

## **Chapter One**

### **Introduction**

In this research, the writer investigates several things that are discussed in this part. First, the background of this study explains why the writer wants to explore EFL learners' perceptions of using Learning Management System (LMS) features in the English Language Education Department. The analysis is guided by research questions, and it is presented in this chapter. In addition, the aims are researched objectively. The main goal of this research is to provide knowledge to others. Lastly, each connected chapter is described and presented systematically.

### **Background of the Study**

Nowadays, learning activity has changed due to the education system and internet use. The Internet and recent education systems affect learning activities, especially using the Learning Management System as media to learn. According to Aldiab et al. (2019) The Learning Education System is applied in universities to develop the teaching and learning experience. Many colleges in Indonesia use LMS to help their learning activity for a better understanding. Past learning activities only use in-class tools and are held during offline classes. Now, using LMS for learning activities needs technology and a good internet connection. It is more enjoyable when learning activities can be done only with slight tools and replaced with features inside LMS. According to Aldiab et al. (2019) teachers can directly give feedback, assignments, and material to their learners, and the learners can check only with one system. With simple and helpful features, education in every college can be greatly improved.

A Learning Management System is an effective way to start an improvement in education. Putri & Sari (2020) state that LMS's software runs administration, documentation, scanning, and learning report programs automatically. It was suitable for facilitating learners

or lecturers in running classes. Lecturers can give their learners a task and submit it on one platform. The LMS collects it systematically, so the lecturers can use auto grading based on the correct answers that lecturers submit. Lecturers no longer check grades one by one. They check the results based on the deadline that they already set. Learners are also able to do their work with flexibility if they have already received the task within the time set. Lecturers and learners can also share their thoughts in the discussion forum. In addition, implementing LMS in learning activities creates new learning environments that are more flexible and varied.

Each university possesses its own Learning Management System, with diverse models and functionalities. In the English Education Department of a private university in Yogyakarta, all students and faculty possess a Learning Management System (LMS) account for access. Freshman lecturers often encounter challenges in familiarizing themselves with the various features of the LMS and require time to adapt. Similarly, new students face difficulties as each lecturer and course utilizes distinct teaching styles. Furthermore, the main page is updated weekly with new tasks and templates. Although lecturers conduct Q&A sessions and explain the LMS during syllabus discussions, some students with limited knowledge of the system may still be reluctant to ask questions. Alhazmi et al. (2021) argue that a teacher-centered approach in LMS can reduce student interaction with the system's features. That also silences them for many reasons. For example, they are shy to ask, have no time to ask because too many learners asked a different question, etc.

Researchers have done research related to the implementation of LMS's features. For example, a study by Almaiah et al. (2020) explores the critical challenges and factors influencing using eLearning systems during the COVID-19 pandemic. The study explains how learners felt about using LMS and explains that using LMS has issue for learners due to

different education levels. The issue in the study is the lower-level education students often faced lack of knowledge in operating the LMS than the higher level.

The second study conducted by Abid Azhar & Iqbal (2018) examines the effectiveness of LMS features and their implementation. The study is about the efficacy of Google Classroom based on the teacher's perspective. The researchers conclude that LMS features are valuable and effective in learning activities for submitting assignments, managing classrooms, and maintaining communication between students and teachers.

However, although many studies, such as those conducted by Almaiah et al. (2020) and Abid Azhar & Iqbal (2018), have discussed the obstacles in using an LMS and the effectiveness of its features, most of these studies have focused more on technical issues or the perspective of the teachers. However, what has not been widely researched is how students, especially English Education majors in Islamic private universities, experience and deal with these obstacles. This study aims to fill that gap by looking deeper into the obstacles students experience in this context and the strategies they use to overcome them. By highlighting students' perspectives, this research provides a more complete picture of how they utilize the features of the LMS and what practical solutions they implement to deal with such obstacles.

There are a few reasons why this study is being carried out. First, technology is crucial in the latest education; every learner uses it to help the learning activity. Learning Management System has a big impact because of its features. Even though the features are designed to help in learning activities, not all learners can use them properly. According to Almaiah et al. (2020), The learning management system's features can improve learning activity if they are easy to use and do not confuse the learners. Through this study, the researcher hopes to understand how the learners view the implementation of LMS features as being suitable for them during learning activities. The outcome of this study might be helpful

for teachers before teaching their learners using the Learning Management System and its features.

Next, the Learning Management System is important for both learner and lecturer. Most universities use a learning management system as a fundamental place for learners to learn. This is because LMS offers some features for learners and lecturers to use in learning activities. According to Abid Azhar & Iqbal (2018), a learning management system has features that effectively help learning activities improve. Still, not all features are useful because it hard to use and need to be improved. Through this study, the researcher aims to identify the frequently used features and the obstacles to using LMS features, as perceived by the learners during learning activities, to provide information that helps lecturers teach more effectively with the LMS. So, this study aims to investigate learners' perceptions of the obstacles in using LMS features and identify effective strategies to overcome these obstacles in implementing of LMS during learning activities in the English Language Education Department.

### **Identification of the Problem**

Implementing the Learning Management System (LMS) at the Islamic Private University in Yogyakarta aims to facilitate the online learning process for lecturers and students, making it more effective and efficient. Although the LMS has potential benefits, preliminary observations and interactions with students in the English Language Education Department reveal several issues in implementing the LMS that require further exploration.

Firstly, many students report confusion regarding the use of LMS features. Most students are new to using the LMS as a learning platform, making it difficult for them to navigate it effectively. Additionally, the periodic updates to the LMS features require students to continuously adapt to the latest tools, leaving many unsure how to use these features optimally. This uncertainty leads to the first research question: How do the students

perceive how teachers implement the features of LMS in learning activities at the English Language Education Department at a private university in Yogyakarta Understanding students' perceptions is important for enhancing user experience so that the benefits of the LMS can be fully realized.

Secondly, students face various obstacles when using the LMS in learning. These obstacles include difficulties accessing materials, technical issues such as unstable internet connections, and errors made by lecturers in setting assignment due dates, causing students to feel frustrated and confused about not being able to submit their assignments on time. This leads to the second research question: How do students perceive the obstacles in implementing LMS for learning English at a private university in Yogyakarta? Investigating these obstacles is important for improving the overall learning experience, developing appropriate features, and providing support that impacts student engagement.

Thirdly, the researcher finds that students need clear information and guidance regarding using the LMS, especially in assignment settings and other features. The strategies required to support students in overcoming these issues include developing adequate training and resources to enhance their skills in using the LMS. The third research question arises: What are the useful strategies to overcome the obstacles in implementing LMS for learning English at an Islamic private university in Yogyakarta? Researching these strategies is crucial for creating a better learning environment and ensuring all parties can optimally utilize the LMS.

The issues identified through these observations highlight the need to address the problems and understanding related to using the LMS as a learning platform. By investigating students' perceptions, the obstacles they face, and the strategies that can be implemented, this research aims to provide insights that can inform strategies for using the LMS and enhance the learning experience for students in the future.

## **The Delimitation of the Research**

The coverage of Learning Management System implementation research is wide. Hence, to focus on the topic of research on Learning Management System implementation, the present study will be delimited to English for Foreign Language learners' perceptions of Learning Management System implementation, specifically EFL learners that already use Learning Management System in the English Education Department. Also, their perspective on useful features in implementing a Learning Management System is recognized by the learners. The English Education Department at an Islamic Private University in Yogyakarta will be used to conduct this research. In this study, the participants are EFL learners of class 2020 who already used Learning Management System features during learning activities. The findings of this study will present the perception of EFL learners of the English Education Department at an Islamic Private University in Yogyakarta.

## **Research Questions**

Based on the background of the study, the researcher formulates several questions of English for Foreign Language Learners' Perception of Using Learning Management System's Features in the English Language Education Department:

1. How do the students perceive how teachers implement the features of LMS in learning activities at the English Language Education Department at a private university in Yogyakarta?
2. How do students perceive the obstacles in implementing LMS for learning English at a private university in Yogyakarta?
3. What are the useful strategies to overcome the obstacles in implementing LMS for learning English at an Islamic private university in Yogyakarta?

## **The Objectives of the Research**

1. To investigate the implementation of LMS features in learning English at a private university in Yogyakarta from the learners' perspective.
2. To identify the obstacles students, perceive in implementing the Learning Management System for learning English at a private university in Yogyakarta.
3. To develop useful strategies to overcome the obstacles in implementing the Learning Management System for learning English at an Islamic private university in Yogyakarta.

## **The Significance of the Research**

The research result is expected to give students, teachers, and future researchers more information and benefits.

### ***Students***

This study determines how effective the Learning Management System implementation is for EFL students. Students can use this research to determine how the Learning Management System is effective when they find problems during learning activities and as a reference to find useful strategies for using the Learning Management System.

### ***Teachers***

A Learning Management System is a good way to help teachers teach their classes during learning activities. Therefore, using a Learning Management System should be prepared well. Teachers can use this research as a reference to use the Learning Management System with useful strategies.

### ***Future researchers***

The results of this study can be used by other researchers with a similar topic of interest. The research findings are also expected to be referenced or compared by those who research a similar topic.

## **Organization of the Research**

This research has five chapters. The first chapter explains the research background, research identification, problem identification, research questions, research objectives, and research significance.

The literature review is in chapter two. This defines learning management systems' features, perceptions of obstacles to implementing them, and good strategies for overcoming these obstacles. Chapter two also describes a general overview of learning management systems' features with related theories.

Chapter three is methodology. The researcher explains the research method, including methods, instruments, participants, settings, and data collection techniques. Lastly, the researcher explains how to analyze the data.