Chapter One

Introduction

The first chapter of this research introduces the study. In this chapter, some important points are listed. The background of the study explains why the researcher is interested in studying more about teachers' strategies in using LMS to support students' learning at one of the private universities in yogyakarta. The identification of the problem, research delimitations, research questions, and research objectives of the research are also discussed in this chapter. Furthermore, the importance of analysis will also show benefits of this research for certain people. Finally, the chapter organization is explained by showing the descriptions of each chapter.

Background of the Research

Learning Management System (LMS) is an application platform that is useful for performing learning management by learning through learning applications. According to Gauthreau (2011), "LMS is a web-based software consisting of courses that contain electronic tools including a discussion board, files, grade book, electronic mail, announcements, assessments, and multimedia elements" (p. 4).

Many online learnings are used to support students' activities, which have been installed automatically as the service provider for students to attend, have discussion forums, and watch videos found on LMS. Lavidas et all (2022), Learning management systems (LMS), are massive open online courses, and other cloud-based classroom management systems are some of the several platforms which can be utilized for e-learning. LMS is a learning facility for the teaching and learning processes of higher education institutions (Khalid, 2016). LMS is used in universities as a technology that affects student performance and helps various online

learning activities that affect teacher performance using online networks that connect teachers and students, between students and students, and learning tools.

E-learning activities that are supported by LMS are very helpful especially for education because of some reasons. First, using LMS to support students' activities makes students easier to access the materials. They stated by Rubin et al. 2010). (As cited on Clark & Mayer, 2008; Mayer, 2005), stated that The LMS makes it easier for students to access all materials when the materials are all visually combined on one page which is completed within a week at each meeting. According to Putri and Sari (2020), "The teacher-instructor can manage this content material, and the instructor can provide each topic discussed with the learners' (p.21). Language learners can access the content of material given by the instructors everywhere and at anytime. Students will have independent learning since LMS can be accessed anywhere and anytime.

Second, it helps students to review the materials since the LMS provides materials for each meeting so they can open it anytime and learn the materials that have gotten in offline class. The teacher designs online activities in a significant way to complement offline learning through syllabus learning. Kulshrestha and Kant (2013), An online learning site is designed to complement offline learning, depending on the nature of the subject. They can plan the education carefully, combining it with every offline and online meetings by creating a syllabus for learning.

Third, student engage in learning English since LMS provides many activities such as discussion forums, quizzes, Power Point Presentation (PPT), video materials, and so on. Kulshrestha and Kant (2013), In the LMS process, faculties can upload course contents like lecture notes, e-books, assignments, quizzes, and mid-semester, while students, on the other hand, can access the same using their login details.

The use of LMS is useful for teachers in teaching students. The use of LMS as an E-learning tool can also make it easier for teachers to get material from online platforms. For example, teachers can use YouTube videos as one of the materials that can be integrated into LMS. LMS also can help teachers in managing materials for students learning English.

MyKlass was developed by *information system Bureau (Biro system informasi)* the one of islamic private university in Yogyakarta which helps teachers in providing learning materials. *Information System Bureau* is a unit that develops and controls digital activities for online education for lecturers and students. Teaching activities assisted by Information System Bureau are MyKlass lecturers, Microsoft teams, KRS online, etc. With the support of the *Information System Bureau*, it is easier for teachers to carry out virtual learning activities, especially through MyKlass. This LMS can be used for learning activities and is very useful for teachers to upload materials, give assignments, and provide quizzes.

One of the LMS platforms, MyKlass, is used in the English Language Education Department (ELED) of one of the private universities in Yogyakarta. The teacher can conduct online teaching and learning that can be accessed anywhere. The teachers can provide and distribute the materials, attendances, videos, audio, quizzes, assignments, and discussion forums. In learning activities, MyKlass is a distance learning system that makes it easier to conduct online meetings. The teachers only need to upload the materials and quizzes given to students.

In addition, based on the researcher's observations, the English Language Education Department (ELED) at the University of Muhammadiyah Yogyakarta has implemented MyKlass, and the use of MyKlass online meetings in the syllabus has resulted in as many as 4 to 5 sessions in every 16 meetings during one semester. MyKlass can help get learning materials, quizzes, and a discussion forum activity. The teacher manages this activity in one

appointment. However, the teacher can be creative in the meeting activities so students can learn on the MyKlass platform.

Information System Bureau (Biro Sistem Informasi) is an office that controls digital activities for the online learning of lecturers and students. Students can access MyKlass more quickly because it has been programmed by their system using students' emails to open MyKlass. The student login to a Wi-Fi connection using an email from the university; this email and password are also used to open MyKlass and choose the semester courses in KRS. The teacher first registers the students according to the selected method, and then the students can work on MyKlass until the end of the semester.

Previous researchers have conducted some studies regarding using LMS as one of E-learning. One was led by Caroline Stell (2009), entitled "Reconciling University Teacher Beliefs to Create Learning Designs for LMS Environments." Findings indicated three teachers, Kara Jack, and Talula, believe that Web technologies can be used effectively in teaching and learning, which is achieved by generalizing learning designs with pre-determined focus points.

The second study was conducted by NHS Simanullang and Rajagukguk (2021) and entitled "Learning Management System (LMS) Based on Moodle to Improve Students Learning Activity." Based on the researcher's research, the Moodle-based LMS can increase student learning activities even online. Thus, each student learning activity can be carried out well without constraints on the limitations of face-to-face time in class.

The third study was conducted by Nor Azura Adzharuddin and Lee Hwei Ling, entitled "Learning Management System (LMS) among University Students: Does it Work?" This resulting article shows most university students have access to university LMS or similar systems that help to enhance their learning process. Many have also expressed positive views about LMS.

Based on the researchers' observations, Muhammadiyah Yogyakarta University uses the LMS as a student learning medium for offline meetings. The teacher has their way of implementing E-learning meeting offline learning by giving quizzes, discussion forums, and assessments at every meeting, following the learning agenda. Here, the researcher focuses on how to use teachers' learning strategies to support students' learning activities.

The researchers were interested in discovering the teachers' Strategies for Using LMS to support Students' Learning at a Private University in Yogyakarta. To be more specific, the researcher focused on research questions to explore the challenges and Strategies of this method. This is because learning and teaching LMS has often been carried out by the University of Muhammadiyah Yogyakarta. Therefore, it is essential to know the importance of strategies for teachers in using LMS as online learning to support student learning to achieve their goals in learning.

Identification of the Problem

In this era, technology is booming impact at all levels of human activity Bayu Putra et al. (2019). One is using LMS as an E-learning learning platform in schools and universities in Indonesia. The students and teachers are greatly facilitated by this LMS, especially the students who are encouraged to learn anytime and anywhere. However, the problem is that the freedom of learning needs to be supervised directly by the teachers.

LMS is familiar to teachers. However, some teachers found it challenging because they must be able to introduce and practice it. The teachers have understood and demonstrated how to use the LMS. ELED, one of the Islamic private universities in Yogyakarta, uses LMS to help the teaching and learning process. They use LMS because the Departments are blended and as additional learning for some courses. The teacher is used to putting learning materials and adding learning videos after offline classes. When students download materials and watch

learning videos, they are doing the quizzes given in the LMS. The problem is that many teachers still need to understand and are unfamiliar with using the LMS as a learning aid for blended teaching-learning. There is less time for teachers to learn the LMS also has an impact on students themselves as there is no supervision from the teacher using the LMS as an online learning platform, so the students only do attendance and even forget to take the quiz or the discussion forum that the teacher gave at the LMS. As a result, it hurts students by decreasing the value given at the end of the English teaching-learning course assessment so that many still need to pass the lessons.

Therefore, the critical role of the teachers is to manage materials, supervise students learning, and create a suitable learning design given by students in learning at LMS so that students know and understand using LMS in teaching and learning English. This is where the researcher narrows down two essential points so that they know the answers to the challenges above. Teachers use strategies in using LMS and teachers' difficulties in designing materials in LMS for students' teaching in a private Islamic university in Yogyakarta.

Delimitation of the Problem

This research focuses on teacher's strategies in using MyKlass to support learning English in one of private universities in Yogyakarta. To make this search effective, the researcher limited the research to certain focuses. The first, the researcher examines only the teacher problems in applying MyKlass to support teaching English. The researcher investigates teacher's strategies of using MyKlass in learning to support teaching English in private Islamic university in Yogyakarta.

Research Questions

The research questions in this research are formulated as follows:

1. What are the challenges faced by ELED teachers in Using MyKlass to support teaching English?

2. What are strategies implemented by ELED teachers in using MyKlass to support teaching English?

The Objectives of the Research

1. To Explore the challenges faced by ELED teachers in Using MyKlass to Support teaching English.

2. To explore the strategies implemented by ELED teachers in Using MyKlass to Support teaching English.

The Significance of the Research

This research is expected to bring some benefits for several parties who are for students and teachers, teachers, and researchers.

For Students. Each student has their own speculation and their own perception regarding the use of E-learning learning. Therefore, this study is useful to provide information for students to learn more about E-learning, namely MyKlass and its influence in the teaching and learning process. By understanding E-learning, students can develop their skills by optimizing LMS.

For Teachers. This research is beneficial for teachers to conduct more interesting E-learning activities so that students can understand E-learning. In addition, the findings on student problems and challenges in this study can be a benchmark for teachers to find solutions to minimize the challenges students faced in E-Learning.

For Future researchers. The results, theories, conclusions, and limitations of this study can be very useful for future researchers to study other issues related to the use of

technology in language classrooms. Another benefit for future researchers is to use this research as one of their sources if they conduct similar field regarding the topic.

For the Institutions. This research is beneficial for the institution which implements LMS in using the MyKlass platform in supporting online learning activities, in the future it can also increase the ability to use Myklass to support the teaching and learning process.

The Organization of the Chapter

Chapter one is an introduction. The researcher discusses the background of the research about the use MyKlass, identification of the problem uses MyKlass, Delimination of the use MyKlass, Research questions, the challenges, and the strategies by ELED teacher in use MyKlass, the objectives of the research in use MyKlass, the significance of the research in use MyKlass, and the last, the organization of the chapter are discussed in this chapter.

Chapter two is literature review. In this chapter, the researcher discusses the theoretical framework, topics such as the definition of E-learning (MyKlass), activities using MyKlass, definitions of Learning Management system (LMS), E-learning in supporting learning English, the strategies by teacher in using E-learning to learn English, the challenges in using E-learning to learn English, reviewing related studies, and the last part of this chapter is the conceptual framework.

Chapter three is the methodology. In this chapter, the researcher discusses the research design, this research was used descriptive qualitative, research setting, this research was conducted in ELED of islamic university in Yogyakarta, research participants, used 3 teachers' participants, data collection technique used open-ended interview, research instruments, used instruments protocol, data collection procedures, this is the procedures used Indonesia language, data analysis, focus in the information obtained after conducting the interview and the last Trustworthiness described credibilities activities to collect the data.

Chapter four is findings discussions. This chapter presents the results of the data which are about the challenges and the strategies implemented by teacher in Using Myklass to support teaching English. This is five challenges and and five strategies. The challenges point is difficulty in controlling student learning activity, difficulty in using LMS, difficulty in uploading big file LMS, difficulty in interactive chat room, difficulty in seeing evaluation deadline. and the point of the strategies is using productivity learning activities, learning application technology, using different LMS plathform, moving discussion forums into youtube activities, and the last using Announcement in WhatsApp group. In additionally, the researcher also provides the theory related to the findings.

Chapter five is the conclusion and recommendations. This chapter explains the general answers to the research questions and the recommendations from the researcher. In conclusion, the strategies were highly relevant and work well in supporting student from the researcher. In conclusion, the researcher presents the summary of this study. The second part is the recommendations which are given to teachers, students, the institutions, and next researcher.