

Abstract

This research aimed to explore the students' perception on the use of LMS. Mainly on the students' feeling when they use LMS in learning English, the students' preference of LMS used by the teachers, and the students' perception on the positive and negative impacts of LMS in learning English. To achieve the objectives of this study, the researcher conducted interview with four students at English Language Education Department of one private Islamic university in Yogyakarta. The researcher used descriptive qualitative design in the qualitative method to collect the data. The result of this research showed the students' positive perception on the use of LMS during learning English such as the students' felt happy, enjoy, interested and comfortable when using the LMS. On the other hand, the students also revealed the negative responses. The participants felt complicated when using LMS, especially Edmodo. Moreover, the participants have experienced using LMS, namely Edmodo, Schoology and Moodle. Besides that, the participant's were preferred to use Schoology. Lastly, the researcher found that the participants' positive impacts on the use of LMS in learning English were the communication is effective, the time is flexible, the creativity is increased, the confidence is fostered, the LMS is accessible and the writing skills are increased. Furthermore, negative impacts on the use of LMS in learning English were the LMS is time-wasting, the teachers and the students interaction are reduced, the group work are unequal, the students' progress is unseen, the instruction is misunderstood, the feedback is rarely given and the opinion is difficult to combine.

Keywords: ICT, LMS, negative and positive impacts of LMS