

## **Chapter Four**

### **Finding and Discussion**

This chapter reveals an explanation about the findings and discussions. The findings of this research are based on research questions, objectives of the research and the student's statements about this research. This chapter is divided into four sections. There are the students' perceptions about their feelings when they use Learning Management System (LMS) in learning English, the students' perception on the preference of LMS used by the teachers, the students' perception on the positive impacts of LMS in learning English, and the students' perception on the negative impacts of LMS in learning English.

#### **The Students' Perceptions about their Feelings when they use LMS in Learning English**

This section reveals the result of the findings for the first objective of this research. The students explained about their feelings when they use LMS in learning English. The students of ELED at a private Islamic university in Yogyakarta batch 2015 gave a positive perception and negative perception about towards the use LMS in learning English. The result of the finding and discussion for the positive and negative perceptions will be presented below.

**The students had positive perceptions toward LMS in learning English.** This section provides the positive perception of the students when they use LMS in learning English. There are students who feel happy towards the use LMS in learning English, the students felt enjoy when they used LMS in learning

English, the students who are interested in the use LMS in learning English, and the students who feel comfortable about the use of LMS in learning English.

*The students feel happy toward the use of LMS in learning English.* The findings of this research found that the students felt happy when they use LMS in learning English. There are three participants who explained about it. Based on the participant, Sakura stated “I feel happy” (Sakura.2). There is a reason why the students feel happy and Sakura mentioned that “I feel happy if I can do it, just like that” (Sakura.6). On the other hand, another participant, Widuri, said that “Actually I feel happy to follow the rules to use LMS, but if there is no LMS it doesn't matter” (Widuri.2). Meanwhile, Tulip mentioned that she felt happy to learn English with LMS. Besides that, Tulip mentioned that “I feel happy and comfortable” (Tulip.3).

Regarding to the finding, the students felt happy when learning using LMS. The students have similar answers about it. Moreover, one of them said that she just followed the rules, but she felt happy using LMS for learning English. The research resulted that the students of ELED batch 2015 have a positive perspective toward the use LMS in learning English.

*The students feel enjoyable toward the use of LMS in learning English.* The other participants had positive perceptions toward the use LMS in learning English. The researcher found that the student enjoyed the use of LMS in learning English. Widuri said that “I feel enjoyment” (Widuri.1). The participant revealed her perception based on her experience using LMS to learn English. She enjoyed

learning using LMS. It means that the student not only followed the rules from the teachers to use LMS, but also enjoyed during using LMS in learning English.

***The students are interested in the use LMS in learning English.*** Based on the data, the researcher found that the students are interested in the use of LMS in learning English. Two participants reveal their feeling toward the use of LMS in learning English. Tulip mentioned that “I feel interested, because it is easier. Also, the display of LMS is more interesting” (Tulip.1). Seruni also had the same statement as Tulip. Seruni stated “I am interested to learn English using a software or application” (Seruni.1). In addition, she said that “I feel that the course becomes interesting and different compared to when I was in junior and senior high school” (Seruni.2). However, Seruni explained the reason of the above statement. She said that “I am interested, because this is the modern era, thus we also learn using modern tools” (Seruni.11)

Regarding to the result, the students felt interested to use LMS for learning English. Besides that, the students revealed the reason about their feeling. Tulip felt interested because the display from LMS is interesting. Seruni also answer that learning use LMS is different from junior and senior high school. In addition, she felt interested when use LMS in learning English.

***The students feel comfortable toward the use of LMS in learning English.*** Furthermore, the other results of this research show that the students felt comfortable when using LMS in learning English. Based on the participants, there is a participant who revealed about it. Tulip said that “I feel comfortable, because it is easier, and it is also not complicated to find the features. I don’t find it

difficult and burdening” (Tulip.9). In addition, Seruni reveals that “I feel comfortable when use Schoology” (Seruni.10). Seruni felt comfortable when using LMS in learning English. In addition tulip explains the experience when using LMS. Tulip said that “if I learn only in the classroom, it is so monotonous, just like a lecture. Perhaps, on LMS there are timelines and course materials. We can read the materials directly when using LMS, and it is not boring” (Tulip.21)

There are different perceptions of the students about the use of LMS. The first participant felt happy when using LMS in learning English, because she was able to practice to use LMS in learning English. After that, tulip explained that it was easy to find the features of LMS and it was not monotonous to learn English using LMS. The students are able to learn to use LMS and find out the materials in LMS. The students are able to read the materials using LMS without having to go to the campus.

According to the finding there are different perceptions of the students about their feeling. The participants felt happy, enjoyable, interested and comfortable towards using LMS in learning English. Thus, the researcher can conclude that the students have positive perceptions towards the use of LMS. According to Tawalbeh (2018), when the students have positive perception, it will affect the learning process and support the students to become familiar with the features and function of LMS. Besides, it is hoped that the students become familiar with the use of LMS as a software or application to help their learning process in learning English.

### **The students had negative perceptions toward LMS in learning**

**English.** In addition to the students' positive perception towards LMS in learning English, some participants also mentioned some negative perception. However, the negative perceptions mentioned by the participants were based on the types of LMS. The results were based on the participants' perception. There are two participants who answered about the negative perception towards LMS in learning English. The participants stated that they felt complicated when using LMS in learning English. The findings will be presented below.

The student felt complicated when using LMS in learning English. The students revealed about it based on their experiences. Widuri said, "In my opinion, Edmodo is more complicated, and Edmodo is more disorganized than the Schoology" (Widuri.23). Meanwhile, Widuri also revealed that "Edmodo is more complicated. For example, we have a quiz; create a picture, and then there are too many contents. I prefer to use Schoology because it is simple" (Widuri.31). In addition, Tulip also said that "There are all kinds of features in Edmodo, such as voting, quiz, and polling, but in Schoology, there is none" (Tulip.17).

The first point is about the appearance of LMS. Based on the students' perception, they felt that the appearance of Edmodo is complicated. The second point is about the content or the features of Edmodo. The students felt that there are a lot of content, thus the students chose to use other LMS. The third point is about the differences on the appearance and the contents or features of LMS. To avoid this situation, the teachers have to explain the features of Edmodo or other LMS before using it, because every kind of LMS has different appearance and features. With this, the students would not feel complicated when using LMS in

learning English. Furthermore, the teachers have to support the students to become familiar with the features and function of LMS (Tawalbeh, 2018). After that, Srichanyachon (2014) added that the teachers have to encourage the students to find out about the benefits of the use of LMS in learning English. In addition, another expert also said that there are many benefits of LMS to support the learning process (Al-Said, 2015).

### **LMS used by the teachers in learning English**

This part presents the result of the second objective of this research. Based on this research the researcher found that the participants mentioned some LMS used by the teachers, namely Edmodo, Schoology, and Learning Lang powered by Moodle. The findings will be revealed below.

In this stage, the participants mentioned the LMS used by the teachers. The students mentioned some familiar LMS used by the teachers. According to Sakura “I use Edmodo and Schoology” (Sakura.1). Widuri gave the same answer to Sakura; she said that “In the beginning semester we used Schoology” (Widuri.3). Widuri explained that the first LMS used by the teachers is Schoology, after that the teachers introduced Edmodo. In addition Widuri mentioned that “Edmodo was used by the teachers” (Widuri.4). Then, Widuri explained that “E-learning from the university became the official LMS for the course” (Widuri.5). Similar to Widuri, Tulip stated that “There are Schoology, Edmodo, and then LMS from UMY. It’s learning Lang” (Tulip.4). Tulip also said that, “The LMS is called Moodle” (Tulip.5). The last participant said that, “I have used Schoology, Edmodo, and Moodle” (Seruni.5)

According to the result, the participants mentioned some LMS that were used by the teachers. The participants were able to mention some LMS, such as Edmodo, Schoology, and Learning Lang powered by Moodle. Essentially, the teachers used open-source LMS and the institute-based LMS. The open source LMS are Edmodo, Schoology and Moodle. The institute-based LMS is Learning Lang powered by Moodle, which is owned by one of the Private Islamic University in Yogyakarta. Based on the above findings, Erguzen et al. (2012) argued that there are three different ways of LMS; the first is open source LMS such as Schoology, Edmodo, and Moodle, the second is commercial products, such as Blackboard and Oracle, and the last is institute-based or self-developed products, which is the LMS developed by institution.

**The preference LMS used by the students.** Based on the data, the students mentioned their own preferences of LMS. All the participants seemed to have the same answer. Sakura said that “I prefer to use Schoology” (Sakura.11). Widuri gave the same answer with Sakura, stating that “I prefer to use Schoology” (Widuri.6). The other participants mentioned that “I prefer to use Schoology” (Tulip.6). Also Seruni stated that “I prefer to use Schoology” (Seruni.6).

According to the data, there are four participants. The result of the data shows that all the participants prefer to use Schoology rather than other LMS. Actually, Schoology is an open-source LMS to create collaboration between the students and the teachers and to improve the quality of Education (Biswas, 2013). Thus, it can be said that Schoology supports the quality of the course with excess features. After that, the participants revealed the reason of preferring to use Schoology in learning English. The reasons are the appearance of Schoology, the

features of Schoology, Schoology is the first LMS used by the teachers and the access is easy. The findings will be reported below.

*The appearance of Schoology.* Another finding that is found in this research is that the participants revealed the reasons why they prefer to use Schoology when learning English. There are three participants who answered about it. The first participant said that “In my opinion, the appearance is more organized, and there are notifications” (Widuri.7). After that she explained about the appearance of Schoology. She said that “Schoology is more organized; there is a notification bar and a homepage. It's different from Edmodo, there is a homepage, but it is not organized I guess. The application is not organized, more complicated, and more difficult to understand” (Widuri.24). The same participant said that the appearance of LMS should be simple and good looking. She said that “In my opinion, Schoology is neater and more organized, thus like the features. It is simple and good looking” (Widuri.30). On the other hand, the other participant had the same statement with Widuri. Seruni said that “Edmodo is little bit more complicated than Schoology” (Seruni.12). In addition Tulip said that “Schoology is simpler, easier to use, and less complicated, while Moodle is a little more complicated” (Tulip.7).

Regarding to the result, the students have their own perspectives about Schoology. The participants explained the reasons based on their experience when learning English using LMS. It can be concluded that the students prefer to use Schoology because the appearance is simpler, easier, better-looking, neater and more organized. The interesting appearance also contributes to motivating the students to learn English use LMS and open the LMS regularly. Biswas (2013)



stated that LMS supports to create collaboration among the students and the teachers. It can be said that the simple design of Schoology makes it easy for the students to connect with the teachers. With this result, it shows that the students are most facilitated by the use of Schoology in learning English.

*The features of Schoology.* Apart from the appearance, the students also revealed about the features of Schoology. The participants answered it based on their experienced during learning English use Schoology. There are two participants who responded. Widuri said that “There is a homepage and a place to submit a task; that's what I like most about Schoology” (Widuri.8). Widuri also added to the answer, she stated that “Schoology can be more easily understood, because Schoology doesn't have many features like Edmodo. Schoology is only for submitting tasks; it's simple” (Widuri.29).

The other participant gave a suggestion based on her perspective. She said that “For the courses that do not focus on technology, Schoology is better in my opinion” (Seruni.14). Seruni also said that “There are many features in Edmodo, but Edmodo is more appropriate to use for only certain courses. For example when we want to teach about technology, then Edmodo is more appropriate” (Seruni.13). When revealing her perception about Schoology, Seruni said that “There are many features in Schoology, and the features are clear. Also, there is no additional features that make me confused” (Seruni.8). In addition, Seruni said that “I do not prefer to use Moodle, because the access is complicated” (Seruni.15). She explained it based on her experience “For example, when we look at the smartphone there are a lot of content which makes us confused” (Seruni.16).

Regarding the findings above, it can be concluded that the features in Schoology are easier for the students to understand rather than other LMS. Widuri and Seruni revealed that the features in Schoology are clear. According to the findings, Schoology is the LMS that has complete features, including quizzes, resources, attendance, courses, group discussions, and analytics (Aminoto & Pathoni, 2014). The features of Schoology makes it easy for the students to complete activities during English learning. Meanwhile, the participant suggested that Edmodo is appropriate for the courses which focus on technology, because there are many features to support it, and Schoology is better to learn English or submitted the task.

*First LMS since the beginning of the semester.* These are the last reasons why the students prefer to use Schoology. There are two participants who responded. Tulip said that “only one course used Edmodo, but there are some courses which used Schoology. However, I usually use Schoology” (Tulip.12). The other participant said that “It can be said that Schoology is the first LMS that I used, so I learned to use Schoology from the first semester” (Seruni.7). She also said that “this is because Schoology is often used by the teachers before using Moodle” (Seruni.9)

According to the finding, the students were familiar with Schoology since the beginning of the semester, because the first LMS introduced by the teachers is Schoology. Thus, the participant used Schoology more often than other LMS, and before using other LMS the teachers often started out by using Schoology. Therefore, it is the teachers job it to make students easily adapt to other LMS.

Accordingly, the students will find it easy to conduct learning activities from various aspects.

### **The Students Perception on the Positive Impacts of LMS in Learning English**

Based on the last objective of this research, the next explanation is the students' perception on the positive impacts of LMS in learning English. The result of this research reveals that the participants mentioned the positive impacts of LMS in learning English. The benefits are, namely, 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. The findings are reported below.

**The communication is effective.** According to the data, the researcher reveals that the use of LMS in learning English helps the students to communicate with the teachers and other students. Widuri said that "As a means of effective communication among the students and the teachers, because we don't have to meet with the teachers directly. If the teachers share the information, we don't have to go to campus. We are saving our time and money" (Widuri.9). Seruni also had a similar statement; she stated that "I don't have to meet the teachers" (Seruni.22). Meanwhile Widuri said that "easy and effective access to communication with the teachers" (Widuri.26). The students stated that the use of LMS is an effective way to communicate with the teachers and other students. Additionally, Tulip answered that "We can communicate with the teachers or classmates in LMS using the comment feature" (Tulip.14). The students and the teachers use the comment column for communication each other, both the

students to the teachers, the teachers to the students and the students to other the students.

Regarding to the findings, communication is the most important aspect among the students and the teachers when outside the classroom. LMS help the students to communicate with their teachers. Afterwards, it makes it easier for the students to ask questions, discuss and talk about the materials to the teacher when outside of the classroom. The above finding was in line with Pun (2013), who believes LMS can encourage the students to communicate with the teachers and create a positive environment to support the students to communicate in group discussions, either discussion with other students or with the teachers.

Additionally, Al-Khatiri (2015) mentioned that the LMS comment feature gives the students a chance to express their opinion. For example, if there is information about the course or materials, it will be easy for the students to receive information through LMS. The students can use the comment feature to communicate with other students or the teachers. The students are able to ask toward the teacher and other students used LMS.

**The time is flexible.** Based on the findings, in this part the students explained their perspective about the positive impacts. Flexible time is important for the students, because they have to complete the assignment. “I felt happy because we can do it anywhere and anytime. We do not have to go to the school or campus and we can work at home” (Sakura.3). Widury had the same statement with Sakura. She declared “There are some tasks that submitted in hard copy. Perhaps, we can submit it easily through LMS. Then, we can save our time, money; energy and we don't have to go back to campus to submit the tasks”

(Widuri.10). In addition Tulip stated “LMS is easy to access anytime and anywhere” (Tulip.2). She also stated that “we can submit the tasks anywhere and anytime without having to go to our teachers (Tulip.15). The last participant had the same statement with the other participant. Seruni stated that “Learning is more fun, and easier, because we can work everywhere and every time used LMS” (Seruni.17).

Apart from being used to only complete and submit assignments, students are also able to learn using LMS. Actually the students and the teachers are able to share the materials using LMS. Based on the participants, Tulip said that “We learn the materials from LMS. For example, we can access the material for tomorrow’s course without having to meet the teachers directly. The students are able to learn about the materials through LMS” (Tulip.13). In addition, Seruni declared that “I do not have to write on the book when we have a quiz, because the quiz is online” (Seruni.18).

According to the finding, the students do not have to do the assignment or submit the assignments to campus. They can easily access LMS and to do their assignments anywhere and anytime. The same finding was brought by Pun (2013), who mentioned that students are able to learn or to do their assignments anywhere and anytime using their PC or smartphone to access LMS. It can be concluded that the teachers are able to manage the courses using LMS. LMS support the teachers to manage the courses through its features. The features in LMS really help the students and the teachers. It is simpler, because the students are able to just submit the assignment using LMS. There is a deadline to submit the assignments, so the students are always informed on the deadline to submit the

assignment. The teacher would know the students who have submitted the assignment and the students who are late to submit the assignments. Regarding to the findings, other experts have a similar statement with the explanation above. Al-Khatiri (2015) argued that the features in LMS can be used to submit the assignment or to conduct a quiz to the students along with the deadline. It also supports the teachers to manage the courses.

**The creativity is increased.** The other finding of this research is that the students become more creative. There are three participants who revealed their perception about it. Widuri and Seruni had similar answers. Widuri stated that “we became creative because we can share anything we want” (Widuri.11). Additionally, Widuri said that “the positive impact of Edmodo is that it makes us more creative” (Widuri.25). She also talked about the features of LMS to encourage the students to be creative. Widuri mentioned that “I think Edmodo have positive impacts, because there are many features that support us to be more creative” (Widuri.27). Seruni also said that “it makes us become more creative” (Seruni.25).

The finding was similar with Murtiningsih & Rahmawati (2018), the use of LMS in learning English increasing the creativity of the students through the several of LMS features. The students become creative because they are able to share anything through LMS. Moreover, Tulip mentioned that “I think we become more creative, because we can use LMS to teach the students as if they are in a teacher internship program or a teacher in the future. It makes learning easy and more interesting” (Tulip.20). Regarding to the finding, the features of LMS encourage the students to be creative. The students are also able to practice the use

of LMS in the future, when they become teachers. The students can practice to make creative materials or assignments for future generations. Relating to the finding, Batsila, Tsihouridis, & Vavougiou (2014) added that LMS has the potential to support and improve the quality of learners. The expert was in line with the findings. Through the LMS features, the students become more creative, and the students improve the quality of their skills and character by the use of LMS in learning English.

**The confidence is fostered.** Not all of the students are confident to share their ideas in the classroom or share the ideas directly to the teachers and other students. LMS can help the students who are less confident to share their ideas. In this part, the participants responded on the topic above. A participant said that “If I meet directly with the teachers, it’s hard to share my ideas. It’s easier to share ideas using LMS” (Widuri.12). She also stated that “We are able to share our ideas as wide as possible, so do not be afraid to reveal directly to the teachers. We can write whatever we want on LMS” (Widuri.13). Widuri preferred to use LMS features to pour her ideas.

This part explains about the students who are not confident to share their ideas directly to the teachers or other students in the course or classroom. The students use the comment feature in the LMS to share their ideas. The students are able to write down their ideas, suggestions, or comments about the materials using the comment column feature on LMS. It can be concluded that the features of LMS give the students opportunities to utter their ideas, comment, and suggestion without meeting with the teacher and other students. As demonstrated by Al-Kathiri (2015), LMS comment feature gives the students a chance to express their

opinions, especially for less self-assured students, and increase their confidence and motivation to share their opinions. Besides that, the students practice their writing skills indirectly as they have to choose the appropriate words and sentences to the teachers and other students when using LMS.

**The LMS is accessible.** The participants in this research believe that the students are given easy access to explore their materials, assignments, and check their scores when using LMS. The participants said that “there are tutorials to facilitate our access” (Widuri.14). Based on the researcher’s experience, the teachers not only used LMS, but also other softwares. Sometimes the teachers upload a link to other softwares with tutorial using LMS that contains the materials and quiz. The other participants said that “in my opinion, the interesting point when using LMS is that it provides easy access to check the materials, and we can check the materials any time” (Seruni.3). Tulip had the same statement with Seruni, saying that “it provides easy learning, because we can to access LMS to find out the materials” (Tulip.16). Seruni and Tulip reveal that the students find it easy to explore the materials from the teachers using LMS. Besides that Seruni also mentioned that “when I have not finished the assignments, I can monitor myself using LMS” (Seruni.4).

After that Sakura reveals that “I can check my grade percentage in Schoology” (Sakura.9). The students are able to check the assignment and the score using LMS. In addition she said that “if there is a new upload from the classmates or the teachers, there is a notification from Schoology in my smartphone,” (Sakura.10). When the students download an LMS software such as



Schoology and Edmodo, there is notification about a new upload from LMS in the students' smartphones.

It is not only the log in that creates easiness, the access to the materials, assignments, quiz, and the students' scores are also easy. According the finding, the tutorials from the teachers help the students to access the materials or assignments from other softwares. Furthermore, the students find it easy to explore the materials using LMS. The students and the teachers are able to share the materials, assignments and quiz through LMS. Similar with this finding, a research that has been conducted by Al-Kathiri (2015) added that the features in LMS can be used to share materials, assignments and quizzes in the form of a link to access other software or other files to the students. After that, the students are able to check their grades using LMS. There is a feature from LMS to access the students' grades. Another aspect regarding the ease of LMS is that the students are able to monitor their self-used LMS.

**The writing skills are increased.** The last positive impact on the use of LMS in learning English is that it increases the students' writing skills. Based on the finding Tulip argued that "we have to write more precisely, because we have to text the teachers. For example, when we want to ask and comment, we have to use the appropriate words and sentences. Indirectly our writing improves" (Tulip.19). The other participant also mentioned about her opinion, she stated that "in the future when I become a teacher, I can implement what I have previously learned to the students, which thus involves the use of the features of LMS for learning" (Seruni.26).

This finding is similar to the research by Murtiningsih & Rahmawati (2018) mentioned the use of LMS in learning English was developed the students writing skills when they respond the other post from other students, because the teachers will be recheck their grammar and spelling. Sicat (2015) who states that LMS contributes more to the teaching of writing skills if compared to using traditional methods. The same expert also said that the students are able to practice writing skills in the 'create' menu at Schoology and 'Edmodo notes' (Sicat, 2015). Through the features on LMS, the students are able to increase their writing skills. The students are able to choose appropriate words during writing skills. The use of LMS can increase critical thinking in language learning, language improvement, motivation to learn English, and chance for the students to challenge themselves in online situations. On the other hand, the students can share their knowledge about LMS in the future when the students become a teacher.

### **The Students Perception on the Negative Impacts of LMS in Learning English**

Based on the results of the findings, the researcher found several negative impacts of LMS in learning English, namely: the LMS is wasted time, the teachers and students interaction are reduced, the group work is unequal, the students' progress is unseen, the instruction is misunderstood, the feedback is rarely given, and the opinion is difficult to combine. The findings and discussion will explain bellow.

**The LMS is time-wasting.** According to the finding, the researcher found a student who revealed a statement about the negative impact of LMS. In this

context, the participant explained about her experience when she uploaded a big data using LMS. She said that “I just uploaded a video yesterday to Schoology, and it was a long time until almost morning. The result failed and I did not really like it. I don't understand whether it was due to the network or the fact that the data was too big, so it was not uploaded until now” (Sakura.5).

Actually the researcher had the same experience with the participant. It takes a long time for students to send a video or files using LMS. On the other hand, the students must complete the assignments online and on time, and the teachers do not tolerate the students who are late to complete the assignment (Murtiningsih & Rahmawati, 2018). After that, the students were able to manage their time to complete the assignment. It can be concluded that LMS does not support the process of sending or uploading a big data, such as videos. Although supported by strong network, the process of sending a video or file would still be slow.

**The teachers and the students' interaction are reduced.** Sakura mentioned that “I can't do face-to-face meeting with the teachers, and it's difficult if I want to ask. I'm the person who wants direct feedback from the teachers, so that the result will be perfect” (Sakura.13). Not all of the students are interested to use LMS when learning English. It is a challenge for the teachers to face when learning using LMS. Another participant also shared about their perception. Seruni said that “The students' interaction with teachers is reduced” (Seruni.19). Correspondingly, Pun (2013) stated, there is no eye contact made among the students and the teachers. On the other hand, interaction among the students and the teachers is important. The process of teachers explaining about the materials

or explaining about how to solve a problem to students is important for the students. If only LMS is used to share the materials, the teacher cannot see the student s' conditions and progress.

**The group work is unequal.** The students explained that there is a problem about students' group work. Despite that, LMS helps the students to learn. The students also gave several explanations about the problem. Based on the finding of the research, Sakura said that "sometimes not all of the students do their work, there are some students who submit the assignment and some who do not submit the assignment" (Sakura.14). She also stated that "if there is a task in a group work, the teachers would not know which of the students are working and which of the students are not." (Sakura.15). Similar to Sakura, Widuri explained her experience that "for example we have a group assignment, between 3 or 4 people. We submit the task through the application, thus the teachers do not know which of the students are working and which are not" (Widuri.15). It means that the students do not work equally when in groups. There is miscommunication among the students to other students in the group work. The other students stated about her opinion on the scoring aspect. She said that "our scores are equal with other students, because the teachers do not know who are working and who are not" (Widuri.16)

Based on the finding the students stated inequal division of work in the group work. The above finding was similar with Purnawarman, Susilawati, and Wachyu (2016) stated, several students are less responsible for their assignment in group works. If students join into groups then their score will be equal, except when the teachers knows about the students who do not work in their groups. To

avoid this situation, the members of the group work have to report to the teacher about the students who do not work in their group work. Based on the researcher's experienced, the teachers ask the students to report the members of the groups who do not work on the assignments.

**The students' progress is unseen.** According to the findings the researcher found that the teachers do not know the progress of the student skills through LMS, except their writing skills. According to the participant, Widuri said that "it develops our skills when doing the assignments, but the teachers do not know about our skills, because the teachers give the score based on assignments we submitted" (Widuri.17). Additionally, Widuri also mentioned "the teachers don't know our development. For example whether or not our pronunciation is correct, and whether I have improved my writing skills. On the other hand, I submitted the task using LMS, thus the teachers do not know my development" (Widuri.22).

Regarding to the findings, Pun (2013) stated that if the students learn English using LMS, the teachers cannot see the students' skills in practicing English. Based on the findings, it can be said that students expected the teachers to see the progress directly. To know the students' progress on their skills in English, the teachers have to see it directly. This is so that the teachers are able to monitor the students' progress.

**The instruction is misunderstood.** Based on the finding, the other problem is that the students misunderstand the instructions from the teacher about the materials or about the tutorial to create something related to the subject. Based

on Widuri “Sometimes I am confused about the direction or tutorial on the assignments, because not all of the students including me always understand about the instruction from the teachers” (Widuri.19). In addition, she said that “It makes us confused, because we do not get a direct explanation about the instructions from the teachers” (Widuri.20).

Besides that, Tulip gave the same perception with Widuri. Tulip stated that “Edmodo is easy, but there are some features that I do not know the function of” (Tulip.11). Tulip also reveals “There is misunderstanding among the students. For example, if I want ask to the teachers through LMS, it becomes unclear. Perhaps, if we meet directly, it becomes clearer” (Tulip.22). She also said that “Sometimes I don’t understand what I should do, or misunderstand about the instruction of the teachers” (Tulip.23).

Every student has different abilities to understand about the explanation from the teachers. Instruction or tutorial from the teachers is an obstacle when the teachers only explained the instruction on LMS (Murtiningsih & Rahmawati, 2018). To avoid misunderstanding among the teachers and the students, the teachers should explain about the instruction in the classroom.

**The feedback is rarely given.** Although the students submit the assignment using LMS, the students still need a feedback. Based on the findings, the researcher found that the feedback is rare and the students need clear feedback. The participant said that “Sometimes, there is feedback for us, but the feedback is rarely given. I just submit the task, and then there is no feedback” (Tulip.24). Beside that, Tulip and Seruni also gave the same answer. Tulip

mentioned that “Direct feedback is clearer and I can better understand the wrong parts of the task. So, we can improve” (Tulip.25). Seruni also stated that “feedback is not always given. The teachers give the feedback only generally, whereas I prefer detailed feedback” (Seruni.20). In addition, she mentioned “So when I do not know where the error is, I unexpectedly get a bad score. I don’t know why I got that bad score. For example, if I receive a clear or detail feedback, I will know my errors” (Seruni.21). Actually, the students need a clear feedback for their assignment, so the students know where the error part. Then the students will improve it. Feedback directly was clearer than feedback through LMS.

Based on the above finding, the researcher concludes that all of the participants need direct feedback from the teachers. The participants explained based on their experienced during the use of LMS in learning English. They were rarely received the feedback from the teachers. The finding was in line with Rahmawati (2016), she argued that the weaknesses of learning English used LMS was lack of feedback from the teachers. On the other hand, there is possibility for the students to copied the answer from other students or copied the answer from the data in internet. Based on Rahmawati (2016) , the use of LMS in learning English increasing cheating and plagiarism from other students, and to avoid it the teachers should to recheck the students work.

**The opinion is difficult to combine.** When the students are in a group work, they find it difficult to combine other students’ opinions in the group work. According to the findings, Seruni said that “The negative impact is that it is difficult to combine opinions in the group work, when it should be discussed with other members in the group” (Seruni.23). The students were less responsibility for

their assignments while in group work, because they were dependent on certain students. The reason is that every student has different ideas and opinions, but they have the same assignment in the group work. To avoid it, the students should divide the work equally with other students in the group work. Every student is given the chance to reveal their ideas, so each member of the group work will be contribute to work in the assignment.