



## Investigating English Learners' Anxiety in Online English Learning at Higher Education: A Case Study of Moodle

Rizky Eka Prasetya\*

Akademi Sekretari Budi Luhur

### Article Info

#### Article history

Submission Date: 27/3/2021  
Acceptance Date: 9/9/2021

#### Keywords:

Online learning.  
Language learning anxiety.  
English for Foreign Language.  
Higher Education  
LMS Moodle.

#### \*Correspondence Address:

\*rizky.ekaprasetya@budiluhur.ac.id

### Abstract

The online environment created strenuous and barriers for language learners in higher education. It essentially has an impact on the learning progress and achievements individually. The study's purposes are to explore and establish the online language learners' anxiety in Learning Management System (LMS) Moodle. The Explanatory mixed methods of linear temporal order were employed to the 221 participants or respondents from four higher education and university in the South Jakarta area. The questioner was adopted from the Foreign Language Virtual Classroom Anxiety Scale as FLVCAS, and the semi-structured interview was adjusted to identify a better perspective with open-ended questions. Data analysis of this study revealed that learning classification of the contradictions of language learning online progress, including interaction anxiety, agitation of dismissive communicative assessment, the examination of anxiety, and the Anxiety of English for Foreign Language purposes-lesson material. Meanwhile, feature LMS Moodle's specific anxiety determined learning content, general interface, progress tracking feature, quiz, and assignment feature. Although, there are much integrating technology and language pedagogy and internet-correlated anxieties studies. Educational performance's online characteristics became dominant to English learning, specifically LMS Moodle in higher education.

### INTRODUCTION

The pandemic has established educational institutions to carry from face-to-face learning to distance learning online. Additionally, Stambough et al. (2020) confirmed that the changes insistence constructs the institutions, which were unexpectedly opposed to adapt, affirm current technology. The emergency condition has shown many people the productive aspect of online learning and teaching. Various institutions embraced online education to enhance instructional

programs and address the rise in the current restrained condition. Higher Education and Universities had engaged and provided the appropriate virtual environment for their learners, lecturers, and other pedagogical members. Subsequently, English lecturers and learners might encounter benefits and challenges in a different environment. The condition made distinct recognition to each member of English pedagogy.

Online learning environments were a highly relevant idea in the new normal. Wong et al. (2019) verified that internet communication promoted the achievement of open educational environments. Alqurashi (2019) supported that English learners were exposed to comparable input, feedback, and output during the online discussion as they would during a face-to-face approach. These inputs, output, assessment, and linguistic structure became fundamental components of English Foreign Language instruction (EFL). Desjardins and Bullock (2019) illustrated that the various communication scenarios enabled communicators to communicate and express their opinions in real-time conversations while receiving instant responses. Online communication was motivational in enhancing students' English learning outside the classroom context and providing a non-threatening place.

Online learning interaction served as a bridge for individuals to conduct other elements of language acquisition. In addition to its significant function in improving both input and output language competencies, internet communication has provided an immense convenience for the development of other elements of language acquisition (Kumi-Yeboah et al. 2020). Antonaci et al. (2019) determined that formal' online language classes were still widely provided by schools and universities, and students are almost always evaluated officially for credits or certification. Typically, formal courses would take place in the LMS (Learning Management System). The official virtual course could cover all four language skills (reading, writing, listening, and speaking). Hamm et al. (2019) asserted that online language learners learn entirely online and mainly in an asynchronous mode, accepting the methods used in current communicative language education coursebooks, which often include thematic 'units' and an integrated skills approach. Dennen et al. (2018) ascertained that these characteristics included improving learners' vocabulary, enhancing self-confidence, increasing their encouragement and desirable attitudes toward

communities and cultures, and reducing learners' language usage anxiety.

Anxiety developed into an emotional and exclusive personality attribute that plays a critical part in learning; it is consistently indicated as Foreign Language Anxiety-FLA (Heckel and Ringeisen (2019). FLA was circumstantial and referred to foreign language acquisition or communication. This kind of anxiety was represented by discomfort and negative emotional response. Im and Kang (2019) supported that anxiety and online situations had been a detrimental connection. If students did not comprehend online learning mechanisms, it might be understood as intimidating. Meanwhile, Moodle English learners' anxiety levels recede, and thus learning is inconceivable to be undermined if every member of pedagogy understands the context of learning (Martin and Valdivia (2017). Anxiety could be possibly defined in the online learning Moodle environment as a subjective sensation of tension, apprehension, and concern linked with the activation of the automatic nervous system, the cause of which would be a mix of all these variables in the case of learning. Tsai (2017) outlined six potential causes of online English learning anxiety: a) personal and interpersonal issues; b) teacher-student interaction; c) classroom processes; d) language evaluation; e) the teacher's perspective on learning; and f) the student's perspective on learning. Any expression of anxiety harms the process of foreign language acquisition. Perhaps no other area of study requires as much self-expression as language does. It was constructive to examine the following three categories of anxiety: communication apprehension, test anxiety, and fear of unfavorable assessment, given that foreign language learning anxiety primarily results from evaluating oral and written speech in academic and social settings,

Additionally, Moodle incorporated a social constructionist approach to education, emphasizing that language learners can contribute to educational experiences in various ways, including commenting on journal entries, synchronously interacting with one another on an online discussion board, and engaging in asynchronous discussions in Wikis and Forums (Cerezo et al. 2017)). However, recent research identified that Moodle's features were not user-friendly, particularly for the average user, due to their abundance. Another research found that few instructors and English language learners utilized Moodle as an established discussion forum and interaction while teaching English (Memon and Rathore (2018). Moodle was regarded as more suited to mixed or browser course

development than to complete online course development. Participants studying English online through Moodle demonstrate involvement in online learning and believe that learning English via viewing videos and listening to audio recordings was an effective way to learn English. English learners struggle to adjust to this new style of learning due to their limited computer capacities.

Apart from the practice and implementation of Moodle, some difficulties should be recognized since they can impact the English learners' anxiety in the virtual language course. Certain aspects of formal foreign language instruction have the potential to induce anxiety in students. For instance, Visvalingam and Kesavan (2021) affirmed that online language learning anxiety was linked to an individual's incapacity to articulate his or her thoughts and opinions in the target culture, which may destruct personality and expose personality one's identity. Foreign language learning anxiety has become the focus of a growing amount of research, revealing that many languages learners experience anxiety regularly. However, there have been few types of research on Asian learners' edifying anxiety previously. Many studies investigated numerous factors associated with anxiety associated with foreign language acquisition. These factors are classified as situational and learner-related. The situational focused on the course level, structure, the course contents, teacher conduct and attitudes, and learner interpersonal interactions (Cong-Lem. 2018); Ye et al. 2020; Gok et al. 2021). Meanwhile, the learners included their aptitude (potential and actual), age, beliefs, values, cultures, gender, cognitive style, and personality traits (Gopang et al. 2018; Devi et al. 2018; Chung et al. 2020)). This study investigation was depth to accomplish the experience-answer and become insightful for educators and universities as the primary concept to accommodate and implement online learning, principally in LMS Moodle. This study was constructed to determine the uncommon English online learning anxiety and the comprehensive information on the Moodle ecosystem that impacts the anxiety. The concentrated subject is to discover and analyze the related material as supports:

1. How does language learning anxiety develop in the online Moodle platform?
2. What Moodle's features do generate anxiety in English learning?

## **RESEARCH METHODOLOGY**

The study accepted the explanatory mixed-methods of linear temporal order to explore and investigate the principles and represent anxiety in language online learning Moodle-based. Linear mixed-techniques designs included sequential stages that interchange between qualitative and quantitative methods. Meanwhile, quantitative data were collected first and prioritized in an explanatory mixed-techniques design, while qualitative data were achieved afterward to support, explain, or expand on how the quantitative methods were discovered. The urgency employed to the research method was because the qualitative stage's findings alleviate the quantitative phase's definition of study questions and variables. This arrangement was appropriated to developing the English language online learning anxiety of reference and investigating an insufficient-understood idea or phenomena inside the online Moodle-based environment.

The data for the study were gathered in a specific region of south Jakarta over six months. The Higher Educations and universities chosen were in a complete online learning environment through LMS Moodle. Current research on literacy practices and investigation has been translated to Indonesia's language-focused online learning anxiety. The participants and respondents were 221 English learners in the South Jakarta area. The study employed a homogeneous sampling purposeful sampling strategy. This sampling strategy describes the group, obtains the information, concentrates the issue, and answers the research question. The significant involvement included the language learners, English for Specific Purposes, economic, science communication, technology information, and engineering.

This study entails quantifying the qualitative coding, which aids in identifying and characterizing data trends. However, a critical point to consider was the sample size. Because qualitative data often have small sample sizes, it was essential to do proper statistical analysis. Numerous statistical studies were available, but their selection must be justified in terms of statistical validity. As a result, nonparametric statistics were often employed. This article discussed how qualitative data might be meaningfully quantified to understand online learning anxiety in Moodle-based. The principal instruments used in the mixed-method studies comprise closed-ended questionnaires and semi-structuralized interviews. The questioner was adopted from the Foreign Language Virtual Classroom Anxiety

Scale as **FLVCAS**. In the systematic, the quantitative data were achieved through closed-ended questionnaires with the involvement of the Likert Scale to agree, undecided, and disagree. The qualitative data through semi-structured interviews. These questions criteria involved to google form Computer questionnaire.

## FINDING AND DISCUSSION

Learning a foreign language through a Moodle environment is significantly more complicated than conventional (face-to-face) learning conditions and frequently encounters challenges of language learners. These challenges derive from the multiple kinds of distress they experienced. The result of the survey and in-depth interviews data were presented in this section. The initiated study started with the collection of data developed on the scale as the fundamental. The Foreign Language Virtual Classroom Anxiety scale is not suitable for the study. So, it is becoming essential to create and adopt the scale as primary language learning online anxiety. Table 1 displays the scale result of the study. The following paragraphs will provide a more in-depth explanation of the concept

### Research question 1 How does language learning anxiety develop in the online Moodle platform?

**Table 1 Foreign Language Anxiety Online Learning**

| Moodle Platform contradict Language learning |  | Agree | Undecided | Disagree | Total (%)  | Mean | S. D |
|--|--|-------|-----------|----------|------------|------|------|
| Interaction anxiety                          | I cannot express the English language easily in chat or discussion forums (Q1) | 150   | 27        | 44       | 221 (100%) | 73   | 66.6 |
|  | I cannot interact freely with other learners in the system (Q2)                | 130   | 27        | 64       | 199 (90%)  | 73   | 52.1 |
|  | I do not want to communicate the English language in the system (Q3)           | 83    | 93        | 42       | 221 (100%) | 72   | 27   |
|  | I do not understand the content's presentation in English (Q4)                 | 132   | 26        | 63       | 221 (100%) | 73   | 53.7 |
| Agitation of dismissive communicative        | I feel insecure in the language learning Moodle-based (Q5)                     | 37    | 121       | 41       | 212 (95%)  | 66   | 47.3 |
|  | I have difficulties taking   | 124   | 53        | 44       | 188        | 73   | 43.8 |

|  |  |     |     |     |            |    |      |
|--|--|-----|-----|-----|------------|----|------|
| assessment                             | part in the language learning Moodle-based (Q6)  |     |     |     | (85%)      |    |      |
|  | I do not have any confidence to speak in the virtual class (Q7)                        | 24  | 55  | 142 | 221 (100%) | 73 | 61.1 |
|  | I feel afraid to interact directly with the lecturers or instructors. (Q8)             | 41  | 23  | 148 | 221 (100%) | 70 | 67.5 |
|  | I worry if the lecturer asks me something in English. (Q9)                             | 124 | 26  | 38  | 221 (100%) | 62 | 53.4 |
|  | I am afraid of making an error in electronic class.                                    | 106 | 51  | 64  | 221 (100%) | 73 | 28.7 |
| Examination of anxiety                 | I prefer to find the answer on the Internet if I do not understand the material. (Q10) | 122 | 28  | 71  | 212 (95%)  | 73 | 47   |
|  | I dislike the time-limited test (Q11)  | 167 | 19  | 35  | 221 (100%) | 73 | 81.2 |
|  | I cannot skip the question if I do not understand (Q12)                                | 64  | 89  | 68  | 221 (100%) | 73 | 13.4 |
|  | I am afraid my answer is not valid (Q13)   | 131 | 42  | 39  | 221 (100%) | 70 | 52.2 |
| The anxiety of English-lesson material | I feel less motivation following language learning Moodle-based (Q14)                  | 57  | 21  | 143 | 221 (100%) | 73 | 62.6 |
|  | I dislike English subject and get worse in electronic learning. (Q15)                  | 61  | 147 | 13  | 212 (95%)  | 73 | 67.8 |
|  | I cannot be easily understood the content in virtual learning (Q16)                    | 76  | 16  | 129 | 221 (100%) | 73 | 56.5 |
|  | I am feeling isolated in the language learning Moodle-based (Q17)                      | 173 | 24  | 24  | 199 (90%)  | 73 | 86   |
|  | I often feel confused about the material. (Q18)  | 52  | 133 | 27  | 221 (100%) | 70 | 55.4 |

### INTERACTION ANXIETY

Table 1 interaction anxiety classification showed 90%-100% response to the scale. The mean range came into 73 and 72 points, while the standard deviation reveals less than the mean score (66.6; 52.1; 27; and 53.7). This finding meant that the variation of each item was appropriate in accommodating interaction anxiety. The respondents-selection Likert scale of **Agree** reached up to 123.75 score

average, and the **Undecided** touched to 43.25 on the average. **Disagree** revealed 53.25 points average. The item of Q1 was the highest picked with 150 respondents, and the point of 93 respondents selected Q3 item, along with Q2 item was chosen by 64 disagree, respondents.

“I had difficulties expressing the idea in both English and Indonesia, and I got anxious to speak up in English because I felt low-confidence in using this foreign language. Nevertheless, I can be clearly understood when someone speaks with English” (Respondent 08)

The facilitated language learning had driven a lack of natural communication elements with the electronic environment. Although communication can be implemented via the internet and gadget tools, it did not have a complete interaction as face to face. To a particular extent, this was comparable to the findings summarized in Martin & Valdivia (2017) investigation, which declared that these two determinants were amidst the well-known factors informed by language learners as the beliefs of their foreign language anxiety. Additionally, they can participate in class forums, glossary assignment projects, and others. Although, many learners experienced many challenging insides and outside of the system. Participants expressed that written and oral communication was very stressful. The course material could be communicated in Moodle system. learners mostly appear confusing to communicate because of the lack of abilities to integrate their language skills and technicality

### **AGITATION OF DISMISSIVE COMMUNICATIVE ASSESSMENT**

Table 1 Agitation of dismissive communicative assessment classification illustrated the 85%-100% complete response. The Mean average exposed at 62 - 73-mark points. The appropriate varies the distribution of items accomplished when established comparison to the standard deviation around minimum at 28.7 and maximum at 37.5. The **Agree** respondents were selected with Q6 items of 124 respondents, 121 respondents selected **Undecided** of Q5, and 148 respondents chose to **Disagree** in Q8. The average of three-Likert selection revealed to the 75 points on **Agree**, **Undecided** settled with 54.8, and **Disagree** for 79.5

*“I have a terrible experience learning English. In elementary school, I had an unwise teacher who pushed us to learn English without seeing our different capabilities, and my teacher punished us when we had the wrong answer. I*



*think it is why I dislike learning English very much in class.” (Respondent 13)*

Agitation of the dismissive communicative assessment indicated learners' perception of acknowledging the online learning procedure, particularly the feedback. The anxiety of communication referred to language learning with stress communicating with peers or participants in the electronic class environment, exposing them to verbal communication was neither a Moodle class nor trouble hearing to spoken communication (Côté and Gaffney. 2018). Language learners were often uncomfortable asking or clarifying in electronic learning because they could get attention from other students or lecturers and feel anxious for their peers' negative appraisal in being hesitant to appear. Accordingly, language learners grew frustrated when the error revisions were completed before expressing an answer or response. The error corrections of interruptions signified the factors learners to lose their confidence and focus.

#### **EXAMINATION OF ANXIETY**

Table 1 Examination of anxiety classification showed 95%-100% response. The condition exposed the Mean range of 70 - 73 as the scale score with a standard deviation from 13.4 - 81.2. The previous context was equivalent to the various distribution of items. The respondents-selection of the Likert scale of **Agree** reached up to 121 score average, and the **Undecided** encountered 44.5 on the aggregate. **Disagree** reported 53.25 points on average. Item Q11 was the highest picked 167 respondents, and the point 89 of Q12 respondents, along with Q10 item, was determined by 71 to disagree respondents.

*“Taking examination or testing in electronic learning might be another unpleasant experience. I was unsure about my answer because I usually take a pencil and paper as the physical sense. I am not comfortable looking at the screen because it was so exhausting with my back and eyes.”*  
(Respondent 27)

Examination of anxiety is apprehension over academic evaluation inside of online learning circumstances. The distinctive of electronic assessment or testing could have made a significant impact on the learners' perception. Many learners had a stressful condition while they were completing the activities. Chinpakdee (2015) was concerned that the significant distinctions that were unpreventable enhance learners' worry about the contradictory appraisal. It could lead to tiredness from

their visual senses, especially computer vision syndrome. The condition is a concern of failure in test conditions and an uncomfortable experience.

### THE ANXIETY OF ENGLISH-LESSON MATERIAL

The anxiety of English-lesson material categorization showed a 95%-100% response to the scale. 72 and 73 became the mean result for this category, and it is related to the standard deviation score for 62.6 and 67.8. The minor point of standard deviation indicators and mean representation of the item's variety are appropriately distributed. The Q14 had been selected by the respondent for 143 points as **disagree** Likert score. Contrary, Q15 has appointed 147 for Undecided. It has a specific interpretation that both items are less become a preference for learners' perspective to the learning anxiety.

*"I would not say I enjoy learning in Moodle because I think it creates a less communicative experience with lecturers and other learners and less meaningful learning the language. We cannot express easily through Moodle because it took a time some time for lecturers or another student to respond"* (Respondent 04)

The anxiety of English-lesson material started with the unpleasant and uncomfortable electronic learning environment. The online learning situation was getting a worse perspective than learning traditionally in class. The language learners' phase grew to be reluctant and ignore their English material, including their ability to communicate in the target language. Dewaele (2017) explained that language learners' concerns made the system's deficiency of English learning time. Indeed, to overcome it took time for the individual to encourage and motivate them to learn a

### Research question 2 What Moodle's features do generate anxiety in English learning?

**Table 2 The Anxiety of Moodle Feature Language Learning**

| Moodle Feature creates anxiety in Foreign Language Learning electronic class |   | Agree | Undecided | Disagree | Total (%)  | Mean | S. D |
|--|---|-------|-----------|----------|------------|------|------|
| Learning Content   | I need to access the learning platform on | 42    | 57        | 122      | 221 (100%) | 73   | 42.5 |

|                             |   |     |     |     |            |    |      |
|-----------------------------|---|-----|-----|-----|------------|----|------|
|                             | time (Q1)   |     |     |     |            |    |      |
|                             | I cannot access Moodle without slow internet (Q2)                                       | 61  | 112 | 48  | 221 (100%) | 73 | 33.8 |
|                             | I do not have a video conference with other learners or lecturers(Q3)                   | 167 | 20  | 34  | 221 (100%) | 73 | 81.1 |
|                             | I am not found it useful on chat application system(Q4)                                 | 179 | 12  | 30  | 221 (100%) | 73 | 91.6 |
|                             | I do not have reminded feature in Moodle (Q5)   | 46  | 138 | 21  | 205 (92%)  | 68 | 61.6 |
|                             | I cannot access history from a previous course in Moodle (Q6)                           | 163 | 27  | 31  | 221 (100%) | 73 | 77.3 |
| General Interface           | The Moodle interface in mobile phone or laptop is confusing (Q7)                        | 159 | 22  | 40  | 221 (100%) | 73 | 74.4 |
|                             | I do not think lesson activity module simple and easy for learners (Q8)                 | 47  | 127 | 36  | 210 (95%)  | 70 | 49.6 |
| Progress Tracking Feature   | I cannot observe the comment in the assignment feedback section (Q9)                    | 26  | 47  | 143 | 216 (97%)  | 72 | 62.3 |
|                             | I cannot participate in the forum discussion at the same time with other students (Q10) | 34  | 143 | 29  | 206 (93%)  | 68 | 64.4 |
|                             | I cannot give comment or feedback in wiki module (Q11)                                  | 134 | 36  | 41  | 211 (95%)  | 70 | 55.1 |
| Quiz and Assignment Feature | I cannot find feedback on the assessment (Q12)  | 30  | 19  | 170 | 219 (99%)  | 73 | 84.1 |
|                             | It is difficult for me to read the  | 23  | 137 | 57  | 217 (98%)  | 72 | 58.5 |

|  |  |     |     |    |           |    |      |
|--|--|-----|-----|----|-----------|----|------|
|  | grade (Q13)  |     |     |    |           |    |      |
|  | I cannot find instantly score in quiz or assignment (Q14)  | 10  | 141 | 67 | 218 (98%) | 72 | 65.6 |
|  | I am feeling stress uploading my paper in the Moodle (Q15) | 176 | 31  | 13 | 220 (99%) | 73 | 89.3 |

## LEARNING CONTENT

Table 2 shows that The Learning Content classification showed 92%-100% responses to the feature of Moodle creating anxiety. The mean score has shown to the range of 68-73 points and 33.8 - 91.6 as the standard deviation result. The average respondents are presented with a mean score higher than the standard deviation. The condition determined the distribution of each item to the respondents. The scale Likert **agree** to designate to the Q3 with the highest record as 167 points, and **Undecided** scale points with 138 for Q5. Q1 was the highest based on **Disagree**.

*"I can understand the flow material in LMS Moodle, but there is one thing I would be anxious about related to the Internet accommodate in the system. I sometimes tricky to access Moodle when every student accesses the system at the same time."* (Respondent 11)

The indicators of learning content related to the availability of users access the Learning Management System. There are included system infrastructure, the essential feature of synchronous learning, and the inaccessible communication environment. The learners and lecturers as users would have observed different perspectives about the Moodle system. De Costa (2015) remarked that online language learning ecosystem theory must accept the transformation of a time of deficiency and content limitations. The system aid educators in designing accessible material and ensuring all aspect in online learning feature more adaptive.

## GENERAL INTERFACE

Table 2 shows that general interface classification revealed 95%-100% responses. The average respondent presented a mean score higher than the standard deviation. The mean score has shown to the range of 70-73 points and

49.6- 74.4 as the standard deviation determination situation discovered each item's relevant population to the respondents. The scale Likert **agree** to designate to the Q7 with the highest record as 157 points, and **Undecided** scale points with 127 for Q8

*"I do not always have laptops in my home, so I often take my smartphone to access Moodle to learn English. However, it did not have a similar interface, just like on the laptop or computer. I think it is more convenient to use the laptop, and that is the disadvantage of Moodle"* (Respondent 17)

The technical term for interface comes to the Service-Oriented Architecture (SOA). This system presents a division among a programs' interface and its concealed learning application. Users' Moodle can have instructiveness beyond the most comprehensive assortment of service providers. Practicing language learners are lively and collaborative in the learning pedagogical. Learners should know the knowledge best by giving, practicing, or demonstrating it to other peers. Gunduz and Ozcan (2017) concluded that Moodle could observe and monitor the learners' progress, which both English lecturers and language learners can watch. Conversely, spontaneous learners are more responsive in implementing primary ideas to identify achievable results. The visuality of learners' choicest experiences the notions with images, charts, schema charts, and presentations. Verbal language learners had known by learning infinite text elements and listening to many spoken explanations

### **PROGRESS TRACKING FEATURE**

Table 2 showed that Progress Tracking Feature distribution revealed 92%-97% responses to the assessment activity's references condition. The mean score has displayed to the reach of 70-72 points and 55.1-64.4 as the standard deviation outcome. it has representation that determines the distribution of each item to the respondents because of average respondent displayed on a mean score more eminent than the standard deviation. The Likert scale **agree** to designate to the Q11 with the highest experience as 134 points, and **Undecided** measure points with 143 for Q10. Besides, Q9 was the highest based on **Disagree** selection.

*"Primarily, I cannot access the previous class or material in the LMS Moodle because the system seems to reset all the history. It is important for me as a language learner because all the material is completed, so we want to*

*confirm the new information to the previous one. We cannot do that because of the inaccessibility of our histories material"* (Respondent 22)

Moodle advises various instruments to support English lecturers in managing language learners' improvement and tracing achievement. Fulfillment tracking facilitates the lecturers to establish achievement standards in a particular activity's perspectives. Kumar and Sharma (2016) expressed that when completion tracking was enabled on an English course Moodle-based, all new resources or activities added to the course would also have completion feature tracking enabled. Accomplishment tracking might be enabled for any existing resources or actions on the platform. Restricted activities allowed lecturers to check unspecified activity's accessibility as maintained by certainty conditions such as duration, records received, or activity achievement.

### **QUIZ AND ASSIGNMENT FEATURE**

Table 2 showed that quiz and assignment feature distribution revealed 98%-99% responses to the quiz and assignment activity's reference circumstances. The result had exposed to the Mean score reach for 72–73 mark points, and the standard deviation result had 58.5-89.3. This sign determines that the item was well-distributed to the respondents. The three-Likert condition revealed to the agree with 176 respondents on Q15, and undecided had 137 on Q13. Besides, Q12 was the highest based on Disagree selection of 170.

*"I wish my lecturer not to give limited time completing the quiz or assignment in Moodle. It is so frustrating when you think about the answer, but the time is so fast. and I think it should be a perfect electronic environment to give specific feedback from each question."* (Respondent 06)

Moodle-based testing was observed as a convenient delivery vehicle for traditional less paper and pencil tests. Its definition of language computer testing was delivered through a computer, mobile devices, or another gadget instrument. The Moodle system can be managed by linear, adjustable, or semi-adjustable. Knežević (2018) exposed that Moodle tests handled equivalent test sections for all test language learners. In this context of exams, test takers had the chance to rethink previous questions and evaluate their answers, something they could not do in another online test. In computer-adjustable testing, Moodle chose a specific

task based on the test participants' achievement on the earlier test. Recognitions task achievement occur in a more compact test, while inaccurate task achievement affects a more manageable next test.

## **CONCLUSION AND SUGGESTION**

As learners' anxiety increases and grows frequently, they might secretly show specific management strategies to cope with the circumstances and elaborate pressure. This study addressed two research questions. The first sought to identify and rank the anxiety-provoking situations in the foreign language classroom. It was determined that English learners reported a wide variety of events. Among these, anxiety was most often associated with the output or processing stages of the online learning process. Secondly, the study sought to identify the Moodle feature that created and provoked learner's anxiety. Most students attributed the cause of anxiety to the technical and capability issue. Most English learners felt isolated and helpless, although students who perceived higher ability indicated a greater sense of resilience. Language learners' performance becomes essential in online learning. The problem is the anxiety of learning online, avoided mainly by many English lecturers in Higher Education. Mapping learning learners' anxiety is positively critical to receive the outcome or goal of learning efficiently. An additional approach for lecturers is discovering learners' anxiety earlier would reduce impulsiveness in electronic learning. It additionally affects learners' language learning accomplishment ideally. Therefore, every learner causes any other interference that manages and reduces learning anxiety.

The study's result lends a supplementary guide to more initial evidence regarding in-classroom anxiety's persistent presence. The electronic environment's foreign language anxiety was a component and package of the educational conditions that there are no learners protected from encountering a specific anxiety quantity, so it developed to be crucial to have an evaluation system occasionally. Language learners could encounter an unusual appearance of language learning anxiety at some point or other in their language learning as pedagogical processing. Nevertheless, anxiety would be possible to have positive results. Attention is exceedingly anxiety unquestionably prevents academic achievement. Additional studies on online learners' anxiety might complement

the existing studies on foreign language learning anxiety. It is worth noting that this study's findings are based on questionnaire data rather than independent observation of English learners' conduct in the classroom. Anxiety might have contradictorily affected learners' learning, notwithstanding they described being good practicing in the electronic learning language environment. Further studies might complete and comprehend the Language online learning anxiety through other online platforms. It is because these findings are concentrated on Moodle-based and learners' perspectives. The studies will also focus on the English lecturers' standpoint.

## REFERENCES

- Alqurashi, E. (2019). Predicting student satisfaction and perceived learning within online learning environments. *Distance Education*, 40(1), 133-148.
- Antonaci, A., Klemke, R., & Specht, M. (2019, September). The effects of gamification in online learning environments: A systematic literature review. In *Informatics* (Vol. 6, No. 3, p. 32). Multidisciplinary Digital Publishing Institute.
- Cerezo, R., Esteban, M., Sánchez-Santillán, M., & Núñez, J. C. (2017). Procrastinating behavior in computer-based learning environments to predict performance: A case study in Moodle. *Frontiers in psychology*, 8, 1403.
- Chinpakdee, M. (2015). Thai EFL university students' perspectives on foreign language anxiety. *Humanities, Arts and Social Sciences Studies (FORMER NAME SILPAKORN UNIVERSITY JOURNAL OF SOCIAL SCIENCES, HUMANITIES, AND ARTS)*, 61-90.
- Chung, E., Subramaniam, G., & Dass, L. C. (2020). Online learning readiness among university students in Malaysia amidst COVID-19. *Asian Journal of University Education*, 16(2), 46-58.
- Cong-Lem, N. (2018). Web-based language learning (WBLL) for enhancing L2 speaking performance: A review. *Advances in Language and Literary Studies*, 9(4), 143-152.
- Côté, S., & Gaffney, C. (2018). The effect of synchronous computer-mediated communication on beginner L2 learners' foreign language anxiety and participation. *The Language Learning Journal*, 1-12.
- De Costa, P. I. (2015). Reenvisioning language anxiety in the globalized classroom through a social imaginary lens. *Language Learning*, 65(3), 504-532.
- Dennen, V. P., Bagdy, L. M., & Cates, M. L. (2018). Effective Tagging Practices for Online Learning Environments: An Exploratory Study of Approach and Accuracy. *Online Learning*, 22(3), 103-120.
- Desjardins, F., & Bullock, S. (2019). Professional development learning environments (PDLEs) embedded in a collaborative online learning environment (COLE): Moving towards a new conception of online professional learning. *Education and information technologies*, 24(2), 1863-1900.
- Devi, S. I., Subatira, B., Noraini, H., & Bharanidharan, S. (2018). MANAGING ENGINEERING UNDERGRADUATES' LANGUAGE ANXIETY: INSTRUCTOR ROLE IN ONLINE THREADED DISCUSSIONS. *Journal of Advanced Manufacturing Technology (JAMT)*, 12(1 (4)), 185-194.
- Dewaele, J. M. (2017). Psychological dimensions and foreign language anxiety.



- The Routledge handbook of instructed second language acquisition, 433, 450.
- Evans, D. J., Bay, B. H., Wilson, T. D., Smith, C. F., Lachman, N., & Pawlina, W. (2020). Going virtual to support anatomy education: A STOPGAP in the midst of the Covid-19 pandemic.
- Garage, S. H., Ayres, J. R., Behrend, M. B., & Smith, E. J. (2019). Optimising Moodle quizzes for online assessments. *International Journal of STEM Education*, 6(1), 1-14.
- García Botero, G., Questier, F., & Zhu, C. (2019). Self-directed language learning in a mobile-assisted, out-of-class context: do students walk the talk?. *Computer Assisted Language Learning*, 32(1-2), 71-97.
- Gok, D., Bozoglan, H., & Bozoglan, B. (2021). Effects of online flipped classroom on foreign language classroom anxiety and reading anxiety. *Computer Assisted Language Learning*, 1-21.
- Gopang, I. B., Bughio, F. A., & Pathan, H. (2018). Investigating foreign language learning anxiety among students learning English in a public sector university, Pakistan. *MOJES: Malaysian Online Journal of Educational Sciences*, 3(4), 27-37.
- Gunduz, N., & Ozcan, D. (2017). Implementation of the Moodle system into EFL classes. *Profile: Issues in Teachers Professional Development*, 19(sup1), 51-64.
- Hamm, J. M., Perry, R. P., Chipperfield, J. G., Parker, P. C., & Heckhausen, J. (2019). A motivation treatment to enhance goal engagement in online learning environments: Assisting failure-prone college students with low optimism. *Motivation Science*, 5(2), 116.
- Heckel, C., & Ringeisen, T. (2019). Pride and anxiety in online learning environments: Achievement emotions as mediators between learners' characteristics and learning outcomes. *Journal of Computer Assisted Learning*, 35(5), 667-677.
- Heift, T., & Hegelheimer, V. (2017). Computer-assisted corrective feedback and language learning. *Corrective feedback in second language teaching and learning: Research, theory, applications, implications*, 66, 51-65.
- Im, T., & Kang, M. (2019). Structural relationships of factors which impact on learner achievement in online learning environment. *International Review of Research in Open and Distributed Learning*, 20(1).
- Kapsargina, S., & Olentsova, J. (2020, March). Experience of using LMS MOODLE in the organization of independent work of bachelors in teaching a foreign language. In *International Scientific Conference "Far East Con"(ISCFEC 2020)* (pp. 537-544). Atlantis Press.
- Knežević, Ž. (2018). Some Features of Moodle for English for Specific Purposes. *Positioning English for Specific Purposes in an English Language Teaching Context*, 17.
- Kumar, V., & Sharma, D. (2016). Creating collaborative and convenient learning environment using cloud-based moodle LMS: an instructor and administrator perspective. *International Journal of Web-Based Learning and Teaching Technologies (IJWLTT)*, 11(1), 35-50.
- Kumi-Yeboah, A., Kim, Y., Sallar, A. M., & Kiramba, L. K. (2020). Exploring the Use of Digital Technologies from the Perspective of Diverse Learners in Online Learning Environments. *Online Learning*, 24(4), 42-63.
- Leis, A., Tohei, A., & Cooke, S. D. (2015). Smartphone assisted language learning and autonomy. *International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT)*, 5(3), 75-88.

- Martin, S., & Valdivia, I. M. A. (2017). Students' feedback beliefs and anxiety in online foreign language oral tasks. *International Journal of Educational Technology in Higher Education*, 14(1), 1-15.
- Martin, S., & Valdivia, I. M. A. (2017). Students' feedback beliefs and anxiety in online foreign language oral tasks. *International Journal of Educational Technology in Higher Education*, 14(1), 1-15.
- Memon, A. R., & Rathore, F. A. (2018). Moodle and Online Learning in Pakistani Medical Universities: An opportunity worth exploring in higher education and research. *J Pak Med Assoc*, 68(7), 1076-1078.
- Mpungose, C. B. (2020). Is Moodle or WhatsApp the preferred e-learning platform at a South African university? First-year students' experiences. *Education and information technologies*, 25(2), 927-941.
- Oproiu, G. C. (2015). A study about using e-learning platform (Moodle) in university teaching process. *Procedia-Social and Behavioral Sciences*, 180, 426-432.
- Parvin, R. H., & Salam, S. F. (2015). The Effectiveness of Using Technology in English Language Classrooms in Government Primary Schools in Bangladesh. In *FIRE: Forum for International Research in Education* (Vol. 2, No. 1, pp. 47-59). Lehigh University Library and Technology Services. 8A East Packer Avenue, Fairchild Martindale Library Room 514, Bethlehem, PA 18015.
- Rice, W. (2015). Moodle e-learning course development. Packt Publishing Ltd.
- Stambough, J. B., Curtin, B. M., Gililand, J. M., Guild III, G. N., Kain, M. S., Karas, V., ... & Moskal, J. T. (2020). The past, present, and future of orthopedic education: lessons learned from the COVID-19 pandemic. *The Journal of arthroplasty*, 35(7), S60-S64.
- Svetlana, K., Zhanna, S., & Julia, O. (2019). THE USE OF LMS MOODLE IN THE IMPLEMENTATION OF POINT-RATING SYSTEM OF EVALUATION IN THE DISCIPLINE" FOREIGN LANGUAGE". *International Multidisciplinary Scientific GeoConference: SGEM*, 19(5.4), 361-367.
- Sylvén, L. K., & Sundqvist, P. (2017). Computer-assisted language learning (CALL) in extracurricular/extramural contexts. *CALICO journal*, 34(1), i-iv.
- Tran, T. T. T., & Moni, K. (2015). Management of foreign language anxiety: Insiders' awareness and experiences. *Cogent Education*, 2(1), 992593.
- Tsai, C. W. (2017). Applications of social networking for universal access in online learning environments.
- Visvalingam, T., & Kesavan, P. (2021). Online language learning anxiety among English language learners.
- Wong, J., Baars, M., Davis, D., Van Der Zee, T., Houben, G. J., & Paas, F. (2019). Supporting self-regulated learning in online learning environments and MOOCs: A systematic review. *International Journal of Human-Computer Interaction*, 35(4-5), 356-373.
- Ye, J. H., Watthanapas, N., & Wu, Y. F. (2020). Applying Kahoot in Thai Language and Culture Curriculum: Analysis of the Relationship among Online Cognitive Failure, Flow Experience, Gameplay Anxiety and Learning Performance. *International Journal of Information and Education Technology*, 10(8).
- Zainuddin, Z., & Perera, C. J. (2018). Supporting students' self-directed learning in the flipped classroom through the LMS TES BlendSpace. *On the Horizon*.