

Chapter One

Introduction

Chapter one explains the introduction of this study. It contains the explanations of several parts, which are a background of the study, identification of the problem, delimitation of the problem, research questions, research objectives, and significance of the research. The background of the study discusses why the researcher is interested in researching the topic of the study. Afterward, the identification and delimitation of the problem contain the identification and limit the problem of the study. Besides, the research questions and objectives describe the specific objectives of the research studied. Finally, in the last part of this chapter, the researcher explains the significance of the study.

Background of the Study

In this global era, life will be more effective if it takes benefits from technology. Technological developments grow over time and affect all fields in many aspects of life, including learning English. This modern-era technology is extensively integrated into English learning. Technology plays a vital role in supporting English language learning. In addition, many platforms are particularly built for English learning. Due to this, students become more creative in carrying out learning activities and produce optimal learning. So teachers and learners can use technology in English teaching and learning activities with the increasingly sophisticated

development of information communication and technology, which can cover broadly and generally specific aspects. As stated by (Dahlstrom & Eden, 2012), technology significantly impacts student success inside and outside the formal environment, where providing access to information on demand makes technology a resource for knowledge exploration. With the development of technology, we can take advantage of many positive things by using it, including using it in the educational system, primarily to develop language skills. According to Lewis (1997), as cited in Green, (2005), Studying English using computer technology motivates students more than using a pencil. As stated by Yunus, Lubis, Lin, and Wekke (2009) Students can practice their English skills using the internet to search for information related to English, using blogs for writing, online newspapers for reading, and online dictionaries for searching words meaning and pronunciation. As a result, learning English using technology makes students more productive. It expands knowledge supported by types of technology such as educational applications, smartphones, and tablets that students often use to make their use easier. Students can explore the use of technology in educational contexts that can support learning experiences. Students also understand technological advances in this increasingly advanced era and the development of an increasingly modern era. In the learning process, so that technology can be used for positive activities that can create creativity and innovative English learning, the students need to use technology to develop their English learning qualities to be more effective.

Learning Management System (LMS) has been implemented in teaching and learning activities in Indonesia, learning at universities to support learning outside the classroom. Learning Management System (LMS) is a platform for online learning and teaching activities that connect students and teachers. Cavus (2015) found, LMS is digital software for online learning to track student learning. This environment is computer-based, designed to manage teaching and learning asynchronously and provides learning resources, material, content, discussion forums, quizzes, tasks, and many other teaching and learning activities to be shared. Then, there are interactions between teachers and students and between students and students to support the teaching and learning process outside of the classroom.

Using LMS brings benefits to online learning. As a result, learning delivery through LMS not only benefits students by building a collaborative environment and improving students learning outcomes but also benefits the teachers to focus on designing educational activities (Kattoua, Al-Lozi, & Alrowwad, 2016). Flexible in terms of access, which can be accessed anywhere and at any time with the benefits of LMS, teaching and learning activities are focused and effective. LMS benefits flexibility and saves time and effort in teaching and learning. Therefore, it can manage and enhance online class effectiveness and productivity to achieve students' goals. As a result, even though it has a potential impact, student achievement results fluctuate (Pektas, 2012).

LMS is one of the important web-based innovations for combining online teaching and classroom teaching with the learning process through various tools such as social media (Kamal, 2013). As stated by (Alghamdi & Bayaga, 2016), attitudes toward LMS determine the goals, type of LMS, selection, and reasons for adopting and using LMS. Another factor considered in this research is gender. It was found that both males and females experience the LMS differently. Several studies found differences in students' attitudes towards LMS between two groups of males and females. As cited by DeNeui & Dodge (2006), females performed better in LMS use and outperformed males academically. Another one found that attitudes between male and female students towards LMS had similar attitudes and no significant difference (Hilao & Wichadee, 2017). Because it collects data from research with different respondents and agencies, the researcher aims to explore students' attitudes toward the Learning Management System (LMS) in English learning.

This study examines the attitudes of students majoring in the English Education Department at a private Islamic university in Yogyakarta regarding using the Learning Management System (LMS) in English learning. The researcher also determined gender attitudes differences using a Learning Management System (LMS). Then, the researcher investigated the significance of the differences in attitudes between male and female students using the Learning Management System (LMS) in English learning. In addition to this, the researcher proposed this research under the title of "English Education Department Students' Attitude towards the Use

of Learning Management System (LMS) in English Learning." with this study, the researcher aimed to investigate the sources of Learning Management System (LMS) in English learning its usage and its usefulness for college students and the lecturers.

Identification the Problems

As stated by (Buabeng-Andoh, 2012) , a significant factor influencing the use of technology is students' attitudes. In addition there are conflicting attitudes of students between genders regarding technology, where female students are found to be more positive towards using technology than male students (Liu & Wang, n.d.2009). Based on the informal interview with some lecturers of EED, it was found that female students have better attitudes in using LMS than male students. Several things support, namely females performing better LMS, such as faster or far from the deadline on collecting assignments. The results of another interview stated that there is no significant difference between females and males; their attitudes are good in their way, such as female students are good in terms of tasks and assignments, but male students are good in other fields, such as activeness in online interaction. Based on the results of informal interviews, it was found that several lecturers perceived that there were different attitudes between male and female students, and some of them perceived that male and female students have the same attitude towards using LMS. Because there is uncertainty about the results of the informal interview, the researcher is interested in investigating whether attitude in using LMS varies across genders. The researcher aims to investigate and produce definite results of the EED students'

attitudes of students in the EED major at a private Islamic university in Yogyakarta on using LMS in English learning.

Delimitation of the Problems

In this study, the researcher focuses on how LMS is used to support English learning and differences in attitudes between genders in the use of LMS to identify whether there are any differences in the attitudes of female and male students. Based on the abovementioned problems, this research focuses on student attitudes, one factor in using LMS. Then, the researchers limited the students to be studied, namely focusing on the attitudes of students majoring in the EED batch 2020 towards using LMS in learning English at an Islamic university in Yogyakarta.

Research Questions

Based on the identification of the problems referred to above, the research problems are formalized to these questions:

1. What are EED students' batch 2021 attitudes toward using LMS in English Learning in one of the private Islamic Universities in Yogyakarta?
2. Is there any significant difference of attitudes in using LMS between male and female in English Learning at EED in one of the private Islamic Universities in Yogyakarta?

Research Objectives

Based on the explanation of the delimitation of the problems above, the aims of the study are:

1. To identify the attitudes of EED students' batch 2021 toward using LMS in English Learning in one of the private Islamic Universities in Yogyakarta.
2. To verify whether there is any significant difference between students' gender and attitude in using LMS in English Learning at EED in a private Islamic University in Yogyakarta.

Significance of the Research

The researcher hopes that the result of this study will be helpful for English learners, teachers, and future researchers.

For the students

The results of this study will help English-major students self-evaluate or reflect on their learning to help improve their attitudes towards using LMS in English learning.

For the teachers

The results of this study are expected to make teachers plan better English teaching using LMS as input that will be used to improve learning to adapt to male and female attitude intensively.

For the future researchers

The results of this study can provide science and related studies about the use of LMS in English learning.

Organization of the Chapter

This study contains the explanations of the five chapters. In the first chapter, the researcher explains the study's introduction, which contains the research background, identification of the problem, delimitation of the problem, research questions, research objection, and significance of the research. The second chapter is the literature review of the use of ICT in English learning. The third chapter explains the study's methodology, which explains the research design, research setting, data collection method, data collecting procedure, research instrument, and data analysis. The fourth chapter explains the findings and discussion of the research. The fifth chapter contains the conclusion and recommendations for the students, the teachers, and the future researchers..