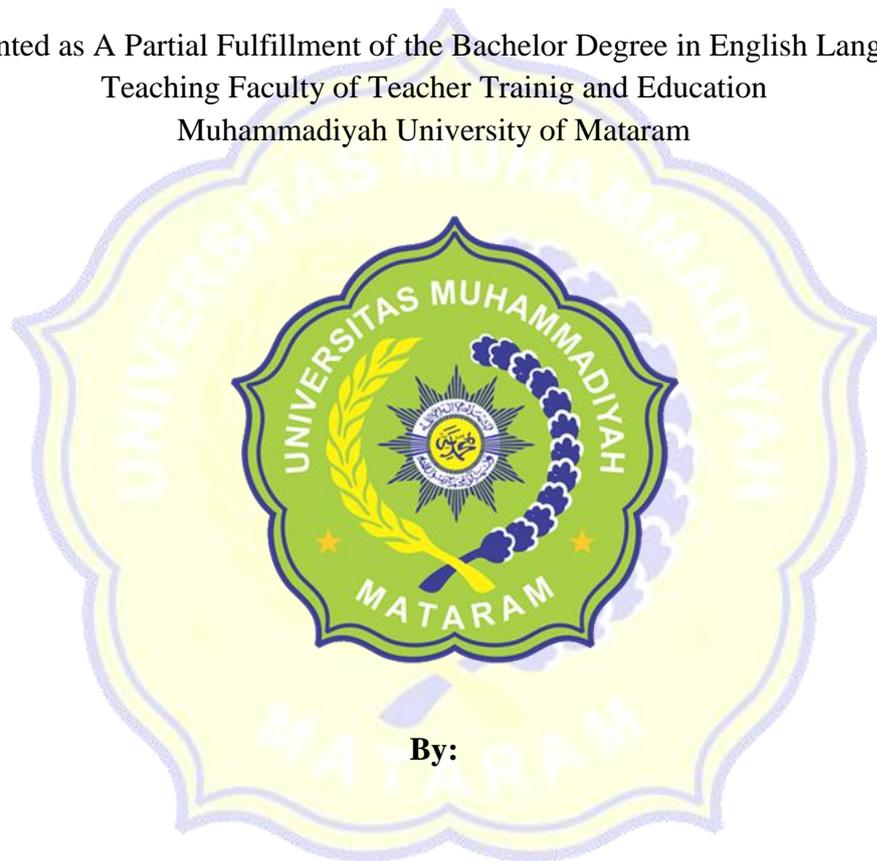


**A THESIS**

**AN ANALYSIS OF THE MOODLE APPLICATION USE IN LEARNING  
READING COMPREHENSION DURING THE PANDEMIC ERA**

Presented as A Partial Fulfillment of the Bachelor Degree in English Language  
Teaching Faculty of Teacher Trainig and Education  
Muhammadiyah University of Mataram



**By:**

**LILIS DIANA SUSILAWATININGTIAS**

**118120018**

**ENGLISH EDUCATION PROGRAM  
FACULTY OF TEACHER TREATING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF MATARAM  
2022**

**APPROVAL SHEET**

**AN ANALYSIS OF THE MOODLE APPLICATION USE IN LEARNING  
READING COMPREHENSION DURING THE PANDEMIC ERA**

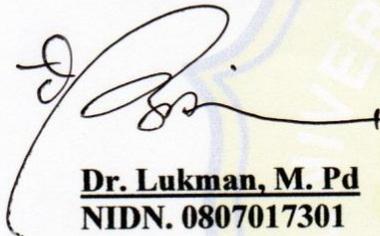
**A Thesis by : Lilis Diana Susilawatiningtias**

**Student's Number : 118120018**

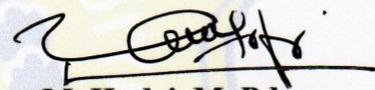
**Approved on : 6<sup>th</sup> June 2022**

**By**

**First Consultant,**

  
**Dr. Lukman, M. Pd**  
**NIDN. 0807017301**

**Second Consultant,**

  
**M. Hudri, M. Pd**  
**NIDN. 0810058301**

**ENGLISH EDUCATION PROGRAM  
MUHAMMADIYAH UNIVERSITY OF MATARAM  
FACULTY OF TEACHER TRAINING AND EDUCATION**

**Head of Program,**



**Hidayati, M. Hum**  
**NIDN. 08820047301**

ACCEPTANCE

AN ANALYSIS OF THE MOODLE APPLICATION USE IN LEARNING  
READING COMPREHENSION DURING THE PANDEMIC ERA

A Thesis : Lilis Diana Susilawatiningtias

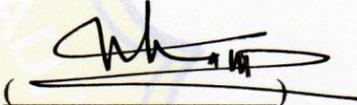
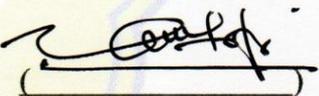
Student's Number : 118120018

Approved on : 6<sup>th</sup> June 2022

This is to certify that the thesis has been approved by the Board of Examiners as  
that required for the degree of S. Pd in English Education

By

Bard of Examiners Committee

1. Dr. Ilham, M. Pd  
NIDN. 0801048001 (chairman) 
2. Muslimin, M. Pd  
NIDN. 08030783002 (member) 
3. Muh Hudri, M. Pd  
NIDN. 0820047301 (member) 

MUHAMMADIYAH UNIVERSITY OF MATARAM

FACULTY OF TEACHER TRAINING AND EDUCATION

Dean,


Dr. Muhammad Nizaar, M.Pd. Si  
NIDN. 0821078501

## DECLARATION

The autographed, the researcher as a student of the English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram state that:

Name : Lilis Diana Susilawatingtias

Nim : 118120018

Addres : West Nusa Tenggara

The researcher certifies that the thesis entitled “An Analysis Of The Moodle Application Use In Learning Reading Comprehension During The Pandemic Era” presented as a fulfillment of the requirement in a bachelor’s degree is my work, except where otherwise acknowledged, and this thesis has not been submitted for the other higher degree institution or University.

Mataram, 6<sup>th</sup> June 2022

The Researcher



**Lilis Diana Susilawatingtias**  
**NIM 118120032**



MAJELIS PENDIDIKAN TINGGI PENELITIAN DAN  
PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MATARAM  
UPT. PERPUSTAKAAN H. LALU MUDJITAHID UMMAT

Jl. K.H.A. Dahlan No.1 Telp.(0370)633723 Fax. (0370) 641906 Kotak Pos No. 108 Mataram  
Website : <http://www.lib.ummat.ac.id> E-mail : [perpustakaan@ummat.ac.id](mailto:perpustakaan@ummat.ac.id)

SURAT PERNYATAAN BEBAS  
PLAGIARISME

Sebagai sivitas akademika Universitas Muhammadiyah Mataram, saya yang bertanda tangan di bawah ini:

Nama : LILIS DIANA SUSILAWATININGTIAS  
NIM : 118120018  
Tempat/Tgl Lahir : BIMA, 07 DESEMBER 1999  
Program Studi : pendidikan BAHASA INGGRIS  
Fakultas : FKIP  
No. Hp : 089756038322  
Email : LILIS DIANA 821 @ GMAIL.COM

Dengan ini menyatakan dengan sesungguhnya bahwa Skripsi/KTI/Tesis\* saya yang berjudul :

AN ANALYSIS OF THE MOODLE APPLICATION USE IN  
LEARNING READING COMPREHENSION DURING THE  
PANDEMIC ERA

*Bebas dari Plagiarisme dan bukan hasil karya orang lain. 37%*

Apabila dikemudian hari ditemukan seluruh atau sebagian dari Skripsi/KTI/Tesis\* tersebut terdapat indikasi plagiarisme atau bagian dari karya ilmiah milik orang lain, kecuali yang secara tertulis disitasi dan disebutkan sumber secara lengkap dalam daftar pustaka, saya **bersedia menerima sanksi akademik dan/atau sanksi hukum** sesuai dengan peraturan yang berlaku di Universitas Muhammadiyah Mataram.

Demikian surat pernyataan ini saya buat dengan sesungguhnya tanpa ada paksaan dari siapapun dan untuk dipergunakan sebagai mana mestinya.

Mataram, 22 AGUSTUS 2022  
Penulis



LILIS DIANA SUSILAWATININGTIAS  
NIM. 118120018

Mengetahui,  
Kepala UPT. Perpustakaan UMMAT



Iskandar, S.Sos.,M.A.  
NIDN. 0802048904

\*pilih salah satu yang sesuai



MAJELIS PENDIDIKAN TINGGI PENELITIAN DAN  
PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MATARAM  
UPT. PERPUSTAKAAN H. LALU MUDJITAHID UMMAT

Jl. K.H.A. Dahlan No.1 Telp.(0370)633723 Fax. (0370) 641906 Kotak Pos No. 108 Mataram  
Website : <http://www.lib.ummat.ac.id> E-mail : [perpustakaan@ummat.ac.id](mailto:perpustakaan@ummat.ac.id)

SURAT PERNYATAAN PERSETUJUAN  
PUBLIKASI KARYA ILMIAH

Sebagai sivitas akademika Universitas Muhammadiyah Mataram, saya yang bertanda tangan di bawah ini:

Nama : LILIS DIANA SUSILAWATININGTIAS  
NIM : 118120018  
Tempat/Tgl Lahir : BIMA, 07-DESEMBER-1999  
Program Studi : PENDIDIKAN BAHASA INGGRIS  
Fakultas : FKIP  
No. Hp/Email : 087756038327  
Jenis Penelitian :  Skripsi  KTI  Tesis

Menyatakan bahwa demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada UPT Perpustakaan Universitas Muhammadiyah Mataram hak menyimpan, mengalih-media/format, mengelolanya dalam bentuk pangkalan data (*database*), mendistribusikannya, dan menampilkan/mempublikasikannya di Repository atau media lain untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama *tetap mencantumkan nama saya sebagai penulis/pencipta dan sebagai pemilik Hak Cipta* atas karya ilmiah saya berjudul:

AN ANALYSIS OF THE MOODLE APPLICATION USE IN  
LEARNING READING COMPREHENSION DURING THE PANDEMIC  
ERA

Pernyataan ini saya buat dengan sungguh-sungguh. Apabila dikemudian hari terbukti ada pelanggaran Hak Cipta dalam karya ilmiah ini menjadi tanggungjawab saya pribadi.

Demikian pernyataan ini saya buat dengan sebenar-benarnya tanpa ada unsur paksaan dari pihak manapun.

Mataram, 22 AGUSTUS 2022  
Penulis



LILIS DIANA SUSILAWATININGTIAS  
NIM. 118120018

Mengetahui,  
Kepala UPT Perpustakaan UMMAT

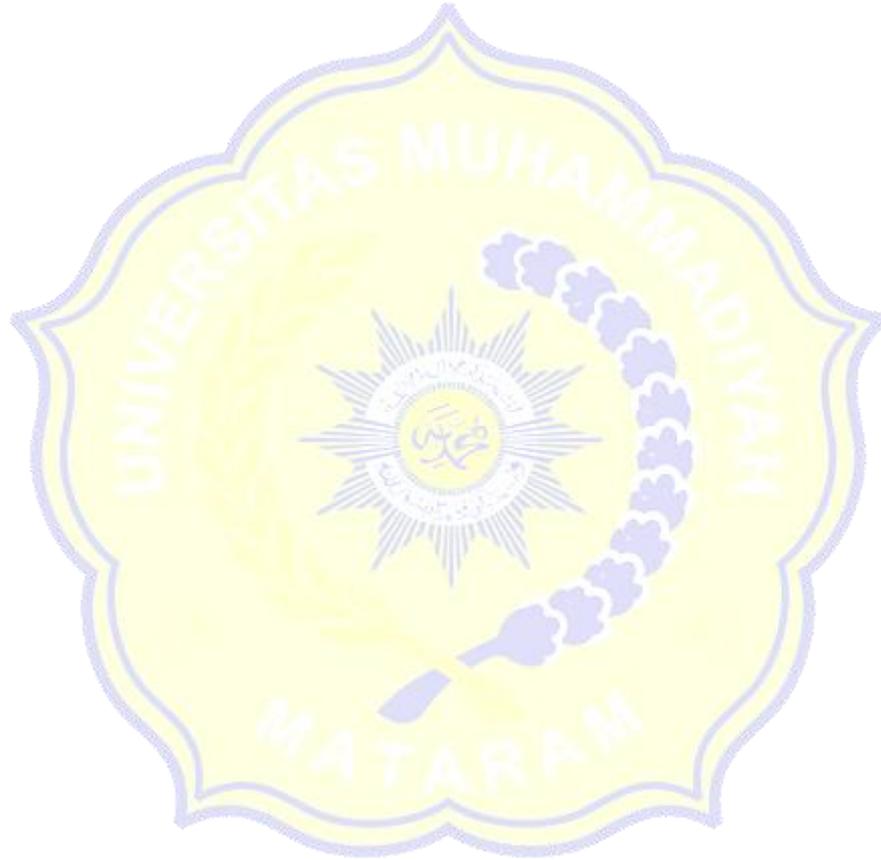


Iskandar, S.Sos.,M.A.  
NIDN. 0802048904

## MOTTO

**“Never blame anyone in your life, because good people give you happiness, bad people give you experience, worst people teach you lessons, and best people give you memories”**

**-Lilis diana-**



## DEDICATION

### This thesis is dedicated to:

1. My beloved parents Lukman and Fatmawati always give me love, support, and prayers so that I can be here. Thank you for always being my hero.
2. For my brother Andri Ardiansyah Thank you for being the best brother to me
3. thank you very much to all my friends, beb kiko, beb titon, beb sultan eka, beb ida odong, beb ayu, from the very beginning of college, you can always be this compact, always accompany me who is not clear, accompany me to cry, go for a walk, if not there is money that we can eat, even though we only eat salted fish, it's really good with you guys. Thank you very much, everyone
4. thank you to my beautiful sister Rizkawati who wants to be the best partner, who wants to heal everywhere with you, around the city of Mataram and to Udayana to eat cilok and nutrisari just to relieve stress, thank you very much for accompanying me wherever I want
5. Thanks also to my friends in arms, Nia and Nurul Hikmah, always support me.
6. thank you to someone I can't name, who has been in my life, who has accompanied me in helping to provide support, comfort, and attention, accompanying me until I can be at this point today, disappointment, happiness, making me realize that I can be alone without many people. thank you very much.
7. Thanks to abet and yosep and all my friends in the English students association
8. thank you to my organization IMM (*Ikatan Mahasiswa Muhammadiyah*), BEM-U (*Badan Eksekutif Mahasiswa univeristas*), ESA (*English Student Association*) who have given me a very extraordinary experience.
9. My beloved lecturs and almamater Muhammadiyah University of Mataram.

## ACKNOWLEDGEMENT

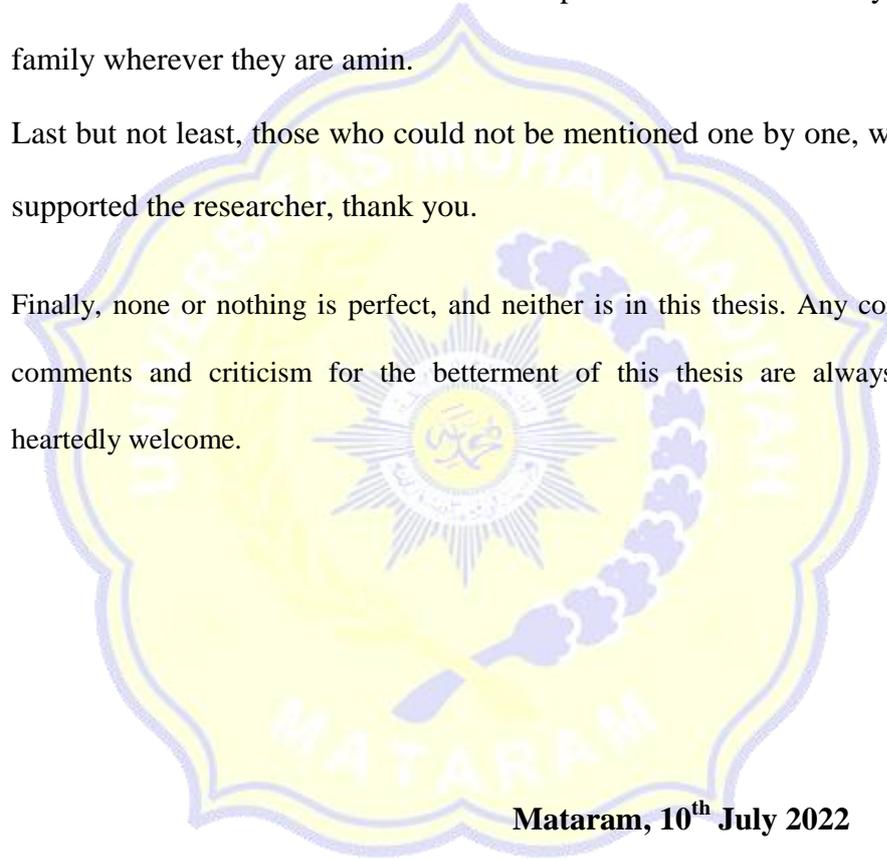
Bismillahirrahmanirrihim,

Alhamdulillahirabbil 'aalamin, Praise be to Allah the Almighty, the Most Merciful, the Most Beneficent for Her blessing and mercy are given to the researcher during her study and completing this thesis. Then, the best wishes and salutations are upon the great messenger, prophet Muhammad peace be upon him. This thesis entitled “An Analysis of The Moodle Application Use in Learning Reading Comprehension During the Pandemic Era” is presented to the English Education Study Program of Universitas muhammadiyah Mataram. The primary aim of writing this thesis is to fulfill students' partial fulfillment of the requirements to obtain S1-degree. Then, the researcher would like to thank the following people for their ideas, time, and guidance for this thesis:

1. Drs. H. Arsyad Abd. Gani, M. Pd., as the Rector of Muhammadiyah University of Mataram
2. Dr. Muhammad Nizaar, M. Pd. Si., as the Dean of the Faculty of Teacher Training and Education.
3. Hidayati, M. Hum., as the head of the English Education Department.
4. Dr. Lukman, M. Pd., as the first consultant, and Muh Hudri., M. Pd as the second consultant for the encouragement and advice for the completion of this thesis.
5. All of the lectures in the English Education Department fro valuable knowledge and guidance during the years of my study.

6. The researcher also would like to express her gratitude and appreciation to my beloved parents, all my beloved families, and friends for their conational support and help in providing literature and giving some valuables for the sake of this thesis completeness. God bless my whole family wherever they are amin.
7. Last but not least, those who could not be mentioned one by one, who had supported the researcher, thank you.

Finally, none or nothing is perfect, and neither is in this thesis. Any correction comments and criticism for the betterment of this thesis are always open-heartedly welcome.



**Mataram, 10<sup>th</sup> July 2022**

**Lilis Diana Susilawatingtias**  
**NIM 118120018**

Lilis Diana Susilawatintias. 2022. **An Analysis of The Moodle Application Use in Learning Reading Comprehension During the Pandemic Era** Thesis. Mataram: Muhammadiyah University of Mataram

Consultant 1: Dr. Lukman, M. Pd

Consultant 2: Muh. Hudri, M. Pd

#### ABSTRACT

Originally, offline (face-to-face) learning now must be done face-to-face or online through other online media. Many online media can support online learning, such as Zoom, Google Meet, Microsoft Teams, Google Classroom, Whatsapp, and the Moodle app. Moodle e-Learning is a computer-based educational tool or system and platform that enables learners to learn anytime, anywhere. The researcher focuses to investigate: how was the implementation of Moodle application in teaching Reading Comprehension at the eighth-semester students of the English language department of UMMAT in Academic Year 2022 and What are the strength and weaknesses of the Moodle Application in Teaching Reading Comprehension. This type of research is qualitative design with a Questionnaire and interview. The results of this study will indicate that the use of Moodle in learning reading comprehension during the pandemic era in the eighth semester of English language department students during the pandemic era is effective and can be used as a network-based learning solution or online learning.

**Keywords:** Moodle, Reading Comprehension, Learning, Pandemic Era.

Lilis Diana Susilawatinintias. 2022. “**Analisis Penggunaan Aplikasi Moodle Dalam Pembelajaran Pemahaman Membaca Selama Era Pandemi**” Skripsi. Mataram: Universitas Muhammadiyah Mataram

Konsultan 1: Dr. Lukman, M.Pd

Konsultan 2 : Muh. Hudri, M.Pd

## ABSTRAK

Awalnya pembelajaran offline (tatap muka) sekarang harus dilakukan secara tatap muka atau online melalui media online lainnya. Banyak media online yang dapat mendukung pembelajaran online, seperti Zoom, Google Meet, Microsoft Teams, Google Classroom, Whatsapp, dan aplikasi Moodle. Moodle E-Learning adalah alat atau sistem pendidikan berbasis komputer dan platform yang memungkinkan peserta didik untuk belajar kapan saja, di mana saja. Peneliti berfokus untuk menyelidiki: bagaimana implementasi aplikasi Moodle dalam pengajaran Reading Comprehension pada mahasiswa semester delapan jurusan bahasa Inggris UMMAT Tahun Ajaran 2022 dan Apa kelebihan dan kekurangan Aplikasi Moodle dalam Pembelajaran Reading Comprehension. Jenis penelitian ini adalah kualitatif dengan desain kuesioner dan wawancara. Hasil penelitian ini akan menunjukkan bahwa penggunaan Moodle dalam pembelajaran membaca pemahaman pada masa pandemi pada mahasiswa jurusan bahasa Inggris semester delapan di masa pandemi efektif dan dapat digunakan sebagai solusi pembelajaran berbasis jaringan atau pembelajaran online.

**Kata kunci:** Moodle, Pemahaman Membaca, Pembelajaran, Era Pandemi.

## TABLE OF CONTENT

<b>COVER .....</b>	<b>i</b>
<b>APPROVAL SHEET .....</b>	<b>ii</b>
<b>ACCEPTANCE.....</b>	<b>iii</b>
<b>DECLARATION.....</b>	<b>iv</b>
<b>PLAGIARISM SHEET .....</b>	<b>v</b>
<b>PUBLICATION APPROVAL .....</b>	<b>vi</b>
<b>MOTTO.....</b>	<b>vii</b>
<b>DEDICATION .....</b>	<b>viii</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>ix</b>
<b>ABSTRACT.....</b>	<b>xi</b>
<b>ABSTRAK.....</b>	<b>xii</b>
<b>TABLE OF CONTENTS .....</b>	<b>xiii</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
1.1 Background of Study .....	1
1.2 Research Question .....	5
1.3 Objective of Study.....	6
1.4 Significance of Study .....	6
1.5 Scope of Study.....	7
1.6 Definition of Key Terms .....	7
<b>CHAPTER II REVIEW OF RELATED LITERATURE .....</b>	<b>9</b>
2.1 Previous Study.....	9
2.2 Literature Review .....	11
2.2.1 Concept of Learning .....	11
2.2.2 The Principle of Learning .....	12

2.2.3 Concept of E-Learning.....	13
2.2.3.1 Strength and Weaknesses of E-Learning .....	14
2.2.4 Definition of Teaching media .....	15
2.2.4.1 The Functional of Teaching Media.....	17
2.2.5 Understanding Reading Comprehension .....	18
2.2.5.1 General Strategies For Reading Comprehension .....	21
2.2.6 Definition Of Moodle Application.....	22
2.2.6.1 Strength of Moodle .....	23
2.2.6.2 Weaknesses of Moodle as a Learning Media.....	27
2.3 Theoretical Framework .....	28
<b>CHAPTER III RESEARCH METHOD .....</b>	<b>29</b>
3.1 Research Design .....	29
3.2 Research Location .....	30
3.3 Data Source and Types.....	30
3.4 Method of Collecting Data .....	30
3.5 Research Instrument .....	31
3.6 Data Analysis Method.....	32
<b>CHAPTER IV FINDINGS AND DISCUSSION .....</b>	<b>35</b>
4.1 Findings.....	35
4.2 Discussion.....	49
<b>CHAPTER V CONCLUSION AND SUGGESTION.....</b>	<b>55</b>
5.1 Conclusion.....	55
5.2 Suggestion.....	56

## **BIBLIOGRAPHY**

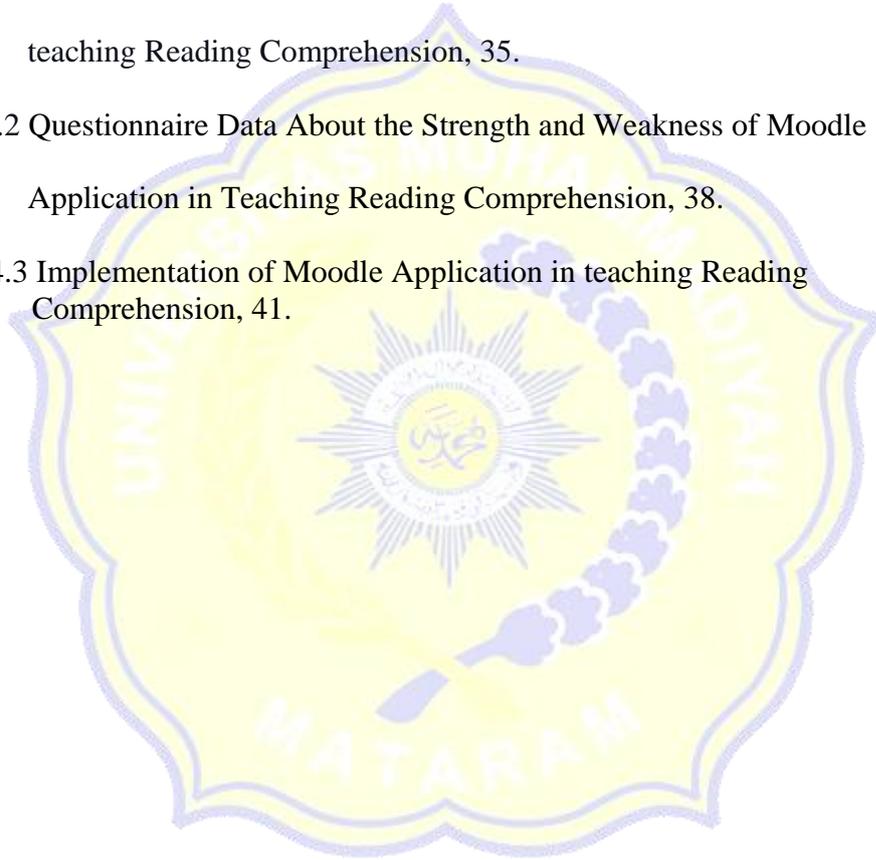
### **LIST OF TABLES**

Table 3.1 Questionnaire rating weight, 34.

Table 4.1 Observation Data about the implementation of Moodle Application in teaching Reading Comprehension, 35.

Table 4.2 Questionnaire Data About the Strength and Weakness of Moodle Application in Teaching Reading Comprehension, 38.

Table 4.3 Implementation of Moodle Application in teaching Reading Comprehension, 41.



# CHAPTER I

## INTRODUCTION

In the introduction, the researcher discusses the background of the study, research question, purpose of the study, the significance of the study, the scope of the study, and the definition of key terms

### **1.1 Background of the Study**

Teaching English in Indonesia is not an easy task, because English is a foreign language after the mother tongue used in daily conversation, which certainly causes some problems for them. Teaching English in Indonesia is very challenging.

Teachers need creative efforts to make the teaching and learning process effective and interesting. There are four skills in learning English, namely, reading, writing, and listening. Of these four skills, Reading Skills are a special ability that helps someone obtain information, ideas, opinions, or arguments about what they read through reading.

Therefore, the Minister of Education and Culture of the Republic of Indonesia Nadiem Makarim changed the learning system process from face-to-face to bold learning (Downey et al., 2020). As long as the COVID-19 outbreak is still ongoing and there are no signs of abating, all activities are generally carried out at home through online systems. No exception is that education was affected by the COVID-19 epidemic. During the pandemic, technology is one of the tools that facilitate the process of teaching and learning activities. E-Learning makes it easy to study without the need to be physically present in class. Teachers and students can connect through internet applications in an online learning room

(Kusmana, 2011). (Yuningsih, 2021)<sup>(2)</sup>. During a pandemic, learning is done online so that lecturers provide alternative learning to students by requiring students to download the Moodle application for the effectiveness of learning reading comprehension. Learning using the Moodle application will be more effective, especially in the eighth semester.

Indonesia and the world are being tested for the arrival of a pandemic, which reading is great of importance in the field of education. All students and teachers are studying from home, which is suddenly done without any preparation. the unpreparedness of all elements in education is also a big obstacle, changing teaching and learning from face-to-face or offline to online requires the readiness of all elements, from the government, schools, teachers, students, and parents. It is recognized that the government is loosening the education assessment system according to an emergency as long as learning can be continued without being burdened with the achievement of competencies. Thus, many teachers use certain teaching strategies by employing the existing technology.

Aunurrahman (2016: 35) states that learning is a process carried out by individuals to obtain a new change in behavior as a whole, as a result of the individual's own experience in interaction with his environment (nurfitrihanah & faridatul, 2013).

The learning process that was initially carried out face-to-face turned into online learning since COVID-19 made all parties in the education sector must adapt so that the learning process continues. Learning online, of course, has great

obstacles because most teachers and students have never done online learning before. The obstacle is not solely felt by teachers and students, parents of students also experience difficulties during this online learning process. This online learning has positive and negative impacts. Lack of public knowledge and differences in knowledge about technological advances cause a difference in the learning process in the community. Online learning is not just the use of technology, but also e-learning can ensure inclusive education even in times of crisis. These systems should be developed by educational institutions to ensure that no students are disqualified because of their location, social class, ethnicity, etc.

Government policies regarding online learning require students to carry technology devices such as cell phones and laptops. So, in the context of the COVID-19 pandemic (global pandemic), online learning is being applied. Originally, offline (face-to-face) learning now has to be done face-to-face or online through other online media. Many online media can support online learning, such as Zoom, Google Meet, Microsoft Teams, Google Classroom, Whats App, and the Moodle app. Moodle e-Learning is a computer-based educational tool or system and platform that enables learners to learn anytime, anywhere. In a world of pandemics, technology has become an integral part of the teaching and learning process, and teachers are now looking for learning apps to help and support students in understanding material. The development of Moodle started in 1970. However, it was officially released only in 2002. Martin Dugiamas is the creator of one of the best e-learning platforms. This platform is

open-source and free. Therefore, it can be an inexpensive but still effective learning and learning solution. It's no surprise that many schools, universities, and educational institutions are using Moodle. However, there are also many large companies in the world using Moodle as a learning environment for their employees. One example is the popularity of Shell Moodle, which has grown rapidly since its launch. Today, there are over 190 million Moodle users worldwide.

E-learning aims at supporting learning and teaching, the transfer of knowledge and skills via the web and electronic machines. E-learning techniques provide various forms of electronic tools and platforms, teaching, and learning approaches.

Moodle is a software package produced for internet and website-based learning activities. Moodle continues to develop the system design and user interface design every week (up to date). Moodle is available and can be used freely as an open-source product under the GNU license (M, 2014). The development of Moodle started in 1970. However, it was officially released only in 2002 (Hasugian & Sijabat, 2020). Martin Dugimas is the creator of one of the best e-learning platforms. This platform is open-source and free (Costello, 2013). Today, there are over 190 million Moodle users worldwide. E-learning aims at supporting learning and teaching, and the transfer of knowledge and skills via the web and electronic machines (Roro et al., 2021). Moodle is one of the platforms used to assist the teaching and learning process from the submission of materials in this application to the submission of assignments, so it is very helpful in the

teaching and learning process during the pandemic (Simamora et al., 2020). Moodle has many Strengths that make it a decent learning platform to use: **Free, Easy to Use, Flexible, Safe, Integrated, Customizable, Support Plugins, Mobile Friendly, and Support Multiple Languages** (Marticorena-Sánchez et al., 2022; Sapeha et al., 2022) **Weaknesses of Moodle as a Learning Media** Broadly speaking, Moodle can indeed be the right solution for remote interactions related to certain activities or communities (Nash & Moore, 2014).

Moodle is one of the platforms used to assist the teaching and learning process from the submission of materials in this application to the submission of assignments, so it is very helpful in the teaching and learning process during the pandemic.

Based on the statement above the writer is going to conduct a study entitled.” An Analysis of the Moodle Application uses in Learning Reading Comprehension during the pandemic era.

## **1.2 Research Question**

Based on the background above, the main problems studied in this study are:

1. How was the implementation of moodle application in teaching Reading Comprehension of the eight-semester students of the English Department of UMMAT in Academic Year 2022?
2. What are the strengths and weaknesses of the Moodle Application in Teaching Reading Comprehension for the eight-semester students of the English Department of UMMAT In Academic Year 2022?

### **1.3 Objective of The Study**

Based on the problem that has been formulated above, the purpose of this research is:

1. To investigate the implementation of Moodle Application in reading Comprehension at the eight-semester students of the English Department of UMMAT in Academic Year 2022?
2. To investigate the strength and weaknesses of the Moodle Application in Teaching Reading Comprehension at the eighth-semester student of the English Department of UMMAT in Academic Year 2022?

### **1.4 Significance of the Study**

The writer hopes the result of this study can give a valuable contribution to the following parties:

#### **a. Writer**

The writer gives in more experiences in the using Moodle application technique in teaching reading skills and how students influence when they use Moodle application strategy in learning reading skills.

#### **b. Teacher**

For the teacher, this Moodle application can help the teacher to influence students' skills and can help to influence the strategy to be a success in the learning process.

**c. Student**

Students who were participating in this study are expected to have the opportunity and influence to use their skills in the learning process.

**d. Research**

Research results can be a reference and provide informative input to solve similar problems.

**1.5 Scope of the Study**

1. This research focuses on the implementation of Moodle Application in Teaching

Reading Comprehension at the eighth-semester students in the English Department of UMMAT in Academic Year 2022.

2. This research focuses on the strengths and weaknesses of Moodle Application In

Teaching Reading Comprehension at the eighth-semester students in the English

Department of UMMAT in Academic Years 2022.

**1.6 Definition of Key Terms**

To clarify the key terms used in this study, some definitions are put forward:

## **1. Analysis**

The analysis is an activity to look for patterns, and ways of thinking related to systematic testing of something to determine parts, relationships between parts, and relationships with the whole (Sugiono, 2015: 335).

## **2. Reading Comprehension**

Stated that Comprehension is a process in which the reader may construct meaning by interacting with the text (Cooper, 1986:11).

## **3. Moodle Application**

Moodle is a web-based platform. This platform is open source and can be used for free. Thus, it can be a solution for teaching and learning that is cheap but still effective. many large companies in the world use Moodle as a learning medium for their employees. One example is Shell Moodle's popularity has grown rapidly since its release. To date, there are more than 190 million Moodle users worldwide.

## **4. Online Learning**

E-Learning is a process of learning where the student learning process makes it easier for students to learn by using the internet (Abdallah, 2018 ).

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

In this part, the researcher explains the relevant study, literature review, and theoretical framework.

#### **2.1 Previous Study**

The studies related to this study are: First, a study by Hijril Ismail entitled "The Effect of Moodle E-Learning Material on EFL Reading Comprehension". Aceng Rahmat; Emzir Vol. 7, No. 10, November 2020 the purpose of this exploratory study was to evaluate the effect of e-learning Moodle on the reading comprehension of EFL. 27 EFL students participated in the study. Data was collected through pre-tests and post-tests on reading comprehension. Data analysis involves three stages: normality testing, homology testing, and hypothesis testing using the Statistical Package for the Social Sciens (SPSS) for Windows. The results showed that the use of Moodle learning had a significant impact on improving students' reading comprehension.

Meanwhile, this study took the Eight-semester students of the English Department of UMMAT as participants. In addition, this study only implements the moodle application and evaluates WhatsApp`s strengths and weaknesses in teaching academic writing.

Second, a study titled " The Implementation of Self-Directed Learning Strategies Using Moodle E-Learning in Reading Teaching in Class X IPA 3 SMAN 1 PULUNG PONOROGO " was conducted by Riski Pria Sakurti. The purpose of this study:

1. Describe a strategy for introducing self-directed learning using Moodle e-Learning in reading education at X IPA 3 SMAN 1 Pulung Ponorogo.
2. Describes student responses to the application of Self-Directed Learning strategies using Moodle E-learning in learning to read in class X IPA3 SMAN 1 Pulung Ponorogo. This study uses a qualitative approach with a descriptive research design. This research was conducted on students of class X IPA 3 SMAN 1 Pulung Ponorogo.

The data for this study were obtained through observation, interviews, documentation, and questionnaires. The researcher analyzed the data by (a) data reduction (b) data display (c) conclusion and verification. The findings show: (1) English teachers apply self-directed learning strategies for using Moodle E-learning well. Starting with activities where the teacher reads and understands the material about the report text. Then the teacher gives interesting activities to students such as making mind maps, giving videos, and discussing with friends. The learning process is fun and enjoyable. Students have self-discipline and high curiosity to learn. From the quiz at the last meeting, students had good grades after the teacher applied this strategy. The teacher found that the implementation of the Self-Directed Learning Strategy using Moodle e-learning in teaching reading was effective because the students had good grades. (2) Student responses are very positive. The students were very active during the discussion. In addition, interviews and questionnaires show that this strategy can improve students' reading skills. Students enjoy learning, it improves their reading skills, and makes them more active and creative. Overall, the researcher concludes that Self

Directed Learning using Moodle E-learning is applied positively to teaching reading in the tenth grade of IPA 3 at SMAN 1 Pulung Ponorogo.

The difference between this study and the research above is that this research analyzes the use of Moodle Applications in Learning to Read Comprehensively in the Era of the Pandemic in Eighth-semester students. Besides that, the difference from this research is that this study uses a qualitative approach with a descriptive research design.

## **2.2 Literature Review**

### **2.2.1 Concept of Learning**

In common parlance, the word 'learning' carries at least two meanings. There is a general one of some kind of change, often in knowledge but also in behavior. However, learning cannot be defined merely in terms of behavior change. But there is also a more intense sense of the verb 'to learn meaning to memorize, to learn by heart (Roger, 2003: 86).

To say that 'learning is change' is too simple. Not all change is learning. What we usually mean by 'learning' are those more or less permanent changes and reinforcements brought about voluntarily in one's patterns of acting, thinking, and/or feeling (Roger, 2003: 86).

According to ambrose et al (2010: 3), learning is a process, not a product. learning is a change in knowledge, beliefs, behavior, or attitude. learning is not something done to the student, but something that students themselves do.

Aunurrahman (2016: 35) states that learning is a process carried out by individuals to obtain a new change in behavior as a whole, as a result of the individual's own experience in interaction with his environment (nurfitriah & faridatul, 2013).

According to Ihsana (2017:4) "Learning is an activity where there is a process from not knowing to knowing, not understanding to understanding, unable to be able to achieve optimal results". Sary (2015: 180) describes " Learning is the process of changing behavior based on experience and having a relatively permanent impact.

### **2.2.2 The Principle of Learning**

According to Slameto (2003: 27-28), there are several learning principles as described below:

1. Based on the prerequisites needed for learning: students must always actively participate in every learning process they experience, increase interest in learning,  
and guide students in learning to achieve instructional goals.
2. Following the nature of learning: learning is a continuous process, for that in its implementation must be done step by step.
3. According to the material/material to be studied: students will more easily catch the learning if the learning material is presented simply.

4. Requirements for successful learning: tools that support the learning process will make students feel calm when studying.

### **2.2.3 Concept of E-Learning**

Learning that is structured to use an electronic or computer system so that it can support the learning process (Michael, 2013:27). The learning system used as a means for the teaching and learning process is carried out without having to meet face to face between teachers and students (Ardiansyah, 2013).

E-learning techniques provide various forms of electronic tools and platforms, teaching, and learning approaches (Soni, 2020). Media for learning and teaching or learning software. Media itself means a method of communication. Educational media refers to channels of communication that carry messages with an instructional purpose. They are usually utilized for the sole purpose of learning and teaching Researchers use model application media as a means of teaching and learning (Ritakumari, 2019).

According to Rosenberg (2001: 28), E-Learning is the use of internet technology in the delivery of learning in a broad range based on three criteria, namely:

- a) E-learning is a network with the ability to update, store, distribute and share teaching materials or information.
- b) Delivery to the final user via a computer using standard internet technology.

- c) Focus on the broadest view of learning behind the traditional learning paradigm.

#### **2.2.4 Strengths and weaknesses of E-learning**

##### **1. Strengths of E-Learning**

The strength of E-learning is that it provides flexibility, interactivity, speed, and visualization through the various advantages of each media (Sujana, 2005: 253). According to L. Tjokro (2009: 187), E-learning has many advantages, namely:

- a. It is easier to absorb, which means using multimedia facilities in the form of image, text, animation, sound, and video.
- b. much more cost-effective, meaning that there is no need for an instructor, no need for a minimum audience, can be anywhere, and so on.
- c. It is much more concise, meaning that it does not contain any class formalities, directly into a subject, subjects as needed.
- d. Available 24 hours per day, meaning that mastery of the material depends on the enthusiasm and absorption of students, can be monitored, and can be tested with an e-test.

##### **2. Weaknesses of E-learning**

The Weaknesses of E-learning described by Nursalam (2008: 140) are as follows:

- 1) Lack of interaction between teachers and students or even between students themselves.
- 2) This tendency can ignore academic or social aspects and vice versa, creating business or commercial aspects.
- 3) The teaching and learning process tends towards training rather than education itself.
- 4) Changing a teacher's role from initially mastering conventional learning techniques, now also being required to be able to know learning techniques using ICT (information, communication, and technology).
- 5) Not in all places are available.
- 6) Lack of human resources who understand the internet.
- 7) Lack of mastery in computer languages.
- 8) Adequate computer access can be a problem for students.
- 9) These students may be frustrated if they cannot access graphics, pictures, and videos due to inadequate equipment (software and hardware).
- 10) Availability of an infrastructure that can be fulfilled.
- 11) The information varies in quality as well as accuracy, so guidance and inquiry features are necessary.
- 12) The student may feel isolated

### 2.2.5 Definition of Teaching Media

Media is any tool to convey information or messages from one place to another. In the teaching and learning process, we also use the media so that the process runs effectively and interestingly. This section explains the meaning of teaching media, the function of teaching media, and the types of teaching media. Several experts state about teaching media. Jacobs et.al (2002: 240) state that teaching media can be defined as objects that are used by teachers, or given to students to be used to achieve certain teaching and learning outcomes. These are not just tools or pictures but include many other types of learning experiences. According to Ruis (2009: 2), learning media are facilities for teachers to use in the teaching and learning process to make instructions, send messages to students, and stimulate them to learn. Teaching media can help teachers in conveying material to students. In conclusion, teaching media helps students to get the material. By using media, students will be more interested in-class activities. One more important thing is that, by using the media, the teacher will present the material easily and more pleasantly than just conveying the material conservatively. According to Mahajan (2012: 6-7), 19 media are classified into seven categories such as:

1. Graphic Media: any kind of printed media. Such as books, pictures, photographs, maps, charts, posters, graphs, and diagrams.
2. Display Media: a board used to show information in a small group. Chalkboards, bulletin boards, flannel boards, and pegboards.

3. Three-Dimensional Media: A medium that has a 3D shape. For example, models, objects, specimens, and puppets.
4. Projected Media: a kind of media that needs a projector to show the messages. For example, slides, filmstrips, transparencies, films, videotapes, gramophones, and records.
5. Audio Media: media that just can be heard. Such as radio, audio cassettes, gramophones, and records.
6. Video Media: this media is a combination between audio and visual. TVs, videocassettes, CDs, computers.
7. Activity Media: media that can do some activity. For example, field trips, dramatization, demonstrations, and role-playing.

Based on the definition above, it can be concluded that the media relates to techniques and methods in teaching and learning processes. In other words, media is all aids/tools which may be used by teachers and learners to attain certain educational objectives.

#### **2.2.5.1 The Function of Teaching Media**

Levie and Lentz in Arsyad Azhar (2005: 16), revealed the four functions of the media, especially visual media, namely:

##### **1. Atensi function.**

Function atensi visual media is a core, that is interesting and directs students to focus attention on the contents of subjects relating to the meaning of the visual display of text or attached to the lesson material.

## **2. Afektif function.**

The Function of afektif visual media can be seen from the comfort level when students learn (or read) the text image.

## **3. Cognitive function**

Cognitive functions of visual media are seen from the findings of research which revealed that a visual symbol or picture expedites the achievement of the goal to understand and remember the information or messages contained in the image.

## **4. Function kompensatoris**

Function compensators media teaching is seen from the results of research that the media provide a visual context to understand the text to help students weak in reading to organize information in text and remember it again. In other words, the media work of teaching to accommodate students who are weak and slow to accept and understand the content of subjects presented with the text or presented verbally.

### **2.2.6 Understanding Reading Comprehension**

Reading comprehension is the application of a skill that evolved for other purposes (listening or oral comprehension) to a new form of input (text). Unlike listening comprehension, reading comprehension is not something for which our brains have evolved. Whereas oral

comprehension seems to develop “naturally” with minimal deliberate instruction. Reading comprehension is not merely a process of exact identification of letters, words, and ultimately sentences leading to comprehension built from letter to word to phrase to sentence. Readers make use of their existing background knowledge (schemata) to make predictions about what is coming next in the text and about how some new, unfamiliar piece of information relates to what is already known. It is clear basic decoding processes are important for readers in comprehension and are used by readers in interaction with the more complex processes of meaning generation. However, it is equally clear that readers engage in reading to gain information. In short, reading comprehension is the ability to understand information (Sem et al., 2019).

Reading comprehension can be interpreted as a series of processes carried out by readers to find information and understand the information contained in a reading text (Vebrianto Susilo, 2015). The outcome of reading comprehension is the mental representation of a text meaning that is combined with the readers’ previous knowledge (Pourhosein Gilakjani & Sabouri, 2016)

Understanding Reading Comprehension is one of the four language skills. Reading is a basic component of someone being able to have more understanding or knowledge because, by reading, someone will get richer in knowledge. Reading is an activity carried out by someone to obtain information or knowledge that was previously unknown to the reader.

There are many ways in which humans can read their knowledge. Reading books is a way for children to be able to effectively read vocabulary, and the most important thing is to create a comfortable reading atmosphere so that activities can run effectively (Scott and Ytreberg: 2003). In line with the above theory, Linse (2005: 69) defines reading as “a set of skills that involves making sense and deriving meaning from the printed word. To read, we must be able to decode (sound out) the printed word and also comprehend what we read”.

Based on the description above, reading is part of the skill that involves feeling and obtaining meaning from the printed word. In reading, students should be proficient in translating the code and sounding the printed word and must also understand what is read. Based on some of the definitions above, it can be concluded that reading is a process of understanding or enjoying reading texts that involve the process of thinking, reasoning, and processing information, as well as observing writing visually by utilizing the ability to see (eyes) to obtain information. According to Linse (2005:71) in principle, the purposes of reading are as follows:

1. Reading for information

Reading is done to get useful information to add insight and knowledge

## 2. Reading for pleasure

Reading is done for the sake of pleasure. From the above understanding, reading for information is a reading activity carried out by students to obtain information from the books they have read. For example, when students read a book about dinosaurs, they will get information about prehistoric animals. Even reading for information can also pleasure students. Reading for pleasure is a reading activity carried out by students to get pleasure. An example of reading used for this type of reading is a story because stories can provide fun for students of all ages.

### **2.2.6.1 General Strategies for Reading Comprehension**

The process of comprehending text begins before children can read when someone reads a picture book to them. They listen to the words, see the pictures in the book, and may start to associate the words on the page with the words they are hearing and the ideas they represent. To learn comprehension strategies, students need modeling, practice, and feedback. The key comprehension strategies are described below.

#### **1. Using Prior Knowledge/Previewing**

When students preview text, they tap into what they already know that will help them to understand the text they are about to read. This provides a framework for any new information they read.

## **2. Predicting**

When students make predictions about the text they are about to read, it sets up expectations based on their prior knowledge about similar topics. As they read, they may mentally revise their prediction as they gain more information.

## **3. Identifying the Main Idea and Summarization**

Identifying the main idea and summarizing requires that students determine what is important and then put it in their own words. Implicit in this process is trying to understand the author's purpose in writing the text.

## **4. Questions**

Asking and answering questions about a text is another strategy that helps students focus on the meaning of the text. Teachers can help by modeling both the process of asking good questions and strategies for finding the answers in the text.

## **5. Making Inferences**

To make inferences about something that is not explicitly stated in the text, students must learn to draw on prior knowledge and recognize clues in the text itself.

## **6. Visualizing**

Studies have shown that students who visualize while reading have better recall than those who do not (Pressley, 1977). Readers can take advantage of illustrations that are embedded in the text or create their mental images or drawings when reading a text without illustrations.

### **2.2.7 Definition of Moodle Application**

Moodle stands for Modular Object-Oriented Dynamic Learning Environment. No need to be confused with the term. The meaning of Moodle is quite simple. In essence, Moodle is a platform created specifically as a learning management system. That is, if you want to make e-learning so that teaching and learning activities are more effective, Moodle can be an option.

Moodle is a web-based platform. So, all teaching and learning activities are carried out by accessing the website using a browser. The history of Moodle development started in 1970. However, it was only officially released in 2002. Martin Dougiamas is the man behind one of the best e-learning platforms. This platform is open source and can be used for free. Thus, it can be a solution for teaching and learning that is cheap but still effective. Not surprisingly, many schools, colleges, and educational institutions use Moodle. However, many large companies in the world use Moodle as a learning medium for their employees. One example is Shell Moodle's popularity has grown rapidly since its release. To date, there are more than 190 million Moodle users worldwide.

#### **2.2.7.1 Strength of Moodle**

Moodle has many Strengths that make it a decent learning platform to use:

## **1. Free**

You can download Moodle software without having to pay for a special license. Not only that, you can use and develop it yourself according to your ability.

## **2. Easy to Use**

Anyone can use Moodle without needing to learn it for a long time. Whether as a teacher, administrator, or student.

This convenience can mainly be found in the following three things:

- a. Drag-and-drop feature that makes it easier to create study materials.
- b. Intuitive interface helps to understand Moodle usage faster.
- c. Complete documentation available plus many Moodle tutorials made by the user community.

## **3. Flexible**

This platform supports all learning scales. Ranging from small classes of a few people to learning portals for thousands of people such as in companies and schools. This condition increasingly allows anyone to be able to create their learning class. You can start on a small scale with limited materials first. If it is successful, it can be increased slowly for a larger audience.

## **4. Safe**

There's no need to doubt the security of Moodle. Regular updates are aimed at ensuring user security. Both from losing learning material

data and preventing theft of personal data when accessing the system. If you manage the platform yourself, you will have complete control over the security of your platform.

### **5. Integrated**

Want to build an integrated online learning system? Moodle can be the right choice. The reason is that this platform features external collaborative tools. So, you can easily complement your online courses with wiki pages, forums, and blogs.

### **6. Customizable**

This platform was created for all people. So, to support this goal, Moodle is intentionally made to be easy to customize. In terms of appearance, you can change the theme as you wish. The Moodle directory page has a large selection of themes available for free download. In addition, you are free to change the logo and footer according to your agency or institution.

### **7. Support Plugins**

By default, Moodle can be used to create a good learning platform. However, if you want to add custom functionality, the platform also provides plugins. no less than 1677 plugins are available in the Moodle plugin directory. Good for administrative needs, assessment, communication, and others.

## **8. Mobile Friendly**

Moodle development never stops. One of them is by making this platform mobile-friendly. This will certainly make it easier to access learning materials anytime, anywhere. As a web-based platform, improvements to cross-browser compatibility make the content look the same even if accessed from different devices and browsers.

## **9. Support Multiple Languages**

Moodle has an active community from around the world. They were the ones who helped a lot with the development of Moodle. One of these developments is platform translation into various languages (localization).

Although it doesn't fully support Indonesian, Moodle already supports many languages in the world. This is what makes using Moodle easier and more user-friendly.

This Learning Management System (LMS) is designed based on Social Constructionist Pedagogy (to be precise, social construction). Moodle has claimed to be a platform focused on building strong communities. These community members are expected to be able to help each other.

This Moodle function can also be used by anyone because it is open-source. You can build a sub-system with the concept of e-Learning or also known as Distance Learning. In addition, the learning materials that you want to give or get are also very diverse. You can even paste

some resources into the material you create. Here are some forms of packaging material that you can create with this platform: Assignment, Message (Chat), Forum, Quiz, Survey It doesn't stop there, this platform also provides convenience for users in changing the appearance (theme). This platform provides several variations of interesting themes that can beautify your module. You can even modify the theme.

This Moodle application is open source and can be used for free, thus it can be a solution for teaching and learning that is cheap but still effective, no wonder many campus schools and educational institutions use Moodle. But many big companies in the world use Moodle applications as a learning medium for their employees. One example is Shell. Moodle's popularity has grown rapidly since its release. Until now there are more than 190 million Moodle users worldwide and this application is also very helpful for the teaching and learning system in this pandemic era.

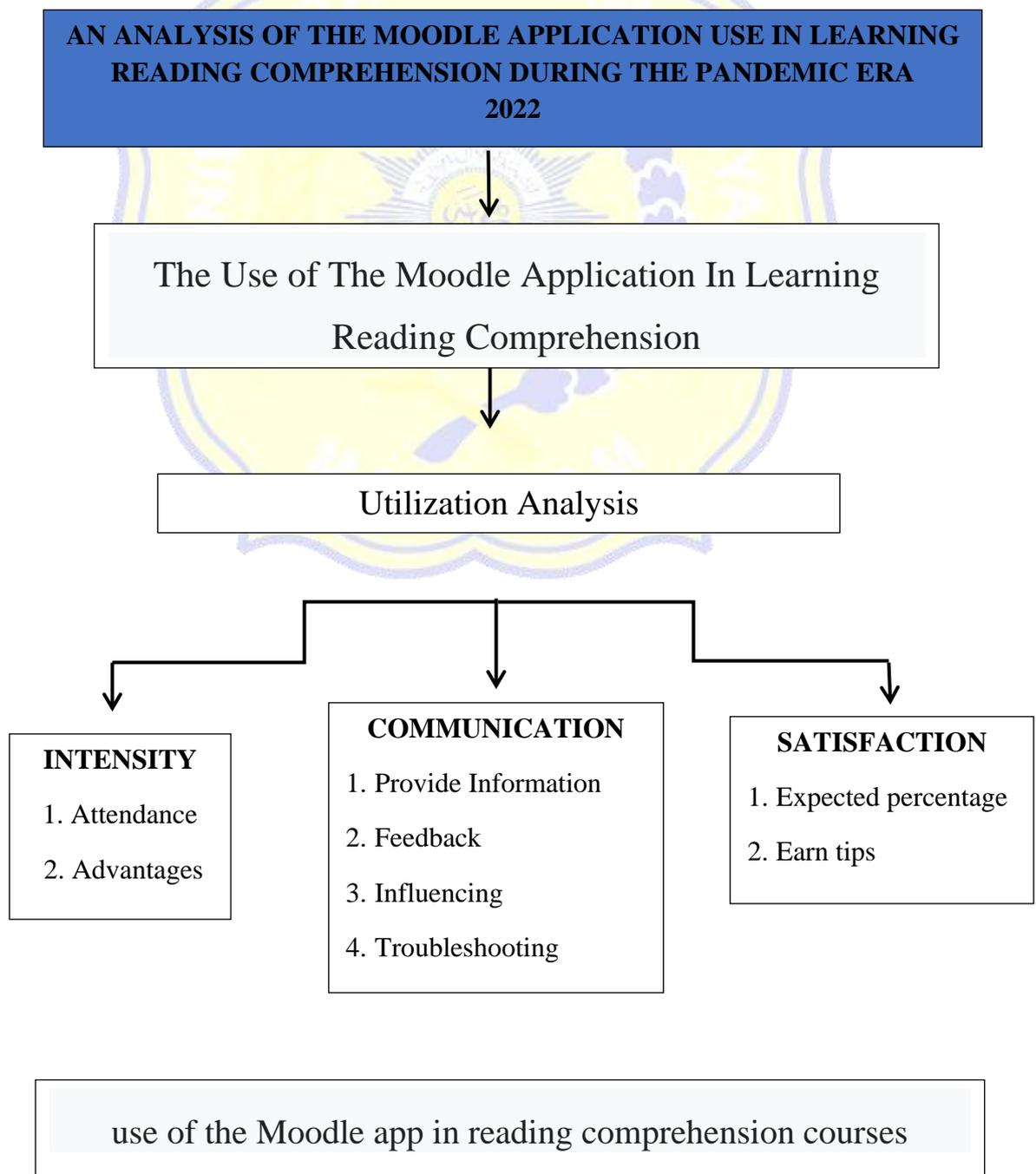
#### **2.2.7.2 Weaknesses of Moodle as a Learning Media**

Broadly speaking, Moodle can indeed be the right solution for remote interactions related to certain activities or communities. However, this application is also not free from shortcomings, including:

1. Being one of the digital-based systems that can be accessed for free, Moodle requires experienced people. This is closely related to the various systems in the application itself.

2. Although it can be accessed via PC and smartphone, Moodle requires capable hardware. There must be costs that must be incurred to be used optimally.
3. Very dependent on people who are technology experts. Even though the user can be done in a short time, it still needs an administrator who can build an e-learning system.

### 2.3 Theoretical Framework



## CHAPTER III

### RESEARCH METHODS

This chapter explains the research design, research location, Data Sources, and types. method of collecting data, research instrument, and data analysis method.

#### 3.1 Research Design

In this research the research design is important to help get valid data, the research method used is using qualitative research method. According to Moleong (2014:4) qualitative research is a procedure in research that produces descriptive data in the form of written or spoken words from the behavior of people who can be observed (Maksum et al., n.d.)

In this study, the researchers use a qualitative approach because this study focuses on analysis. Reading comprehension materials can be accessed through the Moodle application Ari (2010:424). states that research aids investigations with data in the form of words or pictures rather than numbers and statistics (Maskhurin, Handayani, 2014). Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes (Kabir, 2016). Researchers used qualitative research to find out the strengths and weaknesses of the Moodle Application in Teaching Reading Comprehension to eighth-semester students at the English Department of UMMAT in the 2022 academic year. The subjects of this study were 18 research

students who needed to collect data to get the materials needed to answer research problems.

### **3.2 Research Location**

The setting of the place of study is the Eighth-Semester UMMAT English Department at the Faculty of Teacher Training and Education. Located on Jl. KH. Ahmad Dahlan Pagesangan Indah, Muhammadiyah University of Mataram.

### **3.3 Data Sources and Types**

According to Sugiyono (2015), the types of data are divided into 2, namely qualitative and quantitative. This research is qualitative, the data source in this study is the VIII semester of the English Department of UMMAT in the 2022 academic year obtained from the results of interviews and questionnaires.

### **3.4 Method of Collection Data**

The researcher used several instruments as a tool to collect data, namely: questionnaires and interviews by compiling and taking notes from interview recordings by playing back the recordings, typing every word spoken on the recording, and noting who said the words were important or valuable written or written. printed which serves or can be used as evidence or information.

#### **1. Interview**

The interview is “an interview is a meeting of two people to exchange information and ideas through question and answer so that meaning can be constructed in a certain topic (Sugiyono 2019 in Engel, 2014). The researcher interviewed eighth-semester students at UMMat and asked four questions to

describe the StrengthsWeaknessesknness of the Moodle Application in Teaching Reading Comprehension. Researchers used semi-structured interviews to interview students.

## 2. Questionnaire

A questionnaire is a list of questions given to participants (Stone, 1993). The main purpose of questionnaires in research is to obtain relevant information reliably and validly.

According to Sugiyono (2018: 2019), a questionnaire or questionnaire is a data collection technique carried out by giving a set of questions or written statements to respondents to answer.

The researcher gave a questionnaire consisting of 10 questions that focused on the Strength and Weaknesses of the Moodle Application in Teaching Reading Comprehension. To make it easier for students to conduct research for students, an electronic questionnaire was made in the form of a google form. Then the researcher sends a google form link via personal chat, students can easily fill out the questionnaire that the researcher has made.

### 3.5 Research Instruments

Researchers will use interviews and questionnaires as research instruments:

#### 1. Interview

According to Yusuf (2014:372) Interview is an event or process of interaction between the interviewer and the source of information or the person

being interviewed through direct communication or asking directly about an object under study.

The researcher used a questionnaire to describe the implementation of the Moodle application in teaching reading comprehension in Semester VIII. The researcher only took answers from students who answered the questions that had been given.

## **2. Questionnaire**

According to Sugiono (2017: 199), the meaning of a questionnaire or questionnaire can be explained as follows: "Questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer. Questionnaires are an efficient data technique if the researcher knows with certainty the variables to be measured and knows what to expect from the respondents.

The researcher used a questionnaire about the advantages and disadvantages of the Moodle application in teaching reading comprehension to Semester VIII English Department Students at UMMAT Academic Year 2022.

## **3.6 Data Analysis Method**

According to Sugiyono (2016:206) data analysis is "an activity after all respondent data is collected", based on Haleludin and Wijaya (2019:123) several stages/techniques in analyzing data are described, as follows:

### **1. Data reduction**

In collecting qualitative data, researchers will use various techniques and are carried out repeatedly to obtain very large and complex, still rough, and unsystematic data, so researchers need to analyze by reducing data. In this step, the researcher obtained data from questionnaires and interviews with students. The results of interviews and questionnaires show how the application of moodle in teaching reading comprehension is and what are the advantages and disadvantages of moodle application in teaching reading comprehension in the eighth semester at the English Department of UMMAT.

## 2. Data display

After data reduction, the next step in analyzing the data is displaying the data. Is the process of presenting data in the form of tables or essays, so that they can be better understood. Sugiyono (2009:341) states that in displaying data, it can be presented in the form of brief descriptions, flow charts, and the like. In this study, the researcher uses tables and essays to display the data because the data display is the most commonly used in qualitative research.

## 3. Conclusion

The last step is concluding. Researchers are starting to see what data is. The researcher will analyze all students' answers about using the Moodle application in teaching reading comprehension. The researcher first determines the weight of the questionnaire assessment. Furthermore, the researchers calculated the results of the questionnaire (Sulasmiati, 2021).

**Table 3.6 Questionnaire rating weight**

No	Alternative Answers	Score
1	Strongly agree	5
2	Agree	4
3	Doubtful	3
4	Disagree	2
5	Totally disagree	1

Sugiyono (2014, hlm 135)

Next, answer indicators (eg: Strongly agree, agree, doubtful, disagree, totally disagree), and in this case and the reference, I use the calculation of proportions using the Likert scale.

The formula for finding a percentage contains a questionnaire, (Sugiyono, 2008) as follows:

**Finding the Percentage**

$$P = \frac{F}{N} \times 100\%$$

(Sugiyono, 2008)

Note :

P = Percentage of Answers

F = Answer Frequency

N = Number of Respondents

100 = Fixed Numbers