



**THE STUDENTS' AND TEACHERS' PERCEPTIONS ON
ENGLISH LANGUAGE LEARNING THROUGH LEARNING
MANAGEMENT SYSTEM (LMS)**

THESIS

By:

Faiz Abdillah

NPM: 22002073004



UNIVERSITY OF ISLAM MALANG

POSTGRADUATE PROGRAM

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

AUGUST 2023

ABSTRACT

Abdillah, Faiz. 2023. The Students' and Teachers' Perceptions on English Language Learning Through Learning Management System (LMS). Thesis, English Language Education Study Program, Postgraduate Program, University of Islam Malang. Advisor: (I) Dr. Imam Wahyudi Karimullah, S.S., M.A., (II) Dr. Dra. Hj. Mutmainnah Mustofa, M.Pd.

Keyword: Students perception, teachers' perception, Learning Management System

This research aims to identify the perception of using LMS at SMPN 2 Jember, including the system' and usability by using blended learning. In educational systems where devices are used, technology development impacts learners' learning methods, learning styles, and teaching approaches; One of these is the implementation of mobile learning into the educational process. The practicality of smaller and lightweight devices, the availability of space and time for learning, the adaptation of material to individual requirements, and All of these benefits of mobile learning include the promotion of relationships between learners and teachers. Furthermore, mobile learning can enhance mobility by adjusting the learning technique and providing a more personalized and learner-centered experience. The growth of technology is another factor that contributes to improving education. Science and technological progress can support the educational system. Blended learning is an approach that uses digital tools in the classroom to assist students develop their skills while also contributing to the teaching process. The purpose of this study is to look into the viewpoints of students and teachers on learning English through Learning Management System (LMS) media.

In this research, the researcher employed a qualitative as research design. The researcher used surveys to gather information from teacher interviews and students who were given questionnaires. This research approach was chosen because it would allow us to gauge how teachers and students felt about using an LMS in blended learning. 126 students from the 7th and 8th grades of SMPN 2 Jember were taken as the main data. The students got the questionnaire from the researcher. The researcher also interviewed the EFL teachers from SMPN 2 Jember. In-depth interview was conducted with the teachers. It aims to gather more in-depth data on teachers' perceptions about the difficulties and benefits of using LMS in EFL teaching. This is because the students from SMPN 2 Jember are members of the Learning Management System. The following illustrations show how this research's methods were carried out. Designing the instrument was adapted using Google Form from Ulya and Mercy (2022). The researcher distributed the instrument to the 7th and 8th grade participants in order to learn how the children saw it. The participants filled out the questionnaire. A thorough interview was used to assess the teachers' viewpoint, though. The results were then presented and extensively discussed in the discussion session.

The result of this research is that LMS has many interests from the students. The students felt that the LMS is easy to operate. LMS is very easy for the students to understand the subject and to support blended learning. Then the students focus more on reading and studying when I used SPADA Online Learning. LMS also makes students feel happy because they can do and learn everywhere. Students do not have limitations in using LMS. The



weakness perceived in LMS is when a lot of students use the application, sometimes the program is low, and then the application cannot work well. Once, in LMS SPADA Online Learning, the teacher cannot give feedback to the students by using LMS.



ABSTRAK

Abdillah, Faiz. 2023. Persepsi Siswa dan Guru terhadap Pembelajaran Bahasa Inggris Melalui Learning Management System (LMS). Skripsi, Program Studi Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Islam Malang. Pembimbing: (I) Dr. Imam Wahyudi Karimullah, S.S., M.A., (II) Dr. Dra. Hj. Mutmainnah Mustofa, M.Pd.

Kata Kunci: Persepsi Siswa, Persepsi Guru, Sistem Manajemen Pembelajaran

Penelitian ini bertujuan untuk mengidentifikasi persepsi penggunaan LMS di SMPN 2 Jember, meliputi sistem dan kegunaan dengan menggunakan blended learning. Dalam sistem pendidikan di mana perangkat digunakan, perkembangan teknologi memengaruhi metode belajar, gaya belajar, dan pendekatan pengajaran peserta didik; Salah satunya adalah penerapan mobile learning ke dalam proses pendidikan. Kepraktisan perangkat yang lebih kecil dan ringan, ketersediaan ruang dan waktu untuk belajar, penyesuaian materi dengan kebutuhan individu, dan Semua manfaat pembelajaran bergerak ini mencakup promosi hubungan antara pelajar dan guru. Selanjutnya, mobile learning dapat meningkatkan mobilitas dengan menyesuaikan teknik pembelajaran dan memberikan pengalaman yang lebih personal dan berpusat pada peserta didik. Pertumbuhan teknologi adalah faktor lain yang memberikan kontribusi untuk meningkatkan pendidikan. Kemajuan ilmu pengetahuan dan teknologi dapat mendukung sistem pendidikan. Blended learning adalah pendekatan yang menggunakan perangkat digital di kelas untuk membantu siswa mengembangkan keterampilan mereka sekaligus berkontribusi dalam proses pengajaran. Tujuan penelitian ini adalah untuk melihat sudut pandang siswa dan guru terhadap pembelajaran bahasa Inggris melalui media Learning Management System (LMS).

Dalam penelitian ini, peneliti menggunakan desain penelitian kualitatif. Peneliti menggunakan survei untuk mengumpulkan informasi dari wawancara guru dan siswa yang diberi kuesioner. Pendekatan penelitian ini dipilih karena akan memungkinkan kita untuk mengukur bagaimana perasaan guru dan siswa tentang penggunaan LMS dalam pembelajaran campuran. Data utama diambil sebanyak 126 siswa kelas 7 dan 8 SMPN 2 Jember. Siswa mendapatkan angket dari peneliti. Peneliti juga mewawancarai guru EFL dari SMPN 2 Jember. Wawancara mendalam dilakukan dengan para guru. Ini bertujuan untuk mengumpulkan data yang lebih mendalam tentang persepsi guru tentang kesulitan dan manfaat menggunakan LMS dalam pengajaran bahasa Inggris. Hal ini dikarenakan siswa SMPN 2 Jember tergabung dalam Learning Management System. Ilustrasi berikut menunjukkan bagaimana metode penelitian ini dilakukan. Perancangan instrumen diadaptasi menggunakan Google Form dari Ulya dan Mercy (2022). Peneliti membagikan instrumen tersebut kepada peserta kelas 7 dan 8 untuk mengetahui bagaimana anak-anak melihatnya. Para peserta mengisi kuesioner. Namun, wawancara menyeluruh digunakan untuk menilai sudut pandang guru. Hasilnya kemudian dipresentasikan dan dibahas secara luas dalam sesi diskusi.

Hasil dari penelitian ini adalah bahwa LMS memiliki banyak minat dari mahasiswa. Siswa merasa bahwa LMS mudah dioperasikan. LMS sangat memudahkan siswa untuk memahami mata pelajaran dan mendukung blended learning. Kemudian siswa lebih fokus membaca dan belajar ketika saya menggunakan Pembelajaran Daring SPADA. LMS juga membuat siswa merasa senang karena bisa melakukan dan belajar dimana saja. Siswa tidak



memiliki keterbatasan dalam menggunakan LMS. Kelemahan yang dirasakan dalam LMS adalah ketika banyak siswa yang menggunakan aplikasi, terkadang programnya rendah, dan kemudian aplikasi tidak dapat bekerja dengan baik. Dulu, dalam Pembelajaran Online LMS SPADA, guru tidak bisa memberikan umpan balik kepada siswa dengan menggunakan LMS.



CHAPTER I

INTRODUCTION

In this chapter, the writer explains the background of the research generally. There are several points explained in this chapter, including the background of the study, focus of the research, objective of the research, scope, and delimitation of the research, significance of the research, and definition of the key term.

1.1. Background of the Study

Communication and information technology are developed to improve educational quality and accessibility. In educational systems where devices are used, technology development has an impact on learners' learning methods, learning styles, and teaching approaches; One of these is the implementation of mobile learning into the educational process. The practicality of smaller and lightweight devices, the availability of space and time for learning, the adaptation of material to individual requirements, and All of these benefits of mobile learning include the promotion of relationships between learners and teachers. Furthermore, mobile learning has the potential to enhance mobility by adjusting the learning technique and providing a more personalized and learner-centered experience. To enter a variety of occupations today, students must have at least a basic understanding of technology, and academic institutions are responsible for instilling that expertise Aslam et al. (2020). Technology is essential for both students and educators to improve their understanding of future education. Based on Yahya (2021), the existence of information technology infrastructure can also encourage increased effectiveness of online learning. This can be due to information technology infrastructure, which includes equipment, networks, and the internal reliability of the system is critical in supporting and fulfilling the online learning process.

One of the most crucial steps in the teaching and learning process is method selection (Farikha, 2023). The method must be appropriate for the students' situations and objectives. The growth of technology is another factor that contributes to the improvement of education. Science and technological progress can support the educational system. Blended learning is an approach that uses digital tools in the classroom to assist students develop their skills while also contributing to the teaching process. Blended learning is a popular and modern educational technique that can be used to develop digital education 4.0, claims Saragih (2019). It combines offline face-to-face learning with online learning, often known as blended learning. The goal of blended learning is to improve and enrich teaching and learning, not to replace teachers. Blended learning, in the opinion of Zohirovna (2022), gives students some degree of control over space, time, speed, and trajectory. Students attempted to guide their own learning using this approach. SMPN 2 Jember is employing the Learning Management System (LMS) as a platform to assist the learning process in the deployment of blended learning in the English class.

According to Erbas (2021), It's crucial to understand how to incorporate technology into regular education as well as knowledge about teaching English using online learning tools. It assists instructors in better understanding online learning technology and how it might enhance instruction and the teaching and learning process. Nowadays, people have access to digital education through online courses. Some schools use specific applications in learning and teaching media to symbolize the digital school. The media that is usually used is Learning Management System (LMS). Nowadays, learning management systems are self-evident, widely available in institutions throughout the world, and essential to teaching-learning (Mustapha et al., 2023). A learning management system is a tool that inspires pupils to study more. Learning Management System is an application that motivated students to increase their learning. As online learning is the only means to acquire knowledge if the

teachers and students are removed from the learning environment, it makes sense that learning management systems (LMS) were initially designed for distance education. Their use could be expanded to accommodate face-to-face and hybrid delivery.

In this research, there are some research gaps from the previous research. The first previous research is from Rachman, et al. (2021), The study's goal is to find out how instructors and students at a Bandung high school feel about the use of blended learning in English. Teachers and students from nine senior high schools spread around Bandung were randomly selected as participants in the mixed-methods study. The next previous study is from Ali & Sofa (2018), their study examines how a large English class's use of face-to-face online education and instruction using *Edmodo* was received by the students. In their study, the researcher focused on an application that *Edmodo* learning management system application. The subject from Ali's research is from students IAIN Pekalongan and there are 46 students as a subject.

Another research conducted by Farikha and Hamida (2023), explored students' perspectives and issues with using the blended learning method in English class. This research told the problems with blended learning at the University of Islam Kadiri (UNISKA). The research method was analysed qualitatively and the data analysis technique used a descriptive technique. In this study, 18 students from an English class in an electrical engineering class took part. In other research based on Mustapha (2023), To reduce this gap in two academic fields, the current study evaluates self-regulated learning and motivating strategies. The goal of this research was to look at the fundamentals and efficiency of self-regulated learning in an LMS that helps students achieve their academic goals. When compared to typical face-to-face courses taught in Nigerian high-learning institutions, using technologically driven methods of learning with self-regulated learning methodologies may significantly boost student motivation and learning accomplishment. Mustapha's technique is

based on a quasi-experimental design from Borno State University's Faculty of Art and Education. In this instance, the researcher utilizes questionnaires and interviews to get the viewpoints of the teachers and students on utilizing a learning management system to study English.

The subject of this research is the students in State Junior High School of 2 Jember (SMPN 2 Jember). SMPN 2 Jember is the school that uses Learning Management System in teaching with SOL (SPADA Online Learning) as the application is used as teaching and learning media. The materials for the students have been shared by the teachers using LMS. Students can access the material via the internet and access the LMS via their mobile phones. The teachers can use LMS as a media for teaching subjects. On the other hand, examinations for students also use LMS. It makes the examination more practical since it is easier for using mobile phone or computer.

In addition, SMPN 2 Jember is one of the digital schools that use technology in teaching students. SMPN 2 Jember uses technology to assist pupils in learning materials from educators. The students can access the material before they learn in school. The facilities in the school also support the digital school such as: access points, smart TV, computer, and mobile phone. This paper examines the perception of using LMS at SMPN 2 Jember, including the convenience of the system and usability by using blended learning. At that point, the researcher takes the title “The Students' and Teachers' Perceptions on English Language Learning Through Learning Management System (LMS)”.

1.2. Research Question

This study answers the question as follow, what are the perspectives of students and teachers on learning English through blended learning using Learning Management System (LMS)?

1.3. Objective of The Study

The purpose of this study is to look into the viewpoints of students and teachers on learning English through Learning Management System (LMS) media.

1.4. The Significance of the Research

In this study, both theoretical and practical significance have varied levels of importance. The study's findings and results could possibly be a beneficial academic addition for future academics interested in blended learning with Learning Management Systems (LMS).

Practically, the researcher expects that this study will help students and teachers learn and teach English using Learning Management Systems (LMS) more effectively. The researcher also expects that this study will contribute to future research.

1.5. Scope and Delimitation

This study focuses on students and teachers who are studying and teaching English using a Learning Management System (LMS).. The students in this research are students from SMPN 2 Jember and the English teachers in SMPN 2 Jember. As the delimitation, this research observes the students' and teachers' perception on the use of LMS in English learning and teaching.

1.6. Definition of Key Terms

Blended learning

According to Farikha (2023), One of the common strategies used nowadays to help students in EFL classes enhance their abilities is blended learning. Blended learning has both

positive and bad effects on the students in the class, therefore there are many issues that might arise. Using a device or application to learn and teach will be made simple for both teachers and students with the aid of blended learning. Another element that helps to improve education is the development of technology. This research defined blended learning as mixing face-to-face instruction, sometimes referred to as offline instruction, with online instruction.

Learning Management System (LMS)

Based on Putra (2020), Students in the twenty-first century are now capable of independently gaining the essential information and life and literacy skills due to the utilization of innovation in e-learning and the advent of new technology for teaching and learning. Learning Management System (LMS) is a popular e-learning tool used by certain teachers or institutions. According to Multazam (2022), A learning management system (LMS) is a piece of software that allows you to manage papers and track online progress. Examples of Learning Management Systems (LMS) are Modular Object-Oriented Dynamic Learning Environments (Moodle), Blackboard, WebCT, etc. Meanwhile, in this study, SOL (Spada Online Learning) from SMPAN 2 Jember is used as the observed LMS.

Perception

The organization, identification, and interpretation of sensory input in order to represent and grasp the environment is referred to as perception, which originates from the Latin *perceptio, percipio*. To be meaningful to a person, information from the outside environment must be carefully selected, received, structured, and grasped. In addition, Darmuh (2017) defines that perception is the action people take to control and interpret their sensory perception so they can make sense of it in their surroundings. On the other hand, according to Al-Munawwarah (2014), a significant amount of study has been done to ascertain teachers' perspectives about the deployment of ICT in English language instruction,



including the advantages and issues that may discourage the instructors from using ICT. One of the students' evaluations of teachers can be their perceptions. Based on this strategy, teachers will be able to identify what students require for learning and determine what students require for learning. Perception studies can help teachers enhance their teaching efficacy.



CHAPTER VI

CONCLUSION AND SUGGESTION

In this chapter, the researcher concludes this research and gives suggestions for further research, the teachers, and the students.

6.1. Conclusion

From this research, we know that LMS is very useful for teaching methods. This research finds LMS has many interesting feedback from the students. The students claimed that LMS is easy to operate, to understand the subject and to support blended learning. Many students also stated that they have more focused on reading and studying when they used SPADA Online Learning. Moreover, LMS also make students felt happy in learning because they are able to learn and do the assignments everywhere.

On the other hand, SPADA Online Learning cannot be accessed through IOS. Hence, the IOS users must use android or computer devices to access the LMS. Other weaknesses perceived in LMS is when a lot of students use the application, sometimes the program is low then the application cannot work well. Once, in SPADA Online Learning LMS the teacher cannot give feedback to the students by using LMS.

6.2. Suggestions

This study, however, still have some limitations. Therefore, further research is still widely open. There are some suggestions will give below:

6.2.1. For further research

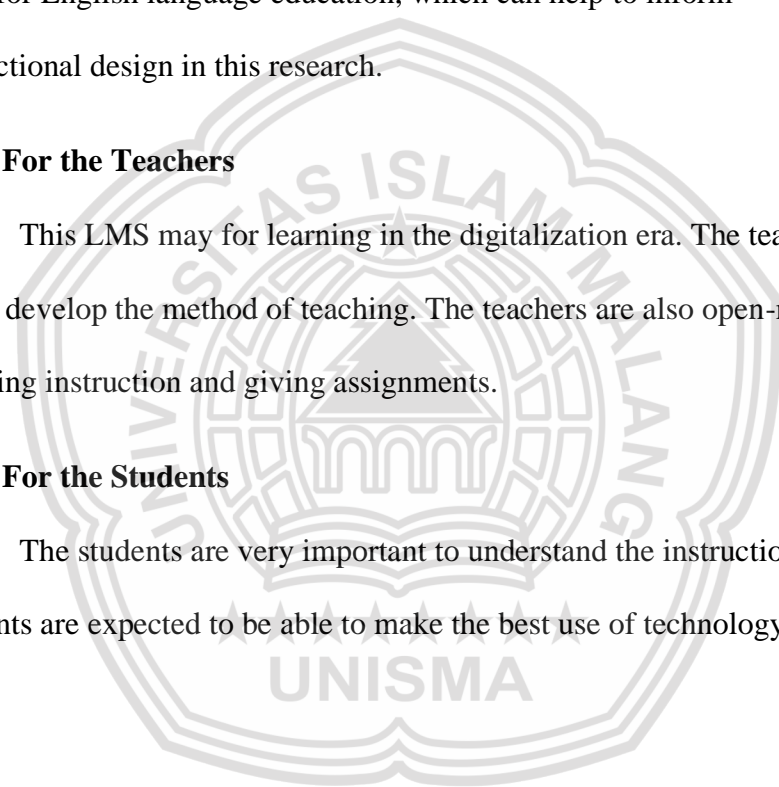
These research areas can help to gain a better knowledge of the benefits, challenges, and best practices of using blended learning using an LMS for English language education, which can help to inform instructional design in this research.

6.2.2. For the Teachers

This LMS may for learning in the digitalization era. The teacher has to develop the method of teaching. The teachers are also open-minded in giving instruction and giving assignments.

6.2.3. For the Students

The students are very important to understand the instruction. Students are expected to be able to make the best use of technology.





REFERENCES

- Ali, F. & Sofa, E. M. (2018). Students' perceptions of the implementation of blended learning in a large English class. *Edulitics Journal*, 3(1), 15-28.
- Alias, N. Z., Zainuddin, A. M. (2005). Innovation for better teaching and learning: adopting the learning management system. *Malaysian Online Journal of Instructional Technology*, 2(2), 27-40.
- Al-Munawwarah, S. F. (2014). Teachers' perceptions on the use of ICT in Indonesian EFL learning context. *English Review: Journal of English Education*, 3(1), 70-80.
- Aslam, R. (2020). Technology integration and teachers' professional knowledge with reference to International Society for Technology in Education (ISTE)-standard: a causal study. *Journal of Education and Educational Development* 7(2), 307-327. doi: <http://dx.doi.org/10.22555/joeed.v7i2.31>
- Balkaya, S. and Akkucuk, U. (2021). Adoption and use of Learning Management Systems in education: The role of playfulness and self-management. *Sustainability* 2021, 13(3). <https://doi.org/10.3390/su13031127>
- Bersin, Josh. (2008). *The blended learning book: best practices, proven methodologies, and lesson learned*. San Francisco: Pfeiffer.
- Dahlia, A., Musty, B., Rahman, A. A. (2020). The effectiveness of blended learning in improving students' English-speaking ability. *English Journal Literacy Utama (online)*, 4(1), 152 – 157.
- Darmuh, M.M. 2017. The student's perception of the implementation of peer feedback in Debate subject of English Education Department academic year 2013 at Muhammadiyah University of Makassar. *Jurnal Bahasa, Sastra dan Pengajarannya Universitas Muhammadiyah Purwokerto*, 11(2).
- Emelyanova, N. & Voronina, E. (2014). Introducing a learning management system at a Russian university: students' and teachers' perceptions. *International Review of Research in Open and Distributed Learning*, 15(1), 272–289. <https://doi.org/10.19173/irrodl.v15i1.170>
- Erbas, İsa, Çipuri, R., & Joni, A. (2021). The impact of technology on teaching and teaching English to elementary school students. *Linguistics and Culture Review*, 5(S3), 1316-1336. <https://doi.org/10.21744/lingcure.v5nS3.1815>
- Farikha, N. Hamida, U. D. (2023). The investigation of students' perception and problems toward using blended learning method in English class. *Jurnal Pendidikan Bahasa Inggris Proficiency*, 5(1).
- King, J., & South, J. (2017). *Reimagining the role of technology in higher education: a supplement to the national education technology plan*. US Department of Education, Office of Educational Technology.

- Multazam, M. N., Korompot, C. A., Munir (2022). Benefits and difficulties in using Learning Management System (LMS) in paragraph writing class: a study of a lecturer's and her students' perception. *Journal of Excellence in English Language Education*, 1(1).
- Mustapha, A. M. et al. (2023). Students' motivation and affective use of self-regulated learning on Learning Management System Moodle environment in higher learning institution in Nigeria. *International Journal of Information and Education Technology*, 13(1).
- Mustarin, A., Wiharto, M. (2018). Persepsi mahasiswa terhadap penggunaan program e-learning berbasis lms pada mata kuliah teknologi budidaya perikanan. *Prosiding Seminar Nasional Lembaga Penelitian Universitas Negeri Makassar*. ISBN : 978-602-5554-71-1
- P. Putra, F. Y Liriwati, and T. Tahrim. (2020). The students learning from home experience during Covid-19 school closures policy in Indonesia. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 5(2), 30–42.
- Prahani, B. K. et al. (2022) Learning Management System (LMS) research during 1991–2021: how technology affects education. *iJET*, 17(17).
- Rachman, L. A., Sudiyono, Phonix, E. (2021). The blended learning implementation of ELT based on teachers' and students' perspective in new normal condition of covid 19. *Professional Journal of English Education*, 4(3).
- Saragih, M. J. R. M. (2019). Application of blended learning supporting digital. *Journal of Physics: Conference Series ICCAI* , 1-6.
- Shyamlee, S. D., & Phil, M. (2012) Use of technology in English language teaching and learning: an analysis. *In International Conference on Language, Medias and Culture*, 33(1), 150-156.
- Suhaimah, S., Setyowati, L. (2021). The students' opinion on online learning. *Educafl 2021*, 4(2).
- Talis, S, S, N. et al. (2018). The students' perception toward implementing blended learning method in English language teaching (ELT) at the 5th semester students of English education department (a descriptive qualitative research). *Jurnal Keguruan dan Ilmu Pendidikan (JKIP) FKIP Unismuh Makassar*, 5(1).
- Ulya, S., Aprilia, M., Mustofa, M. (2022). Students' perception toward the use of insert learning app in blended learning to enhance reading comprehension. *Indonesian Journal of English Teaching*, 11(2).
- Yahya, N. et al. (2021). Guidelines for designing distance learning courses via Moodle to enhance students' satisfaction and achievements. *International Journal of Information and Education Technology*, 11(12).
- Yahya, S. A. (2021). Faktor-faktor yang mempengaruhi akuisisi pengetahuan dalam pembelajaran daring di masa pandemi covid-19. *Jurnal Administrasi Bisnis*, 17(1), 1–23. <https://doi.org/10.26593/jab.v17i1.4547.1-23>



Zohirovna, S. M. (2022). Application of blended learning technology in foreign language lessons. *Eurasian Research Bulletin*, 5, 53–61.
<https://geniusjournals.org/index.php/erb/article/view/590>

