

Chapter One

Introduction

This chapter presents the introduction of the study. There are some important points in this chapter. First, the background of the study describes the reason why the researcher is interested in discussing the implementation of Learning Management System conducted at the English Language Education Department (ELED). In addition, this chapter also presents the research questions which function as the guide for the study. Furthermore, the objective of the study describes the specific objectives or purposes of the research. Also, the significances of the research presents the benefits of this research toward particular people. Finally, the organization of the chapter of the research shows the explanation of each chapter.

Background

Learning management system (LMS) is one of the important parts in teaching. Lonn and Teasley (2009) stated that learning with technological support is increasingly important and has been implemented in higher education. Currently, LMS is used in educational sector. This tool is commonly used in higher education. Therefore, the statement mentioned is in line with Mtebe (2015) who said that LMS has been used in higher education for more than a decade.

Learning management system is a web-based tool used for teaching and learning activities. Besides, Mtebe (2015) mentioned that the LMS is particularly used for teaching and learning activities. According to Alharbi and Drew (2014), LMS is a promising tool around the world. Nowadays, the teachers in higher education use LMS such as Moodle, Blackboard, and other tools with interesting

features. Likewise, the students may get all information and learning materials even though the assignments are given by the teacher via LMS or the application of the LMS which is available to be downloaded. Therefore, both students and teacher interacts one another for sharing the material and updating the recent information of the learning.

By using LMS, the teachers implement a new innovation in preparing their teaching. Gautreau (2011) argued that the LMS is a kind of new equipment in teaching. In addition, this online teaching requires the supportive component in implementing the system. Mtebe (2015) also said “To be able to use the LMS effectively, the institutions are required to provide reliable, timely, and effective support services to the users” (p. 56). These are various ways for supporting the teaching process using LMS which can help the faculty by managing courses and organizing content to involve the students and reduce the planning time (Gautreau, 2011). Consequently, the teachers implement the improved learning to the students by using the useful media (Penalvo, Conde, Alier, and Casany, 2011). Furthermore, regarding to the implementation of LMS in higher university, there is previous study done by Coates et al (2005) which presents the potential impact of the online systems on teaching and learning in universities. This previous study is related to this research to explore the advantages of the implementation of LMS.

ELED is a study program in the undergraduate concentration at a private university in Yogyakarta which aims to prepare the students to become English Language teacher. The ELED requires the students to master the teaching skill. Besides, ELED is a program which prepares the students to be English Language

teacher. Currently, the students of ELED are studying some subjects of English knowledge and pedagogy using technology and have implemented the Learning Management System. In addition, there are various kinds of LMS implemented at the ELED. Those are Moodle, Schoology, and Edmodo.

The implementation of LMS at ELED is certainly used in most of the courses. Beatty and Ulasewicz (2006) found that LMS has easier system to use and manage for the students. However, the use of LMS facilitates the students in learning, and some of them are happy to use the system and some of them are unhappy. Based on the interview, the participant said there is difficulty in using the online learning system. Following this, LMS is implemented in a course, and some students feel enjoyed using LMS while some students seemed to have difficulties in learning LMS. Therefore, this research is really crucial to be conducted in order to explore the students' voice on the implementation of LMS at ELED for the improvement of its implementation regarding the phenomena mentioned above.

Identification and DeLimitation of the Problem

Students of ELED have been taught several subjects which use the LMS. In addition, in order to maintain the quality of the learning, most of the courses at ELED have implemented the LMS. To develop the implementation of LMS, the faculty must develop the system for online learning courses (Jones, 2015). Generally, when the courses implement LMS, the students seem happy to use that online learning system, but some of them are unhappy. Regarding the statement mentioned, the students enjoy accessing the learning, but some of them seem to have the difficulty to use LMS. Moreover, the problem which the students faced is

feeling unhappy to use the online course. Following this, it can probably be due to some reasons either their understanding in using LMS or inadequate tools such as connection, communication, and electronic devices use to access LMS. Also, the teacher's capability to use LMS should be considered whether he or she understands to operate the system or not. Hence, the students' voices are important in this research in order to explore the implementation of LMS at ELED.

The ELED has implemented the LMSs such as Moodle, Schoology, and Edmodo to the teaching and learning process. To make this discussion be more detailed, the researcher limits the problem. Firstly, the researcher explores the advantages of the implementation of LMS for the ELED students. Secondly, the researcher investigates the implementation challenges of LMS faced by the ELED students.

Research Question

Based on the description and issues above, this research is intended to answer the following questions:

1. What are the advantages of the implementation of LMS for the English Language Education Department students?
2. What are the challenges of the implementation of LMS for the English Language Education Department students?

The objectives of the Research

Based on the research questions, there are two purposes of this research. These are:

1. To explore the advantages of using Learning Management System for the

English Language Education Department students.

2. To investigate the challenges of the implementation of LMS faced by the English Language Education Department students.

The significance of the Research

This research is aimed to give positive advantages for some parties such as researcher, teachers, students, and other researchers.

For the researcher. From this research, the researcher can get the knowledge about the implementation of LMS in order to utilize the technology for teaching. Besides, this research can give the understanding of the students' voice on the implementation of Learning Management System at ELED. In addition, the researcher will be able to consider whether she can use LMS or not. Also, the researcher can anticipate the challenges when using the LMS. Furthermore, hopefully in the future, this research can help the researcher to manage a learning using LMS in the future career.

For the students. Regarding the findings of this research, the students can be more interested in learning English through technology. The students are expected to elaborate their learning using technology more, so that their learning will be improved. In addition, the students can anticipate the challenges of using the LMS in learning context.

For the teachers. The existence of this study may be consideration for teachers whether they can use LMS for the teaching and learning process or not. In addition, teachers of ELED are expected to develop the learning using LMS. Furthermore, the teachers can anticipate the challenges when implementing the LMS to the learning process. Additionally, this research can be useful for the

teachers as a reflection to their teaching.

For other researchers. Conducting this research, other researchers can know the basic information for the students' voice implementation of Learning Management System. Besides, the other researchers can use the findings of this research as the theoretical overview of further research on the same topic and might become recommendation of further research. Therefore, by conducting this research, it can also encourage the researchers to conduct the researches the implementation of Learning Management System through the students' voice further related to the same area of this research.

Organization of the Research

This research is divided in five chapters. Chapter one presents the introduction of the research. There are some important points in this chapter. First, the background of the study describes the reason why the researcher interested in discussing the implementation of Learning Management System conducted at the ELED. In addition, this chapter also presents the research questions which function as the guide for the study. Furthermore, the objective of the study describes the specific objectives or purposes of the research. Also, the significances of the research presents the benefits of this research toward particular people. Finally, the outline of the research which shows the explanation of each chapter is presented.

Chapter two discusses theories related to the implementation of learning management system. There are several contents which are discussed in chapter two, including the definition of Learning Management System which defines the context of Learning Management System. In addition, this chapter mentioned the

kinds of LMS which are implemented in ELED. Finally, this chapter also discusses about the advantages of using LMS in learning.

Chapter three presents the methodology that is used in this research. There are four section of this chapter. Those are research design which presents the approach used in this research. Secondly, setting and participants reports where this research is conducted and the characteristic of participants to collect the information. Then, the data collection method describes how the researcher collect the data. Finally, the data analysis explain the steps or procedure of the data collection.

Chapter four presents the findings and the discussions of the research. There are two findings in this research. Those findings obtained by the researcher from the individual interview with the participants. The first finding is related to the implementation of LMS in ELED. Then, the second finding is related to the advantages of using LMS for students.

Chapter five contains conclusion and recommendation. The conclusion discusses the results of the study. The researcher concludes the results from chapter four. In addition, the recommendation presents some suggestions for students of ELED, teachers, institution, and the next future researchers that hopefully make a better study in the future.