternative for learning English grammar, this system can help students understand English grammar. In addition, this system can motivate and increase students' self-confidence when working on questions (Safitri & Lestari, 2021).

Within its potential side, however, there is still found issue whether or not students who are studying grammar through online virtual learning or LMS generally got success than conventional learning or face-to-face they usually did. The study of the use of LMS in teaching grammar has been done by Komara and Annisa (2021). It is then exciting to do the evaluation or reflection of learning Grammar through LMS from learners' point of view and experts' judgement. Shortly, this research focuses on evaluating the technical and contents aspect existed in Learning Management System (Moodle) for teaching students' English Grammar. The selection of Moodle is based on statistical fact that Moodle is the largest open source LMS with a total of 318 million users in 242 countries (https://stats.moodle.org/). Besides, it claims as number 1 or top LMS software used for teaching and learning online in Indonesia (https://trends.builtwith.com). The usage percentage is almost 65% compared to other LMS brands used by many lecturers, teachers, and students in Indonesia. So, additional research is needed to enrich the evidence about the benefits of Moodle LMS in teaching English grammar for students. The researchers put ultimate question: 1) What are the students' view of LMS Moodle used for teaching them English Grammar? 2) What is the score given by the experts' judgment about LMS Moodle created and used for teaching students' English Grammar. The findings will show how pleasant this LMS Moodle for the sake of students towards English Grammar in small scale context.

2. LITERATURE REVIEW

Learning Management System (LMS) is a software integration that provides features to support learning activities such as discussions, practice questions, final exams, and others. This LMS is available in various options, one of which is Moodle (Modular Object-Oriented Dynamic Learning Environment). Moodle is a learning platform used by educators to convey information, give assignments, share electronic journals and other references (Gunawan et al., 2019). Moodle has features such as an activity discussion forum, which is a place for students to discuss and ask questions. In addition, the lecturer can also provide feedback. Lecturers can provide content or learning modules through Moodle (Deepak, 2017).

This LMS has a lot of potential for the field of education, especially for learning English. Studies from Komara (2021) and Azzahra Ramadania (2021) were the examples that show how

significant Learning Management System was for teaching English. In Simanullang and Rajagukguk (2020), Moodle has features that can support student online activities such as discussions, chats, materials, and quizzes. This research has successfully conducted quasi-experimental research on LMS, where the results of his research state that LMS can improve student learning development. In addition, in Horvat et al (2015) study, they discussed the characteristics of LMS based on Moodle. The results of this study stated that both women and men were equally satisfied with the characteristics of the LMS-based Moodle. So, it can be said that the use of LMS for learning activities was quite effective. Further, students also feel satisfied when learning to use LMS.

However, in the Indonesian context, research questioning of students' perception about Learning Management System (Moodle) especially in the area of English grammar, has not been widely exposed. As it is already mentioned previously, teaching and learning grammar is challenging where students still have many difficulties to master the materials (Ameliani, 2019). Students think that English grammar lessons are difficult and uninteresting because of obstacles such as ineffective and interesting grammar learning, lack of time to practice, unsuitable books and so on (Komara & Tiarsiwi, 2021). A research by Wiratomo & Mulyatna (2020) and Thamrin et al (2019) are closely two of them. Their research succeeded in revealing the efforts made by teachers and students in improving English mastery through LMS and a survey on students' insight of LMS in grammar learning context. However, their study only revealed the opinion or input from students. Therefore, this study will explore quantitatively the evaluation and reflection of the use of the Moodle LMS as a whole that involves not only students but also involves external lecturers as experts so that they can reveal if there are weaknesses, shortcomings, and the possibility of adding features and developments, or innovation in the application of the Moodle LMS, both in terms of technical and content.

3. METHOD

This research was conducted in the English Education Study Program, Faculty of Teacher Training and Education, University of Muhammadiyah Prof. Dr. HAMKA, Indonesia. This research involved 70 students on the second semester of the 2020/2021 Academic Year who had studied Basic English Structure Course through LMS (See LMS here: https://onlinelearning.uhamka.ac.id/). The completion time of this research were from May 3 to September 28, 2021. The method used in this study is a quantitative descriptive with the main design of the survey. This design or type of survey is useful for revealing students' views on learning English grammar through the use of the Learning Management System (Moodle) that they have used. This survey research is included in the quantitative type as a form of calculating the results of the closed questionnaire used. Cohen et al (2007) stated that a quantitative approach can be applied to this type of research by using a closed questionnaire. Meanwhile, to reveal the findings of quality in terms of technical and content, the researchers used a scoring rubric for the assessment of the LMS. The results of the LMS quantitative assessment were elaborated and described afterwards.

The instrument used in this study was closed-ended questionnaire with 20 items of questions adopted from Sánchez and Hueros (2010), Damnjanovic et al (2015), and Pérez-Pérez et al (2019). There were 5 concentrations to ask in the LMS such as, Features and Display, System Quality, Perceived Usefulness, Satisfaction, and English Grammar Competence. For the closed questionnaire, the researcher used a Likert scale of Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1). The instrument was distributed by applying Google Questionnaire form service (online). Then, the researchers conducted data analysis as follows; 1) transfer the data obtained from the google form online questionnaire into Microsoft Excel, 2) calculate quantitatively from the item options in the questionnaire that is asked to students by

using SPSS Software Version 25, 3) tabulate the results of student responses to the research questions, 4) interpret and discuss the results findings.

For the LMS assessment, the researchers took rubric from https://ncat.edu which was licensed by longsight.com. Thus, it can be used as a benchmark for checking the weakness or success of the LMS used by lecturers in supporting students' English grammar competence as well as an indicator of the quality of the LMS Moodle for teaching and learning English Grammar. The LMS Moodle technical and content creation were scored by 2 valuable experts (See expert 1 and expert 2 and here). For this part, the researchers did some stages as follows; 1) informing the LMS Moodle creation (Grammar context) to the experts, 2) giving and discussing the LMS Moodle rubric or evaluation tool with experts, 3) getting the data or scoring from the experts, 4) tabulating and calculating the points, 5) interpreting the total average point or score.

3. FINDINGS AND DISCUSSION

It is crucial for the researchers to address reliability test first before distributing the close-ended questionnaire to respondents in order to check the goodness of instrument. In this case, the researchers applied reliability test by using SPSS Software calculation. Below were the results:

Table 1. Reliability Test

Cronbach's Alpha	N of Items
.920	20

Based on the table 1 above, the researchers obtained the reliability of Cronbach's Alpha score of 0.950. Vaske et al (2017) categorized a score of 0.920 as a high score. Therefore, it can be stated that the 20 question items in the instrument were reliable, and the item responses were positively correlated with each other. Next, the researchers presented closed questionnaire tabulation data to 70 students about the LMS Moodle they used in the online grammar learning class. The researcher used a Likert scale with five answer points that students could choose such as Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). Below was the result:

Table 2. Close-Ended Questionnaire Calculation

No	Statements	X	SA	A	N	D	SD
1.	LMS Moodle I use is good and interesting.	4.17	30 (42.86)	28 (40)	8 (11.43)	2 (2.86)	2 (2.86)
2.	I have got a new experience learning English Grammar using LMS Moodle.	4.04	25 (35.71)	33 (47.14)	5 (7.14)	4 (5.71)	3 (4.29)
3.	I find quite easy to learn English Grammar with the LMS platform I use.	4.07	27 (38.57)	30 (42.86)	7 (10)	3 (4.29)	3 (4.29)
4.	I like learning English Grammar with the LMS Moodle I use.	4.06	25 (35.71)	33 (47.14)	6 (8.57)	3 (4.29)	3 (4.29)
5.	Using LMS Moodle is more fun for me.	3.93	20 (28.57)	37 (52.86)	5 (7.14)	4 (5.71)	4 (571)
6.	I feel motivated to learn English using LMS Moodle.	4.13	24 (34.29)	37 (52.86)	5 (7.14)	2 (2.86)	2 (2.86)
7.	I feel actively learning English Grammar using LMS Moodle.	4.14	34 (48.57)	22 (31.43)	7 (10)	4 (5.71)	3 (4.29)

			SA	A	N	D	SD
8.	I find quite easy to understand English Grammar material presented in the LMS Moodle.	4.07	22 (31.43)	39 (55.71)	3 (4.29)	4 (5.71)	2 (2.86)
9.	I feel my English Grammar competence improved after learning using LMS Moodle.	4.13	25 (35.71)	34 (48.57)	7 (10)	3 (4.29)	1 (1.43)
10.	My English Grammar scores after learning with LMS Moodle are still good and they are even improving.	4.17	30 (42.86)	29 (41.43)	6 (8.57)	3 (4.29)	2 (2.86)
11.	Features in the LMS Moodle I use are quite easy in facilitating my English learning.	3.94	27 (38.75)	26 (37.14)	8 (11.43)	4 (5.71)	5 (7.14)
12.	LMS Moodle I use provides adequate communication space and interactive discussions between friends and teachers.	4.20	32 (45.71)	28 (40)	4 (5.71)	4 (5.71)	2 (2.86)
13.	Features in the LMS Moodle (materials, assignments, quizzes, forums / chat, audio, video, live chat) are complete and adequate.	4.13	29 (41.43)	30 (42.86)	5 (7.14)	3 (4.29)	3 4.29)
14.	LMS Moodle display is nice.	3.91	23 (32.86)	31 (44.29)	7 (10)	5 (7.14)	4 (5.71)
15.	Grammar Assignment submission and quiz completion through LMS Moodle become faster, more effective and efficient.	4.14	26 (37.14)	35 (50)	4 (5.71)	3 (4.29)	2 (2.86)
16.	LMS Moodle I use is quite stable and easily accessible.	4.49	33 (47.14)	24 (34.29)	6 (8.57)	4 (5.71)	3 (4.29)
17.	Quality of teaching and learning Grammar through the LMS Moodle I use is as good as face-to-face.	4.07	23 (32.86)	37 (52.86)	5 (7.14)	2 (2.86%)	3 (4.29)
18.	In general, I am satisfied learning English Grammar using LMS Moodle.	4.23	32 (45.71)	29 (41.43)	4 (5.71)	3 (4.29)	2 (2.86)
19.	I want to keep learning English Grammar with LMS Moodle in the future.	3.26	13 (18.57)	12 (17.14)	32 (45.71)	6 (8.57)	7 (10)
20.	I recommend other students or teachers to use LMS Moodle for Learning Grammar.	4.16	31 (44.29)	30 (42.86)	2 (2.86)	3 (4.29)	4 (5.71)

From 20 statements that have been responded by 70 students shown in table 2 above, next the researchers put the results to recapitulation shown in table 3 below.

Table 3. Recapitulation of Close-Ended Questionnaire

Classification	Numbers	Percentage (%)		
		SA + A	N	D + SD
Features and Display for Grammar Context	1, 11, 12, 13, 14	81.14	9.14	9.71

System Quality for Supporting Grammar Learning	16, 17	83.57	7.86	8.57
Perceived Usefulness in Learning Grammar	3, 4, 5, 6, 7, 8, 15	84.86	7.71	7.43
Satisfaction in Learning Grammar	2, 18, 19, 20	73.21	15.36	11.43
English Grammar Competence	9, 10	84.29	9.29	6.43
Total	20 Items			

Next, the researchers asked 2 experts to evaluate and give score of the LMS Moodle content created by researchers for teaching grammar. Below were the scores:

Table 4. LMS Evaluation Tools

No	Evaluation Rubrics	Fair= 5	Good= 8	Excellent= 10	Expert 1	Expert 2
1.	**Design and layout**	Functional interface with decent layout but somewhat complex and counterintuitive. Aesthetics are bland or distracting.	Good functional interface that can be navigated with minimal training. Good look and feel.	Simple, intuitive interface with minimal clicks to access materials, little or no training needed to get started, and the look and feel is inviting.	8	8
2.	**Migration of existing courses**	Some migration tools exist but the tools and documentation are either inadequate or difficult to use.	Good tools are provided and well documented, but the migrated material will need additional formatting.	Excellent migration tools with great documentation. All migrated course materials are ready to use.	10	10
3.	**Content authoring**	Provides a basic means for uploading and storing content in a hierarchical manner to support teaching and learning.	Allows basic content to be uploaded or created within an authoring system that is part of the LMS.	Provides a suite of tools for authoring media-rich content, importing content, drag-and-drop interfaces, as well as uploading rich content types such as podcasts, video clips, etc. Allows metadata creation for easier/better management.	8	10
4.	**Content organization**	LMS provides a basic repository for course content.	LMS provides a repository for content and basic tools for content organization.	LMS provides a framework for diverse storage and use strategies, from public, private and shared workspaces, to subscription-based content (e.g., podcasts and feeds) to archival content.	5	8
5.	**Course export**	Permits course content to be exported and reimported into the LMS itself but may have limited ability to export to another LMS.	Allows course structure and content to be exported but in formats that constrain how the exported content may be imported elsewhere.	Exports course structure and content, as well as selected sub-elements of a course, using an industry-standard such as IMS Content Packaging so that courses can be imported into another LMS.	8	8

6.	**Archives**	Some archival tools but much of the process is manual. Archived courses are not available to be viewed by the instructor.	Good archival tools that support backup of completed courses with student submissions and discussions intact. The LMS administrator must set up instructor access to the completed course.	Powerful archive tools that support automatic backup of completed courses with student submissions and discussions intact. Instructors have full access and control of completed courses.	10	10
7.	**Communication**	LMS provides secure access to the email addresses that comprise the class roster, but individuals may not be selectable for private email.	Both asynchronous (email) and synchronous communication tools are present.	LMS provides a high level of flexibility for the use of email (asynchronous by roster, individual or group) as well as instant messaging, chat and threaded discussions.	8	10
8.	**File exchange**	LMS provides secure drop-box functionality so that students can exchange materials with instructors.	LMS provides drop-box and ability for students and faculty to upload resources to a central course repository.	LMS provides secure drop-boxes and shared folders for file exchange among students as well as instructors and allows for bulk downloads of attached files.	8	8
9.	**E-portfolio**	Basic tools allow students and instructors to gather student work products for assessment and presentation.	Tools allow students and instructors to create ad-hoc or structured presentations of resources.	A full-featured e-portfolio tool is integrated into the LMS and makes possible the gathering, review and presentation of work products to support any portfolio strategy (resumé, learning, tenure, etc). Reporting tools allow for individual, departmental or institutional assessments.	5	5
10.	**Discussion tools**	Adequate speed and functionality with the ability to attach files	Quick and functional with user profiles or pictures, file attachments and html interface.	Extremely fast and highly functional with user profiles and pictures, files attachments and easy html interface.	8	8
11.	**Testing and assessment tools**	A simple test generator with the ability to add multiple choice, true/false, short answer and essay questions.	More than a simple test generator, this system provides tools for creating assessments with images or other attached files.	More than a simple test generator, this system provides tools for creating assessments with multimedia, learning games, and other interactive tools such as polls. Tests can provide immediate feedback with tips for remediation.	8	8
12.	**Course evaluations**	Basic survey tools for capturing student	Anonymous evaluations that can be gathered by the faculty	Hierarchical and flexible system for anonymous evaluations at course, department and	5	5

		reflections on course, instructor	including question pools and templates.	institutional level for either summative or formative purposes. Includes item pools, templating, announcements, reminders, and tools to easily target different audiences.		
13.	Gradebook and student tracking	Moderately functional grade book that is relatively easy to use. Minimal tools for student tracking.	Functional grade book that is easy to use. Grades can be exported to a spreadsheet. Student tracking tools give the instructor some information about student progress.	Highly functional grade book that is easy to use. Grades can be exported to a spreadsheet or student information system. Student tracking tools give the instructor information about what pages the student has viewed and what tasks have been completed. The student can be automatically emailed when their participation is substandard.	10	10
14.	Calendar and selective release	Basic calendar. Selective release is possible but may be cumbersome to set up.	Basic calendar with pop-up announcements. Release of course content and assessments can be scheduled for student access with moderate effort.	Collaborative calendar with pop-up announcements. Release of course content and assessments can be easily scheduled for student access.	8	10
15.	Collaboration	Allows shared access to files among users and some tools for asynchronous collaboration.	Provides access to shared files and some tools for asynchronous and synchronous collaboration and communication. Limited group functionality.	Provides a campus-wide framework that supports collaborative work such as wiki with version tracking, threaded discussion, instant messaging and chat, whiteboard, web conferencing (audio and video). Enables subgroups to be defined within courses for collaboration. Provides non-course sites to support special project work among small groups.	5	8
16.	Learning analytics	Grades and basic statistics are gathered for each learner, and basic usage reports generated.	Grades, basic and fine-grained statistics are gathered for each learner, by course, by department and across the institution. Forensic reports are available for resolving controversies.	Provides in-depth data gathering and reporting on learning outcomes based on configurable rubrics, and allows for longitudinal analysis of cohorts as well as individuals, including eportfolios.	8	5

17.	Integration with Student Information System	Integration is possible but will require a high level of product customization.	Tools for integration are available but some tasks will need to be completed manually or in a batch process.	Seamless integration with automatic updating of student and faculty lists and all rosters. Students can be automatically emailed course access information. Student and faculty profiles with pictures and syllabi can be shared between the LMS and the SIS.	8	8
18.	Integration with Campus Authentication	Ability to batch load users from a campus central identity system.	Ability to batch load users but also to integrate a campus single sign-on system such as CAS.	A real-time connection with a campus central identity system (LDAP, AD, Shibboleth) that avoids the need for batch processes. Integration with campus single sign-on.	5	5
19.	Integration with campus portal	LMS is accessible through the campus portal but only by linking that requires a separate authentication by the user.	LMS is linked with the portal via single sign-on, but the only level of integration possible is the iFrame.	LMS and portal share single sign-on and select tools can be integrated with the portal via industry-standard integrations (JSR-168 or WSRP).	5	5
20.	Support	Email support only.	Email support and limited phone support.	24/7 phone and email support with tracking system to follow the progress of issue resolution.	5	5
21.	Textbook publisher support	Some textbook materials but difficult to find, request or install.	Several supported texts with good materials that can be installed with moderate efforts.	Many supported texts, excellent well- organized materials, easily installed and based on industry or community standards (e.g., Common Cartridge)	8	8
22.	Training materials	Fair printed materials, minimal online training or classroom training sessions available.	Good printed materials, some online training or classroom training sessions available.	Excellent printed materials and many opportunities for online and classroom training sessions.	8	8
23.	Online help resources	A users' manual is accessible online.	Help files are accessible at each step of a process, and system documentation is accessible online.	Contextually-appropriate help files are accessible from all pages and provide assistance for students, faculty and system administrators as appropriate. Pop-ups or rollovers provide "just-in-time" information for specific actions.	8	8
24.	Speed of system	Course material access times are adequate on high speed connections but frustrating for dial-up users.	Access times are very good for students on high speed connections and adequate for dial-up users.	The fastest system available with support for streaming media and/or offline companion materials to better serve dial-up users.	5	8

25.	Server requirements	LMS only operates on one operating system and requires special configurations of hardware or supporting software.	LMS is available on multiple platforms but does not offer compatibility with an implementer's choice of application server or database.	Server software operates on a wide variety of operating systems (Windows, Linux/Unix, Mac) using commodity hardware and industry-standard web servers.	10	8
26.	Scalability	LMS has no problem meeting demands of a small institution on a single server.	LMS supports clustering and the ability for multiple servers to act in unison, but there are few installations supporting over a thousand concurrent users.	LMS clusters well and has been known to support installations well over ten thousand concurrent users.	8	8
27.	Browser setup and support	Supports the most popular browsers with end user set up and installation of necessary components. May have a "preferred" browser for proper operation.	Supports most browsers with minimal effort from the user.	Supports all browsers and platforms with no special setup requirements for the user. Is able to render the LMS experience in most browsers with consistency.	8	10
				Total Points	200	212
				Average Score	206	
				Total Score	76.29	

Discussion

From table 3 above, it can be seen that students' views on the Moodle Learning Management System (LMS), which they used in learning English Grammar during the covid-19 pandemic, were much more positive. The five aspects were responded dominantly with the options Strongly Agree (SA) and Agree (A). In terms of features and appearance, most students view that LMS Moodle has provided a good or interesting and easy-to-use grammar learning menu with a percentage of 81.94 compared to students who answered Neutral (N) namely 9.14 and Disagree (D) and Strongly Disagree (SD) which is 9.71. Furthermore, in terms of System Quality, most of the students also considered that the Moodle LMS works or runs very well and is stable to support grammar learning with a percentage of Strongly Agree (SA) and Agree (A) of 83.57 compared to students who answered Neutral (N).) which is 7.86 and Disagree (D) and Strongly Disagree (SD) which is 8.57. These findings strengthened the result from Azzahra Ramadania (2021) and Komara (2021) about LMS Moodle features and system quality must be prepared well if creators would like to get the best of it for teaching and learning online.

Then, in terms of Perceived Usefulness, most students view that learning English grammar using LMS Moodle is considered effective and efficient, such as in accessing and understanding material or doing assignments and completing quizzes as evidenced by the dominant percentages Strongly Agree (SA) and Agree (A).) of 84.86 compared to students who chose Neutral (N) which was 7.71 or Disagree (D) and Strongly Disagree (SD) which was 7.43. They also feel pleased and

driven to learn English grammar in LMS Moodle which is known from the dominant response of Strongly Agree (SA) and Agree (A) in the context of Perceived Usefulness. Next, in terms of satisfaction, most students perceive that they have had a new experience. They want to learn more with LMS Moodle, and they highly recommend the use of LMS in the English learning process which is known from Strongly Agree (SA) and Agree (A) responses of 73.21 compared to students who choose Neutral (N) which is 15.36 or Disagree (D) and Strongly Disagree (SD), namely 11.43. Finally, the aspect of improving grammar competence is also seen as increasing after learning grammar at LMS Moodle which is known from the response Strongly Agree (SA) and Agree (A) of 84.29 compared to students who choose Neutral (N) which is 9.29 or Disagree (D). and Strongly Disagree (SD) which is 6.43. These findings supported the results from Thamrin et al (2019) study who also found students felt enjoy, eager to learn grammar, effective, and satisfied with LMS used in learning grammar.

Meanwhile, from the total 27 assessment indicators in the Rubric above, the total score for each indicator was 10 maximums. So, the total score is 270. The score content given by 2 experts to LMS Moodle Basic English Structure Course was 200 and 212 (206 average score). So, the final score was 206/270x100 = 76.29. This score of 76.29 was in the satisfactory category. This result supported the results from Haryani and Poniam (2021) study about LMS Evaluation that lecturers or creators should concern more about the quality of instruction in LMS as one as keep upgrade the new development in LMS features, system, and etc.

4. CONCLUSION AND SUGGESTION

Based on the data or survey results of students' learning experience of English grammar using the Moodle LMS, the researchers concluded that the students viewed the technical and content aspects of the Moodle LMS are very compatible and good. This is evidenced from the five aspects of the assessment which were responded dominantly with the options Strongly Agree (SA) and Agree (A). Besides, the results of the 2 experts' assessment also reflected a moderate score. From the total 27 assessment indicators in the Rubric with a maximum value per indicator = 10, the researchers' LMS Moodle content creation got 206 average score out of a total of 270 maximum score. So, if 206 is divided by 270 and multiply by 100 percent, the researchers got a score of 76.29, and it was considered as satisfactory level which showed the quality of LMS Moodle creation.

In general, the researchers did not experience any major obstacles in the implementation and completion of this reflection study research. Researchers have established communication and collaboration with teams and 2 experts to complete the results of this research. In addition, in carrying out this research, researchers found the potential for developing research results in the form of making similar media or based on android applications that can support students' English grammar learning. This is revealed from the results of students' questionnaires which showed that the Moodle LMS was very good for learning grammar contexts but seems to be limited to the internal needs of campus and lectures'-based need. Students were dominant enough to answer neutrally when they were asked if they felt interested in learning grammar with this Moodle LMS. Researchers believed that students hope to learn grammar without being limited to the context of lectures or semesters with LMS Moodle. This data is very valuable as the input for the development or future research plans. Researchers also encourage the strengthening of the LMS Moodle related to the storage capacity so that LMS Moodle performance becomes stronger. This is very vital considering that updating and developing the capacity of platforms or network infrastructure, information systems, and features are the keys to successful learning through this online mode. Lastly, researchers encourage grammar scholars not to worry about using a touch of technology both online and offline in the future. Currently, the learning generation is in the millennial category, so it is very possible to prioritize innovative grammar learning and something new.

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