

## **Chapter One**

### **Introduction**

This chapter explains the problem and the reasons why the topic of the research was chosen. This chapter elaborates on the background of the research, statement of the problem, delimitation of the problem, research question, objectives of the research, significance of the research, and outline of the research.

### **Background of the Research**

Technology plays an important role in educational fields. Currently, teachers use technology to support the activities in their courses. The activities include delivering the materials, assignments, quizzes, and conducting online classes. Biancarosa and Griffiths (2012) stated that, “Technological advances are dramatically altering the texts and tools available to the students and the teachers” (p. 140). It infers that by using technology, students and teachers are exposed to more tools that help them in learning. Furthermore, technology could assist teachers in delivering learning materials. According to Sarkar (2012), “computer-based systems have great potential for delivering teaching and learning materials” (p. 31). Bennet, Agostinho, and Lockyer (2015) also stated that technology tools are needed to improve the quality and to support the effectiveness of the teaching and learning process in the education field.

Using Information and Technology (IT) in the field of education is very helpful in facilitating the learning process, especially in universities and higher education levels. Ezziane (2007), argued that information technology is highly recommended for universities or higher education levels, because students are

expected to apply it in the field of education or in daily activities. Students as well as teachers are also taught to be technology literate and to be sophisticated in technology.

In addition to IT, the internet is another thing that supports the learning process. A corporation called Decision Information Resources (2014) claimed that the Internet can be defined as a large computer network that can connect small computer networks throughout the world. By using the Internet, students are facilitated because they can access learning materials through it. Students use the Internet access to receive learning materials from the teachers before or after the learning process. The teachers can also share the material or homework through the Internet. Moreover, universities can use the Internet to share information or news related to education and the institution's events to students.

The advances of IT and Internet connection allow the development of online learning. Online learning has been established in higher education. According to Sarkar (2012), there is an increase in online learning in the university institution level. Both teachers and students can access the internet and communicate with each other. Students are more active and more interactive during online learning activities. Online learning becomes a solution when the distance and time do not support the teaching and learning process in the classroom. During online learning process, the students are confident to share about the opinion or idea.

To support the online learning, Learning Management System (LMS) is used. LMS is an educational software for teaching and learning process and for sharing all information related to the courses. Based on the researcher's

experience at English Language Education Department (ELED) of a private Islamic university, some of the most commonly used LMS by the teachers were Moodle, Edmodo, and Schoology. Using LMS, students and teachers can conduct activities of teaching and learning anywhere. Universities often use LMS because there are contents that support the courses. They can share materials, videos, audios, quizzes, assignments, information, and homeworks. LMS facilitates the implementation of online learning which allows students and teachers to connect with each other.

Based on the researcher's experience as a student at ELED at one of the private Islamic universities in Yogyakarta, the researcher knows the implementation of LMS in this department. Not all courses in this department use LMS as an additional approach. Some courses that use LMS include Computer Literacy 2 (online computer), ICT in Language Teaching, Innovative Technology, and Digital Technology in Education. The other courses are Research Methodology, Academic Presentation, Teaching English to Young Learners, and Education and Teaching Practice which use LMS as additional. There is a different implementation between blended and additional approaches when using LMS for every course. Basically, this is related to the course's needs. This relates to how urgent each course needs the use of LMS. In addition, the uses of LMS in courses are related to the ICT needs of each of the courses.

In addition, based on the researcher's experience, some students at ELED of one of the private Islamic universities in Yogyakarta felt confident when using Edmodo or Schoology. They were very active in giving opinions or in sharing their ideas. The students can write down their idea, comment or suggestion in the

column comment. The department is one of the departments that use LMS for teaching and learning process. The kinds of LMS used in that department are Edmodo, Schology and Moodle. Some courses used LMS as additional and blended like what the researcher explains previously. LMS as an additional for the course is used to share the information, share the materials, submit the assignment, and as a media to connect among teachers and students. LMS blended into the course involves methods to practice their skills, conduct online classes and to interact among teachers and students, as well as students to other students. Each student has an account of LMS. It means that they are the user of the LMS. Based on the explanation above, the researcher is interested in conducting a research regarding the students' perception on the use of LMS in learning English at ELED of one of private Islamic university in Yogyakarta.

The researcher is interested to conduct this research. This research is based on the researcher's experience during her study at ELED of one of the private Islamic university in Yogyakarta. There were good and bad experiences when she used LMS in learning English. The good experience includes the easiness to update the materials, easy to submit and receive the documents or assignments, and effective communication among the students and the teachers when conducting online learning. Meanwhile, the bad experiences include difficulties to upload a video or recording using LMS, as it takes a lot of time to upload a video or recording. Failures often occur in the middle of the process to upload a video or recording. Afterwards, the researcher would need to re-upload the video or recording until the process is completed.

This research is worthy for evaluation toward the implementation of online learning and the use of LMS. Furthermore, this research is an evaluation for the teachers and the students since they use LMS. This research allows the students to reveal their opinions about LMS. In addition, this research gives the teachers and the students some solutions, explanations and references for their problem in online learning and LMS. This research is to improve learning system for online class and to use the appropriate LMS. The universities can develop their own LMS based on students' needs.

### **Statement of the Problem**

LMS is not new for students, however some students found it challenging. It is also a challenge for teachers because teachers must be able to introduce and practice it. The teachers must explain and show the tutorial on how to use LMS. ELED at one of private Islamic university in Yogyakarta is one of the departments that use LMS to help the teaching and learning process. The use of LMS in that department is for blended and as an additional learning source for some courses. There are no rules on how many times they are able to use LMS. On the other hand, almost every course uses LMS, but the teachers do not find out whether or not the students feel comfortable when they use LMS. The teachers do not know the appropriate LMS based on the students' needs, course needs and lesson plan.

Sometimes students need to make suggestions or choose the appropriate LMS based on they desires. It is related to the convenience of learning toward the students. If the students enjoy learning using their preferred LMS then it is easy for the teachers to deliver the material. Besides, the contents and appearance of LMS can influence the student to select the LMS to be used. Usually the students

will choose displays of LMS are attractive, presentable, memorable, simple, easy to practice and accessible via smartphone or personal computer. Moreover, the use of LMS provides both positive and negative impacts toward students' English literacy and information, communication and technology skills. .

### **Delimitation of the Problem**

This research emphasizes students' perception regarding how LMS in learning English is implemented. The students are expected to explain their perception based on their view and experience on using LMS. This research focuses on the students' feeling when using LMS in learning English, the preferable kind of LMS that are used in ELED of one of private Islamic university in Yogyakarta, and the positive and negative impacts on the use of LMS in learning English. The participants of this research are students' of English Language Education Department of one of private Islamic university in Yogyakarta.

### **Research Question**

Here are the research questions for the issues above:

1. What are the students' perceptions on the use of LMS in learning English at ELED of one of private Islamic university in Yogyakarta?
2. What are the students' perceptions on the preference of LMS used by the teachers in learning English at ELED of one private Islamic university?
3. What are the students' perceptions on the positive and negative impacts of LMS in learning English at ELED of one of private Islamic university?

## **Objectives of the Research**

Based on the background, the objective of the research is to find out:

1. The students' feelings when they learn English using LMS.
2. The students are able to mention the preference of LMS used by teacher.
3. The students' perception on the positive and negative impacts of LMS in learning English.

## **Significance of the Research**

This research provides the information for the researcher, teachers, students, institutions and other researchers.

**For the researcher.** The results of this research are very useful, especially for the researcher. The information of this research is able to encourage the researcher to conduct other researches on the same field. The result of this research gives encouragement for the researcher to practice LMS in the teaching and learning process in the future. In addition, this research can broaden the insight of LMS in the field of learning English.

**For the teachers.** This research can be useful for the teachers to create effective online learning for the students to use LMS in learning English. The teachers know the positive and negative impacts on the use of LMS from the results of this research. Therefore, the teachers are able to implement LMS appropriately for the students. The positive impacts give the chance to the teachers to motivate and encourage the students to use LMS in learning English. Besides that, the negative impacts give the chance for the teachers to evaluate the implementation of LMS in learning English based on the students needed in the future.

**For the students.** This research provides the information about the common things that students do and get in LMS, especially in learning English. The information can be used as a reflection when students use online learning management system. Students can be more aware of the impacts and the benefits that can affect them. This information becomes a reference for the students to be more creative through the features of LMS when they use LMS in learning English. Furthermore, the information in this research can be useful for other students.

**For the institutions.** This research was able to support the institutions to develop their LMS for teaching and learning. Through this research, the institution chooses the appropriate and suitable LMS for the students based on the course's needs. The institutions know about students' perception on the use of LMS, so it is easy to know the students' needs, in which the contents are also provided in the submenu of the LMS.

**For future researchers.** Other researchers can use the research in the future because the research is beneficial to provide information for the researcher and other researchers. Other researchers can also use the result of this research to practice when they plan to be teachers. This research could be a reference for other researchers. This research could be the reason for further researches to be conducted on a wider area related to this research topic.

### **Outline of the Research**

The outline of this research proposal consists of three chapters. The first chapter is about the background. There are sub-chapters provided in the background. There are backgrounds of the research, statement of the research,



delimitation of the research, research questions, objectives of the research, significances of the research and the last is outline of the research. There is a research question provided in chapter one. The research question is on the students' perception on the use LMS in learning English at ELED of one private Islamic university in Yogyakarta. The objectives of this research are to find out the students' feelings when they learn English using LMS, the students' perception on the kinds of LMS used by teachers, and the students' perception on the positive and negative impacts on the use LMS.

The second chapter is the literature review. The first is the definition of LMS. LMS is a site that the students are able to access online. The second is the different types of LMS. The kinds of LMS are open source, commercial products, and institute of self-developed product. The third is the use of LMS in language learning. There are positive and negative impacts for this part. The last is conceptual framework. In this part the researcher presents the analysis and identification of the phenomenon.

The third chapter analyses the research methodology. There are six parts on this chapter. The first is the research design. The researcher uses qualitative method as a research method and ethnography design as the research design. The second was research setting. The researcher conducts this research at ELED of one of private Islamic university in Yogyakarta. The third was research participant. The researcher chose ELED of one of private Islamic university in Yogyakarta students' batch 2015 as the participants for this research. The researcher chose four participants for this research. The researcher used non-probability samples and purposive sampling. The fourth is the instrument of the

research. Interview was the instrument for this research to get in-depth and detailed responses from the participant.

The fourth chapter provides the finding and discussion. There were three parts in chapter four. Firstly, the students had positive and negative perception about the use of LMS in learning English. Secondly, the students mentioned the LMS used by the teachers in learning English and mentioned their preference of LMS. Thirdly, the students' perception on the negative and positive impacts of LMS in learning English. The findings are based on the participants' experiences during learning English using LMS.

The fifth chapter explains about the conclusion and recommendation. There were four findings for this research. The first finding of this research was the description of the students' feelings when they use LMS in learning English. The second finding of this research was the statements of the students regarding the LMS used by the teachers in learning English at ELED of a private Islamic university. The third finding of this research was the students' perception on the positive impacts on the use of LMS in learning English. The last finding of this research was the students' perception on the negative impacts of the use of LMS for learning English. Furthermore, there are four recommendations in this research. The recommendations are for the students, for the teachers, for the institution, and for further researchers.