

The Students' Perception on the Use of Learning Management System in Learning English

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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 participants 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

Introduction

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. 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 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, Schoology 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.

Research Methodology

The researcher used qualitative method for this research. To present the students' perception on the use of LMS, this research adopted a descriptive design. The research was conducted at ELED at a private Islamic university in Yogyakarta. This research started in the beginning of July 2018 until the end of October 2018. The participants of this research were the students of ELED of a private Islamic university in Yogyakarta. The researcher chose these students because most of them use LMS to help them in the learning process at a private Islamic university in Yogyakarta which means that they have experienced the use of LMS. The researcher chose the ELED students batch 2015 because they have passed the courses in which LMS are used. The courses are Online Computer 1 and 2, Information and Communication Technology (ICT),

Innovative Technology, and Digital Technology in Education. The researcher selected the students as the participants of the research. The researcher consequently chose four students as participants for this research.

The researcher used the interview as an instrument for this research to investigate the students' perception on the use of LMS in learning English. According to Cohen, Manion, and Morrison (2011), between the interviewer and interviewee, they are able to talk about their world and they can also explain anything based on their opinion. After conducting the interview with the participants, the next step that researcher did was transcribing the data from recording word by word. After that, the researcher conducted member checking to check the validity of the data and to analyze the data. Member checking is an activity in which the researcher asked the participants to check

the accuracy of the transcription (Creswell, 2012).

The next step is coding. Coding is done to analyze the data to answer the research questions and problems. For qualitative research, open coding, analytical coding, axial coding and selective coding were used. The last stage is to analyze the data. Afterwards, the researcher report the results based on the data.

Findings and Discussion

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

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 the use LMS in learning English. 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. Besides that, the students also gave a negative perception toward the use LMS in learning English. Based on the result, there are some reasons why the students felt complicated when using LMS in learning English. 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.

LMS used by the teachers in learning English

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.

On the other hand, there are four participants that preferred to use Schoology when they learning English. The result of the data shows that all the participants prefer to use Schoology rather than other LMS. 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 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 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.

Recommendation

The researcher suggests for the student to pay more attention when the

teachers explain about the instructions or tutorials to do an assignment through LMS.

In addition, the students ask the teacher to report the students who do not contribute in the group work. Furthermore, the students should realize about the positive impacts of LMS in learning English.

Make sure the students understand about the instruction in the LMS about the assignments. The teachers should explain the instruction clearly to the students before delivering the assignments. Besides that, the teacher can use LMS based on students' preferences. Also they should approach, address and take notes for the students who do not contribute in their group work.

The researcher suggests for the university to develop their LMS based on the students' needed. The teachers should make an interesting LMS for the students to support their course and learning, also accessible. The university can improve their LMS to be better, simpler, and facilitate the

students to open LMS in their PC and smartphone.

The last recommendation is for further researchers. The researcher recommends conducting a research that is related to this research but investigated in a more specific manner, or implementing the same topic but different setting. The researcher recommends further researchers to choose specific LMS, such as Schoology, Edmodo, Moodle and Blackboard.

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