

**AN ANALYSIS OF STUDENTS' PERCEPTIONS IN USING  
LEARNING MANAGEMENT SYSTEM (LMS) FOR  
LEARNING ENGLISH**

**THESIS**

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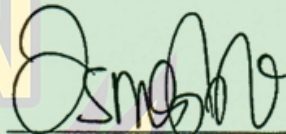
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## SURAT PERNYATAAN KEASLIAN

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**An Analysis of Students' Perceptions in Using Learning Management System (LMS) for Learning English**

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya. جامعة الرانيري

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Saya yang membuat pernyataan



Desi Ayudia

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A R - R A N I R I

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## ABSTRACT

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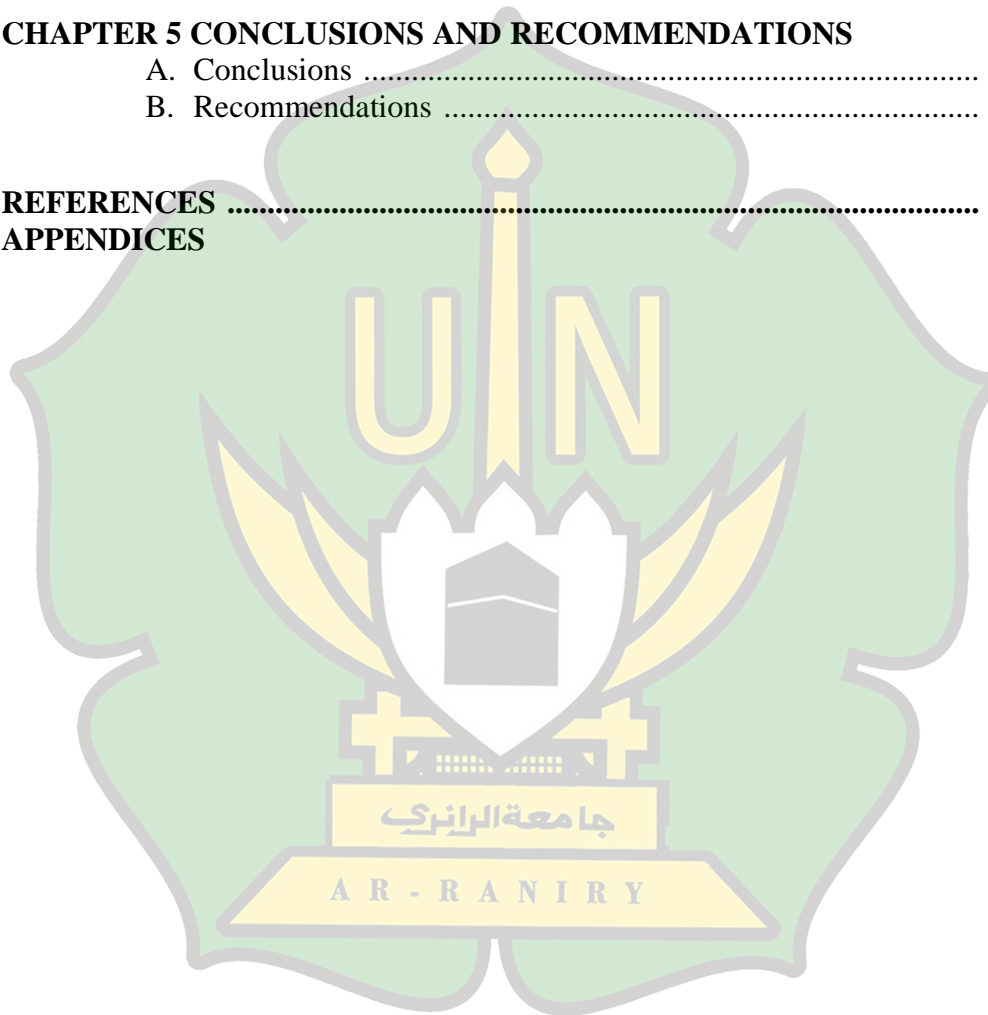
Due to the Covid-19 outbreak, traditional learning is replaced with online learning. One of the online media used by teacher and student is Learning Management System (LMS). This research was conducted to discover students' perceptions in using Learning Management System (LMS) for learning English and to find out the advantages of LMS. There were 10 participants of English Language Education Department and 10 interview questions. The research was conducted by descriptive qualitative research with a case study approach. The data collection was carried out using interviews transcribed and analyzed using thematic analysis. The result showed that the use of LMS had positive impacts on learning process during the Covid-19 pandemic, such as flexible, could access anywhere and anytime. Then, the LMS features were easy to use, also helped them easily give and collect assignments without meeting in person. By using LMS, students could also learn independently, which could help to improve their English skills. Nevertheless, the researcher also found that the students faced some obstacles when using LMS, such as sometimes bad internet connection and also sometimes students could not understand the material given due to lack of explanation from the lecturer.

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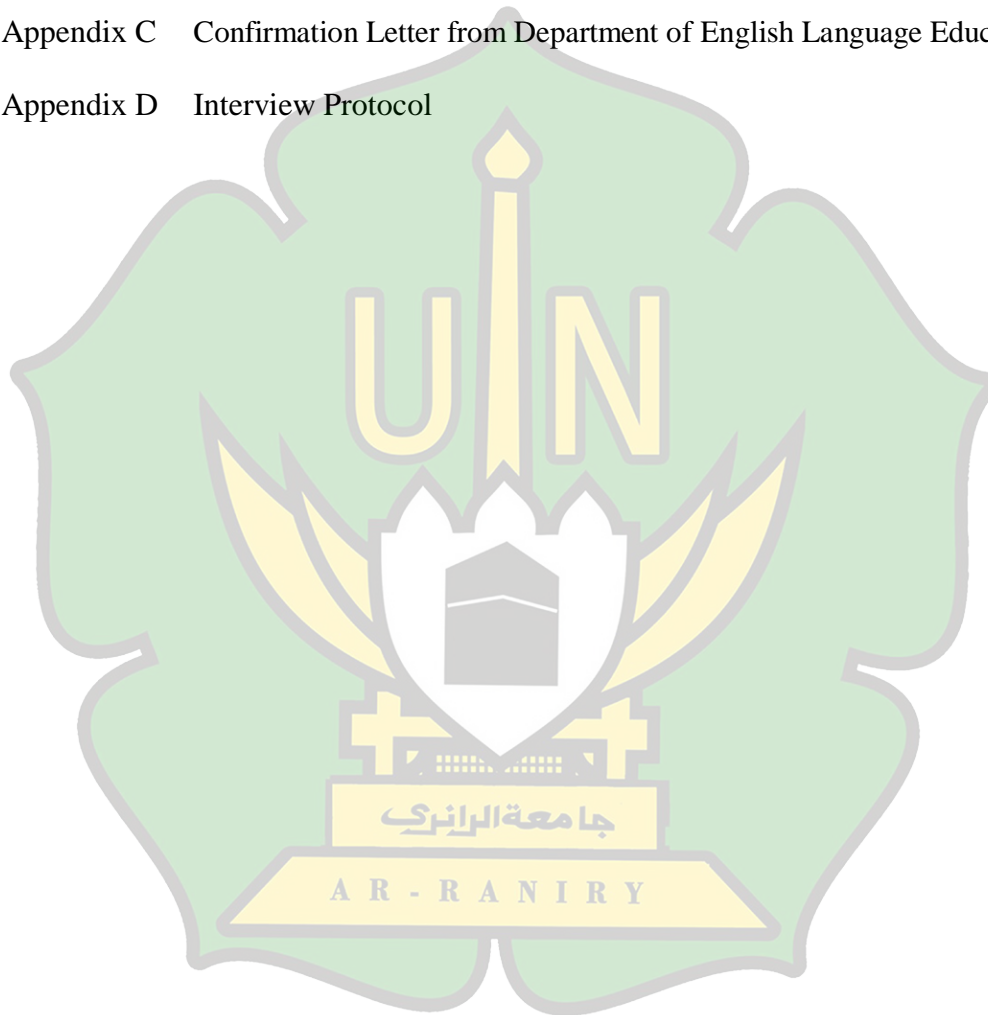


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## CHAPTER 1

### INTRODUCTION

This chapter focuses on introduction, which consists of five parts. It includes background of the study, research questions, research aims, significance of the study, and terminologies.

#### A. Background of the Study

Since the end of 2019, world has been shocked by a pandemic that has claimed many victims around the World. This pandemic is known as Coronavirus or Covid-19. Fuady, Sutarjo, and Ernawati (2021) explained that Coronavirus is one of the primary pathogens in the human person's respiratory system. Previous coronavirus (CoV) outbreaks included severe acute respiratory syndrome (SARS). The explosion of Covid-19 disease, which originated in Wuhan China, has spread rapidly throughout the World.

This pandemic has caused people to stay at home to minimize the spread of the Covid-19 disease. Similar things have also been done by various countries affected by the Covid-19 disease. The lockdown or quarantine policy was carried out to reduce the interaction of many people who can access the coronavirus's spread. The implementation of lockdowns in various regions has an impact on individual activities.

The pandemic has affected people's lives in the social, economic, and educational sectors. One of the sectors concerned is in the education sector.

Schools and universities with Covid-19 infections were closed in several countries. This policy has been implemented to prevent Covid-19 from spreading (Hassan et al., 2020). Therefore, online learning is an alternative solution to accommodate the learning process to prevent the spread of Covid-19. Gunawan, and Fathoroni (2020) stated that diverse applications/platforms can be used effectively in applications, websites, social networks, or Learning Management Systems (LMS) in online learning activities. The multiple available platforms facilitate the learning of materials, assessments, or merely the collection of tasks. Some experts say that LMS effectively learns because it has complete and easily accessible characteristics.

Learning Management System, or popularly known as LMS in higher institution community, is an online portal that connects instructors and students. It enables the easy sharing of classroom materials and activities (Adzharuddin, 2013). LMS assists the lecturers in providing instructional materials and interactivity features such as discussion threads, shared files and forums. LMS also facilitate management tasks such as delivering and monitoring, assessment, organizing, virtual live classes, and a variety of statistical analyses. This saves lecturers a great deal of time and effort without changing the teaching process substantially (Ayub et al., 2010).

Learning management systems are increasingly being used in a variety of online education fields. With learning management systems, the learning process can be enhanced by providing a more suitable learning environment and improved learner management. Because the learning management system puts the student as

the focus of learning, the learner can be more active in their learning rather than as a teacher. In centralized teaching procedures, individuals are expected to reach information, apply the knowledge by analyzing it, and put forward new information in the context of existing information. Individuals should be aware of the process by which they develop to be equipped with these characteristics (Pepe, & Kozan, 2013).

The same problem in Aceh, Covid-19 also impacted the social, economic, and educational sectors. In education, Covid-19 is considered a severe problem because it affects the teaching and learning process in various institutions, such as elementary schools, junior high schools, senior high schools, courses, training, universities, etc. It could also be seen the problems that occur in education at Ar-Raniry Islamic university. Due to the Covid-19 outbreak, the traditional teaching and learning process, also known as face-to-face, is difficult to implement. To keep running the teaching and learning process, lecturers used online media so that all students could reach them. In addition, online learning could help to reduce the spread of Covid-19. One of the online media used by lecturers and students was LMS. Similarly, in English Language Education Department, lecturers and students also used LMS to support the English teaching and learning process.

Before conducting this study, the researcher learned from previous research written by Taufiqurrochman, Muslimin, Rofiki, and Abah (2020). They conducted research entitled *Students' Perceptions on Learning Management Systems of Arabic Learning through Blended Learning Model*. The results of



students' perceptions regarding these features indicated that they understand all the functions of the LMS features. They assessed that all LMS applications had the potential to be used for learning Arabic. The most significant potential was the ability of the LMS application to help learn speaking, writing, and grammar (Sharaf and Nahwu) skills. This study showed a positive impact when LMS was applied to blended learning

Meanwhile, another research by Yohana (2020) entitled *Students' Learning Performance In Using Google Classroom as Learning Management System at English Education Department UIN SUSKA RIAU*. This research showed Google Classroom was beneficial and valuable to students' learning performance, and they expressed satisfaction with Google Classroom. Then, the students' aspects in learning performance are as follows: communication, collaboration, coordination, and socialization. Based on findings, it was possible to conclude that factors affect students' learning performance when using Google Classroom as a learning management system.

Another research by Wulandari, and Budiyanto (2017) entitled *Improving Foreign Language Learning by the Mean of Learning Management System: Review of the Literature*. This study showed LMSs would be highly beneficial in increasing foreign language learning in distant education, both in learning management and connected to learning outcomes. Many features of LMSs could be modified to promote more effective and efficient learning. Educators who understand the needs and characteristics of students were needed to optimize the

LMS so that learning may occur comfortably and measurably, especially in distance education.

Therefore, based on the previous study above, the researcher would conduct similar research in terms of its concern about students' perceptions in using LMS for learning English, used qualitative and interviews as the method to collecting the data. This study focused on students' perceptions and the advantages of LMS in learning English in English Language Education Department at batch 2020 on Basic Language Skills class. In this case, the researcher interests in conducting research, under the title: "An Analysis of Students' Perceptions in Using Learning Management System (LMS) for learning English".

### **B. Research Questions**

1. How are students' perceptions in using Learning Management System (LMS) for learning English?
2. What are the advantages in using Learning Management System (LMS) for Learning English?

### **C. Research Aims**

1. To find out students' perceptions in using Learning Management System (LMS) for learning English
2. To find out the advantages in using Learning Management System (LMS) for Learning English

## **D. Significance of the Study**

### **1. Student**

The writer hopes that this research can provide additional information and knowledge to students about Learning Management System (LMS). Students know the advantages and disadvantages of LMS, and the writer hopes students know the importance of the media in improving the quality of teaching and learning. Also, the writer hopes using LMS can improve their English learning.

### **2. Lecturer**

Based on this research, the writer hopes to provide benefits to teachers to be more creative and innovative in carrying out their duties to improve the quality of teaching and learning, especially in presenting and delivering material in class. The writer also hopes this research can help teachers manage the teaching and learning process at Learning Management System (LMS) and teachers know how to influence using LMS in the learning process.

## **E. Terminologies**

### **1. Students' Perceptions**

According to Akande (2009, as cited in Nugrahaeni, 2018), students' perceptions can be understood as the students' capacity to defend their claim conclusions and distinguish it from the investigation being displayed in the lesson. It might be concluded that students' perceptions as mental prepares to reply, understand, or need to get it almost particular objects after accepting the exterior's stimulants.

The researcher used simple random sampling to determine students' perceptions in English Language Education Department at batch 2020 on Basic Language Skills class consisting of 10 students.

## **2. Learning Management System (LMS)**

Learning Management System (LMS) is defined as software for designing, developing, implementing, and evaluating online learning. LMS streamlines administrative tasks such as delivering study teaching materials, checking their progress, and grading their assignments through shared transparency that is convincing even to learners. In addition, it enables face-to-face web discussions and the exchange of reviews and opinions via discussion boards/forums and group conferences (Oduntan, 2018).

## **3. Learning English**

Learning is the process of gaining or acquiring knowledge about a subject or skill through study, experience, or instruction (Brown, 2007). At the same time, English learning is a deliberate and active process of acquiring English knowledge and skills (Muna, 2019).

## CHAPTER 2

### LITERATURE REVIEW

This chapter explains some significant theories. The explanation covers the definition, theory, factors, characteristics, types, advantages, disadvantages, and previous studies about LMS in Learning English.

#### A. Students' Perceptions

##### 1. *Defining Perception*

According to Wang (2007), perception is a collection of internal sensational cognitive processes that occur at the subconscious cognitive function layer of the brain and responsible for detecting, relating, interpreting, and searching for internal cognitive information in the mind. In other words, perception is the opinion of people about something they believe is true. It means that perception refers to a sense or view of a particular object. Perception is the opinion of people about something that they think is true and understands.

Struyven, Dochy, and Janssens (2005) stated that Students' perceptions are all ideas used to identify ideas, views, pictures, and preferences of students concerning their educational environment and educational activities. Depending on this explanation, the conclusion can be drawn that student perception is a perspective that contains information about educational activities that teachers should undertake based on their viewpoint. Students' perceptions cannot be justified but must be seen as information to increase the quality of education by teachers or policymakers.



Furthermore, the researcher concluded that students' perceptions were students' thoughts or opinions in understanding something and what they believe were true. According to Chen and Hoshower (2003), student's perception was also crucial for evaluating the success of teaching. After understanding students' perceptions, educators or instructors could change what students do not like and improve what students want, whether it was about how to educate or give students material. Student's perception was therefore highly essential, particularly for educators or instructors.

## **2. Theory of Perception**

There are two basic theories of perception; the first is the bottom-up theory which starts at the lowest sensory levels, and the last is the top-down theory which starts by "feeling" sensory data on receptors.

### **a. The Bottom-up Theory**

The bottom-up theory may be applied to daily human actions and be processed. Whenever a person observes a tree, the sensory system gathers essential information about the tree, such as the horizontal and vertical points of the tree and the specific features of the items being observed. According to Demuth (2013), the data will be integrated to provide detailed information about the tree as an identifiable item. Data-driven processing perception is the term used to describe this process. The characteristics of the bottom-up theory were content and quality of the sensory information, both of which had a decisive influence on the ultimate perception of the subject.

b. The Top-down Theory

The top-down theory affects perception by influencing the knowledge, expectations, and present ideas. This perception might be coming through a mental picture, a calculation, or the realm of reality itself. Some theories supported the top-down theory of perception. According to Kotler (2000), perception is the act of choosing, structuring, and interpreting information inputs to develop a meaningful idea in general terms. From this, it may be stated that perception results from cognition.

**3. *Factors that Influence Perception***

According to Walgito (2003), some factors also influence a person's perception, among others:

- a. External factors: Specifically, the stimuli and characteristics that stand out in the environment behind the items define or form a subtle unity, including social and environmental.
- b. Internal factors: This factor is related to the self-capacity that comes from a connection with aspects, mental, insights, and substantial.

Setiyana (2012, as cited in Nurohman, 2018) noticed the perception affected by functional and structural factors.

- a. Functional factors or individual factors are components relating to the individual's understanding of the affect of the impetus produced, or can be alluded to the benefits of impetus created.

- b. Structural factors or situational factors are outside components that influence an individual's understanding of the existing boosts.

## **B. Learning Management System (LMS)**

### ***1. Definition of Learning Management System (LMS)***

Learning Management System known as LMS is a digital teaching and learning platform used to manage, document, track, report on, and deliver courses (Watson & Watson, 2007). Like blogs or social media, LMS facilitates the interchange of office documents, the distribution of audio/video podcasts, the conduct of an online discussion/consultation, and an online evaluation (Sibuea, 2018).

Learning Management System is one of the online learning platforms. LMS is information systems focusing on interaction, cooperation, and instructional activities (Dias, Diniz, & Hadjileontiadis, 2014). The LMS can also be used as a learning tool outside the classroom, and it helps instructor deliver information, do assignments, and others. In addition, LMS may also perform the learning process if an instructor cannot attend class. With LMS, instructors can make the teaching and learning process available to students outside the classroom by utilizing LMS features. The LMS creates a place to study and teach activities within a seamless field and allows educational institutions to deal with many courses on the web or mixed (part of the internet also one piece face-to-face), using a standard interface (Kats, 2010).

Based on these views, it can conclude that LMS is software that contains the necessary functions for learning. The LMS can allow instructors or lecturers to conduct teaching and learning activities online, and teachers can also communicate online with students (Amalia, 2018).

Furthermore, researcher added that LMS was an online system that could help teachers and students carried out the teaching and learning process anywhere and anytime. In addition, several types of LMS also connected with parents so that students could also see the teaching and learning process. By using LMS, teachers and students could take advantage of existing features so that they could simplify and made the learning process more interesting.

## **2. Major Characteristics of Learning Management System (LMS)**

According to Shkoukani (2019), there are six major characteristics of LMS as follow:

### **a. Application and Integration**

This characteristic can be described in several points. Those are running on several platforms with acceptable prerequisites, having a user-friendly interface, supporting multilingual interactions in e-learning platforms, interacting with existing programs, having an adequate response time, and providing user training or assistance information.

## b. Communication

Several things must exist for the formation of good communication characteristics in LMS. First, announcements and texts are displayed throughout the semester. Second, discussion groups and meetings for students are available. Third, direct chatting between students and teachers and between students themselves is available. Fourth, email services are available. Fifth, warnings for academic misconduct and absence are presented. Sixth, live broadcasts and video conferencing can be arranged.

## c. Assessment

There are some descriptions for assessment such as quizzes, homework assignments, and tests that can be conducted. Grades are displayed for students throughout the semester. Auto-correction for assessments and examinations is supported. Assessment questions are created based on student behavior and attitude throughout the exam period and semester. The e-learning system provides reviews and questionnaires. Some tools for evaluating personal and group work are supported. The last is participation and absence can be tracked using the system.

## d. Content

These are some descriptions for LMS content, specifically providing syllabus and lesson outlines for each course. Lecture notes and presentations. Then, interactive materials, such as files of videos link to scholarly information. Next is animated case studies and experiments, dynamic,



dependable, and up-to-date content. The last are resources that can be accessed anytime and from any location.

e. Cost

This characteristic can be described in several points. If the program is not open source, the pricing should be affordable. Then, the cost should not outweigh the long-term advantages of the product.

f. Security

There are some descriptions for LMS security, such as the system should be protected. Then, only authorized users should have access. The important thing is two authentication factors should be used to post student grades.

### 3. *Types of Learning Management System (LMS)*

There are several types of Learning Management System (LMS):

a. Canvas

Canvas is a more intuitive and user-friendly learning management system for managing classrooms, educating, and studying (Marta, 2015, as cited in Reid, 2019). This brand has been available since 2011 and frequently preferred by community colleges and universities, mainly in the United States. Canvas is owned by an instructor, a Salt Lake City, Utah-based educational technology business. The instructor created MOOC, a Canvas network that currently dominates the market for free online courses (Emmons et al., 2017,

as cited in Reid, 2019). Many community colleges and universities are switching from Blackboard to Canvas because of Canvas' expanded features, which meet the needs of their students and faculty (Romeo et al., 2017, as cited in Reid, 2019).

b. Edmodo

According to Hourdequin (2014) Edmodo is defined as a free online learning system that allows learners and teachers to share and discuss articles, pictures, audio clips, and recordings in safe virtual spaces. Therefore, Edmodo can be used via the online browser or smartphone application (iOS and Android). Candrasari (2015) stated that Edmodo allows a teacher to assign and evaluate work, and students can receive support from the entire class through the use of the platform. It is a secure atmosphere to be in an environment. Because the teacher has access to all of the information uploaded on Edmodo, there is no bullying or illegal stuff to be found. Parents can also participate in the class, which helps to attain a level of transparency that would otherwise be difficult to achieve without technology.

c. Google Classroom

Google Classroom is an instrument which encourages understudies, and instructor collaboration; also instructor can create and convey assignments for learners in a web classroom for free (Beal, 2017, as cited in Muslimah, 2018). It makes instructors essentially construct groups to share assignments and publications. Google Classroom is accommodating to all learners categories

and consist grown-up learners. It has benefits such as paperless, can be accessed to anyplace, and all over as long as there is internet connection and from any gadgets to communicate between instructors and understudies to grant evaluation to understudies, and personalized learning. (Muslimah, 2018).

d. Moodle

Media MOODLE (Modular Object-Oriented Dynamic Learning Environment) could be a cloud-based media can be gotten to through a computer or smartphone must be associated with the internet. This media could minimize mishandle smartphone by the students while the progressing learning process within the classroom, as well as familiarize understudies learning ICT-based to meet the advanced period where the current national examination has been executed online. (Sari & Setiawan, 2018).

e. Sakai

According to Humairah (2018), Sakai is an internet learning and collaboration environment. It could be an item free and open source. The Sakai community was built up and kept up. Many Sakai clients utilize it to upgrade educating and learning, community cooperation, portfolio support and research collaboration. Sakai community is actively promoting new Sakai tools: IMS Common Cartridge, SCORM, a blog tool, collaborative whiteboards, shared display, multipoint audio, podcasting, IMS interoperability and more The Sakai community is actively supporting new Sakai tools.

#### f. Schoology

Apriliani, Asib, and Ngadiso (2019) state the Schoology is miniaturized scale educational website that can be connected by educator and understudies for collaborating sources evaluations, and substances on protect and secure learning administration stage. Schoology was established by Jeremy Friedman, Ryan Hwang, and Tim Trinidad at Washington College in 2008. By utilizing Schoology, understudies and instructor can reach the out to one another and substance by sharing thoughts, issue, and supportive tips.

#### g. Quipper School

Quipper School is a web-based application built on open source technology. This program can be used as an educational medium and entirely free to use in education. In January 2014, Quipper School was launched as an innovation in education. (Husaefah, & Mardhiah, 2017).

It was initially developed by Quipper Ltd., a London-based company. Quipper is utilized by educators and students worldwide, including in the Philippines, Indonesia, Thailand, Mexico, the UK, India, Russia, and Turkey. Quipper is a ready-to-use web-based learning program for teachers and students. Additionally, it assists teachers with virtual storage, enabling them to upload and save PowerPoint presentations, PDF files, images, and videos online. Mayasuki Watanabe founded Quipper School in December 2010 in London (Huda, 2018).

#### ***4. Advantages and Disadvantages of Learning Management System (LMS)***

According to Handhali, Rasbi, and Sherimon (2020), there are advantages and disadvantages in using LMS for learning, as follow:

##### **a. Advantages**

1. It is incredibly user-friendly and efficient.
2. The session list contains a description of each module on the server and information on its accessibility.
3. Instructors and students with internet access to their accounts could save time for the management because LMS enables them to operate from anywhere in the world.
4. It facilitates the management of users, roles, classes, instructors, equipment, and reports generation.
5. Systems notify end users of upcoming events such as delivery schedules, test deadlines, answering questions, etc.
6. Students can select from various course activities such as discussions, competitions, options, charts, and websites, as well as alternatives for polls and tasks. (Kadir, & Aziz, 2016).
7. Several communication methods are available through a learning management system (LMS). Additionally, it can run its email service and a chat program. As a result of using a learning management system, all students have access to these resources without installing additional software programs.

b. Disadvantages

1. Generally, Learning Management Systems (LMSs) have been more course-centric than student-centric. It is possible to employ the available resources to re-skill teachers whenever the need arises. Now, LMS does not support a comprehensive spectrum of teaching styles, nor do they give tools for specialized educational practices, such as audio discussion boards.
2. Controlling and operating an institution-wide LMS needs a fair amount of technical competence, which most classroom teachers' lack. As a result, individuals who decide which technology to acquire and how to install it are frequently detached from the classroom and have only a partial understanding of the pedagogical consequences of the final decisions made in this regard.
3. Some teaching staff members have low computer and information literacy abilities and a lack of information management skills, making it difficult for them to use learning management systems to support their teaching correctly. In addition to learning how to work within these environments, these teachers must build an informed critical viewpoint on their usage of the learning management system (LMS) in a range of instructional settings.
4. Many teachers face difficulties developing and organizing various learning activities that are appropriate for student requirements, teacher abilities and style, and institutional technological capacity.



## **C. Learning English**

### ***1. Definition of Learning English***

The term “learn” refers to gain information or skills in a new subject or activity, whereas “learning” refers to the act of getting knowledge. Based on the definition above, “learning” refers to an action or process that involves knowledge acquisition and the development of skills through study, instruction, or experience (Sarkol, 2016, as cited in Utami, 2020).

Wahyundari (2010) stated that learning is the process through which a person’s behavior is established or modified due to experience or, more particularly, education and practice. In general, language is a communication tool. Language is a system of communication among citizens (Sirbu, 2015).

From the following explanation, it can be stated that learning English means an intentional and active process of obtaining English information and skills. According to Rustipa (2015), language learning refers to language understanding, knowledge of the rules, knowledge, and the ability to talk with the language. Thus language learning can be defined as the study of language. Four skills must be mastered in language learning, namely speaking, writing, listening, and reading. Therefore, language skills are divided into two types. Speaking and writing are productive skills. Reading and listening skills are receptive skills. Understanding these four skills helps to improve language learning.

The researcher could be concluded that Learning English was a process of activities in finding information, understanding information, obtaining knowledge that could be specified, namely English, and then applying it in everyday life.

## ***2. Types of Learning English***

### **a. Speaking**

Speaking is the act in real-time. When people talk, they produce words at the time, and the interlocutor responds directly. During the talk, speakers cannot revisit or change what they have said. It indicates the direct language of conversation. As a result, many people associate the ability to talk with their proficiency in English (Harmer, 2007).

In speaking, the students learn how to arrange sentences, organize ideas, and express language in the spoken form with good pronunciation and comprehensible language. They must know about how to deliver the meaning of the language according to the context they are speaking (Gani, Fajrina, & Hanifa, 2015).

### **b. Writing**

Writing is the process of encoding words in a sheet of paper or other media to represent the writer's concept and statement, including vocabulary and grammatical structure. Additionally, writing is made using a specific collection of symbols and letters to represent the words of a given language (Anjayani & Suprpto, 2016).

Writing produces words in the same manner that you spontaneously do when you talk. You say something, pause to consider what you want to say next, perhaps correct anything you have said, and then continue to the following remark in the chain. While writing is similar to speaking, the difference is that you take more time to think about your subject, the person or persons with whom you will be discussing it, and the purpose you expect to achieve as a result of that discussion. It also takes longer to modify your work if you are writing in a foreign language for the first time (Batubara, 2017).

#### c. Reading

Harmer (2007) stated that “reading as an exercise dominated by the eyes and the brain, the eyes receive message and the brain then has to work out of the significance of these message”. In other words, according to Martika, and Hermayawati (2016) stated that the sentence above means the most critical component that learners must recognize and comprehend, as the primary objective of reading is to become familiar with the concept included in printed information. As a result, reading with comprehension is only a strategy through which learners can obtain information from reading content.

#### d. Listening

Comprehending speech in a first or second language is called listening. The study of second language listening comprehension processes focuses on the role of particular linguistic units (e.g., words, grammatical structures) and the part of the listener’s expectations, the situation and context, prior

knowledge, and the topic. Typically, listening comprehension activities target a variety of listening functions, such as general topic recognition and emotional tone. The process begins with comprehending central concepts, followed by the comprehension and memory of details. (Richards & Schmidt, 2010).

According to Rost (2002), listening is a multifaceted process of interpretation in which listeners make connections between what they listen to and what they already understand. Listening enables us to comprehend the world around us and is one of the critical factors for successful communication (Rost, 2009).

### **3. *The impacts of Learning Management System (LMS) in Learning English***

#### **a. Positive impacts of LMS in Learning English**

##### **1. LMS helped the teachers to manage the course**

According to Rianafitri (2018), the features of the LMS are beneficial in the administration of the course. Many of the features in the LMS are helpful to the teachers' work. It also helps students learn because the LMS has tools that support them. Al-Kathiri (2015) stated that LMS's features can be used to share materials with students, including sharing resources through a link or a file, sending assignments or quizzes to students along with due dates, submitting assignments or quizzes, receiving results and feedback, and generating and distributing polls to students.

2. The communication among the teachers and the students are effective

The features of the LMS facilitate interaction between teachers and students. Al-Kathiri (2015) stated that students can express their ideas through the LMS chat and comment capabilities, which is very beneficial for shy or apprehensive students, which increases their confidence and motivation. With this feature, students can express their opinions, ideas, and criticisms without meeting with other students or teachers in person. LMS can stimulate students to consider and communicate positively throughout language learning. A good environment can facilitate communication through group discussions and discussions with teachers or students (Pun, 2013).

3. The students' English language competence is developed

Students can improve their English language competence by using LMS that includes various attractive features. According to Al-Kathiri (2015), there is information about students' English language competence. LMS assist students in sharing their ideas, and students can write to teachers and other students (95%), students enjoyed their reading experience in the online environment (85.7%), improved their listening skills (76%), improved spelling and grammatically correctness (85%), and increased their acquisition of new English vocabulary (100%). When using Schoology, students can practice writing by selecting "create" from the drop-down menu and then "Edmodo notes" (Sicat, 2015).

LMS contribute to teaching and writing rather than utilizing traditional ways. (Sicat, 2015). While using an LMS to learn English, students' writing abilities improve when they react to other students' posts because the teachers will recheck their grammar and spelling. Additionally, the usage of a learning management system (LMS) in the context of English language learning improved the inventiveness of the students through a variety of features (Murtiningsih & Rahmawati, 2018).

#### 4. The quality of education is improved

According to Batsila, Tsihouridis, and Vavougiou (2014) stated that because of the fantastic potential of LMS in the world of education, particularly in English language learning, LMS is highly effective in improving the quality of learners. Students can study well and quickly access the materials offered by the teacher, whether in the form of documents, audio, or video. Students can learn well and readily access the resources according to their competency level. They can prepare themselves to be more creative and attain their educational objectives due to this preparation.

#### 5. The students are motivated

According to Rianafitri (2018), LMS helps students study English and gain knowledge. Due to LMS's support for the social environment between teachers and students, students can practice their language abilities with the assistance of teachers or other students. Pun (2013) stated



that there are a lot of students these days that prefer modern teaching over traditional teaching. With so many features on the LMS, students can get a lot of information from their teacher or other students, and they can learn from videos with native speakers, which make them want to learn English. Because of that, students want to practice English and improve their skills. Because LMS enables students to learn outside of the classroom, students are more motivated to learn English.

According to Pun (2013), through the LMS, teachers are given a chance to teach English outside of the classroom setting, and students can learn English from anywhere and at any time by using a computer or a smartphone to access the Internet. Bicen (2015) said that, among the benefits are improved critical thinking skills in language learning, language skills, higher motivation for students to learn English, and students getting the opportunity to evaluate their abilities in an online environment.

b. Negative impacts of LMS in Learning English

1. The students' group work is unequal

Individual and group work is also possible with LMS tools. If students work in a group, their teachers only get the final grade without knowing if all group members contributed equally (Rianafitri, 2018). According to Purnawarman, Susilawati, and Wachyu (2016), some students are less responsible for their assignments while working in groups because they rely on the efforts of other students.

2. Creates poor communication among the students and the teachers in real life situation.

To solve a problem or explain the contents to the students, the teacher and students must communicate in the classroom. During this section, the teacher should instruct students on how to pronounce a word or sentence appropriately and help them prepare for the lessons they have learned previously (Pun, 2013). The teacher requires proof to guarantee that their students learn the language correctly. There are many situations where students must communicate with each other and teachers in English.

Pun (2013) stated that if students learn English through the use of LMS, the teachers cannot see the students' capacity to practice English, which means there is no eye contact between students and teachers. In addition, the use of LMS is thought to reduce oral communication between teachers and students in the classroom. This is because students are participating in the classroom without communicating with one another or with the teacher. There is a deficiency in oral communication between teachers and students (Rahmawati, 2016).

#### **D. Previous Study**

As something close to everyday life, some authors have researched LMS. They have discussed and investigated LMS in the educational field. For example, the previous research written by Taufiqurrochman, Muslimin, Rofiki, and Abah (2020). They conducted research entitled *Students' Perceptions on Learning*

*Management Systems of Arabic Learning through Blended Learning Model*. The purpose of this study was to describe students' perceptions as users of the LMS application. The data research was carried out with interview, observation and questionnaire techniques. The results of students' perceptions regarding these features indicated that they understand all the functions of the LMS features. They assessed that all LMS applications had the potential to be used for learning Arabic. The most significant potential was the ability of the LMS application to help learn speaking, writing, and grammar (Sharaf and Nahwu) skills. This study showed a positive impact when LMS was applied to blended learning

Meanwhile, another research by Yohana (2020) entitled *Students' Learning Performance in Using Google Classroom as Learning Management System at English Education Department UIN SUSKA RIAU*. This study was qualitative research, and used questionnaires and interviews to find out the factors that influence students learning performance. This research showed Google Classroom was beneficial and valuable to students learning performance, and they expressed satisfaction with Google Classroom. Then, the students' aspects in learning performance are as follows: communication, collaboration, coordination, and socialization. Based on findings, it was possible to conclude that factors affect students' learning performance when using Google Classroom as a learning management system.

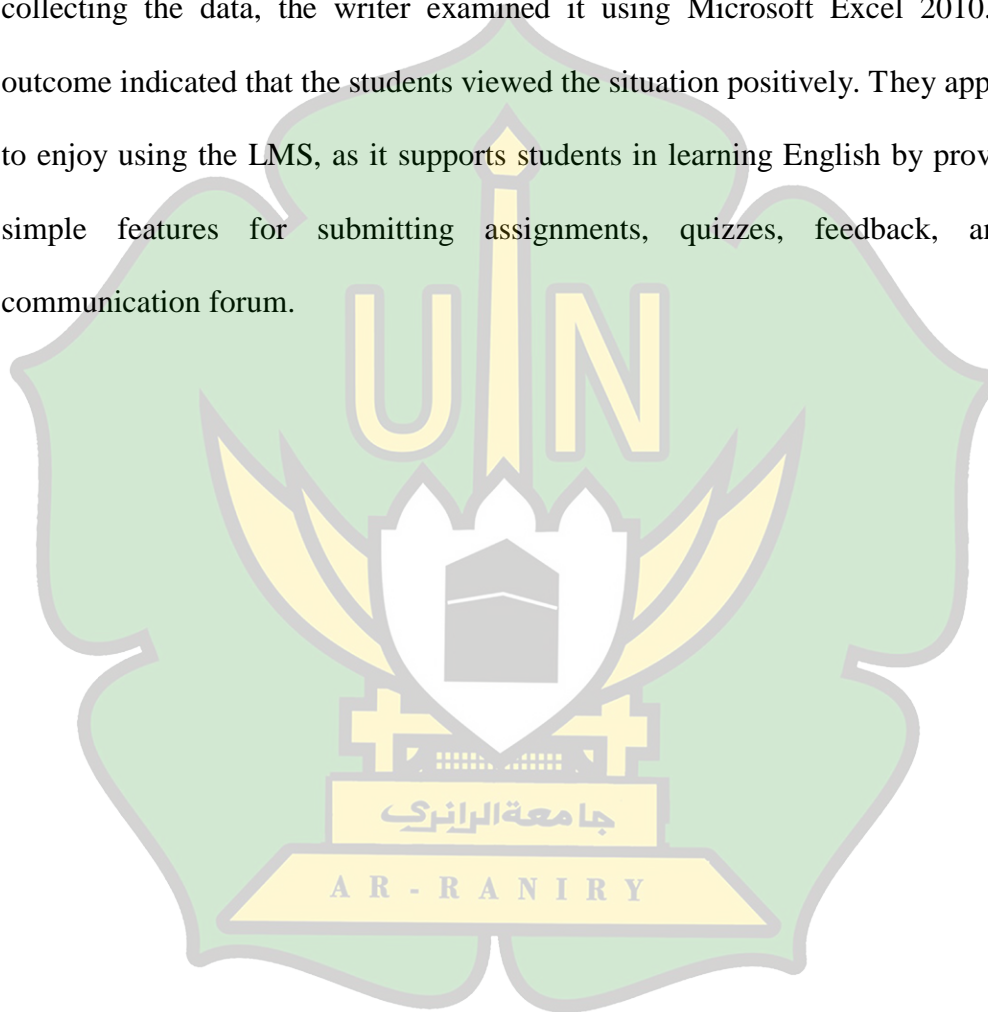
Furthermore, another research by Wulandari, and Budiyanto (2017) entitled *Improving Foreign Language Learning by the Mean of Learning Management System: Review of the Literature*. The research was conducted base

on the journals in distance education. This study showed LMSs would be highly beneficial in increasing foreign language learning in distant education, both in learning management and connected to learning outcomes. Many features of LMSs could be modified to promote more effective and efficient learning. Educators who understand the needs and characteristics of students were needed to optimize the LMS so that learning may occur comfortably and measurably, especially in distance education.

Another research by Rianafitri (2018) entitled *The Students' Perception on the Use of Learning Management System in Learning English*. This study was descriptive qualitative design in the qualitative method to collect the data. The data was carried out with interview and 4 participants as a sample. This research showed the students' positive perception of LMS in learning English. The students felt happy, excited, interested, and comfortable using the LMS. On the other hand, the students also talked about the negative responses. Lastly, the researcher found that the participants had a lot of positive impacts to explain using an LMS to learn English. The communication is good, the time is flexible, creative and the confidence grows. The LMS is easy to use, and the writing skills are increased. Moreover, the negative impacts were the LMS wastes time, reduces teacher-student connection, causes inequality in group work, unseen student progress, causes the instruction to be misconstrued, the feedback is rarely given, and the opinion is difficult to combine.

Another research by Ramadania (2021) entitled *Students' Perception of Learning Management System (LMS) utilized in Online English Learning*

*Situation during Covid-19 pandemic.* The researcher conducts a quantitative study to obtain significant insight into students' perceptions towards those LMS by conducting a quantitative study within survey design and instrument. This study surveyed 125 participants. Most of them were from the Jabodetabek area. After collecting the data, the writer examined it using Microsoft Excel 2010. The outcome indicated that the students viewed the situation positively. They appeared to enjoy using the LMS, as it supports students in learning English by providing simple features for submitting assignments, quizzes, feedback, and a communication forum.



## CHAPTER 3

### RESEARCH METHODOLOGY

This chapter describes the research and analysis method, the data gathering and analyzing procedure, and the limitation of the research. This chapter consists of five sections. They are research design, research location, research participant, data collection, and data analysis, as follows:

#### A. Research Design

The design of the research is descriptive qualitative research with a case study approach. Qualitative research is education research in which the researcher relies on the experience of the participants and analyzes data through the word (or paragraph) from the participants rather than quantification of data collection and analysis (Bryman, 2012).

This research was conducted by using a case study design. Case study research was characterized as a qualitative approach. The agent investigates real-life, contemporary bounded frameworks (a case) or multiple bounds frameworks (issues) over time, through point by point, in-depth information collection, including different data sources, and reports a case portrayal and case subjects. By utilizing case study research, the researcher can understand the specific issue and situation and examine cases in wealthy data (Creswell, 2014).

The researcher conducted the research at English Language Education Department at batch 2020 on Basic Language Skills class. The researcher selected



10 participants using simple random sampling and 10 interview questions would be ask to the participants through semi-structured interview. Furthermore, researcher chose thematic analysis in analysis the data.

## **B. Research Location**

This research took place at English Language Education Department of Ar-Raniry Islamic University (UIN Ar-Raniry). This university was established on October 5<sup>th</sup>, 1963. It locates in Banda Aceh at Jl. Ar-Raniry Kopelma Darussalam (Lingkar Kampus). On October 1<sup>st</sup>, 2013, the University status transformed from IAIN Ar-Raniry to UIN Ar-Raniry. The name “Ar-Raniry” was inspired from Syeikh Nuruddin Ar-Raniry, who reigned around 1637 and 1641. He made significant contributions to the development of Islamic thought in Southeast Asia, particularly in Aceh. There are nine faculties and fifty-three departments in the university.

The researcher conducted this research at English Language Education Department (PBI), Faculty of Education, and Teacher Training. The faculty of education was established in 1962 and is currently headed by a dean named Dr. Muslim Razali, S.H., M.Ag. Meanwhile, English department education was established in 1964 and is currently headed by Prof. Dr. Teuku Zulfikar, S. Ag., M. Ed. Additionally, the department’s mission has been to educate and develop undergraduate students to be educational experts and certified teachers, with a special emphasis on future English teachers. The English Language Education

Department provides variety of courses. One of them is the Basic Language Skills course that was mainly selected to represent the sample of this research.

### **C. Research Participant**

The population of this research was 105 students of the third-semester students' entire batch 2020 at English Language Education Department of Ar-Raniry Islamic University. The researcher chose it because Learning English through LMS existed on the Basic Language Skills course that had taken by students' entire batch 2020. The technique of this research was Simple Random Sampling. In this sampling, the sample members are chosen entirely at random without regard to any criteria. As a result, the sample's quality is unaffected because every member has an equal chance of being picked for inclusion in the sampling pool (Bhardwaj, 2019).

The researcher selected 10 students as participants of this research. Furthermore, 10 interview questions would be asked to the participants. Before asking the first question, the participants would be told the purposes of the interview and the number of the interview questions.

### **D. Data Collection**

The research used an interview for the data collection. The type of interview that was used in this research was a semi-structured interview. Hancock (2009) explained that interviewing could at one excess, be organized with questions arranged and displayed to each interviewee in an indistinguishable way using a strict foreordained arrangement. On the other incredible, interviews could

be unstructured, like a free-flowing discussion. Interviews could be face-to-face in individual interviews. This was valuable when participants could not be straightforwardly observed. The participant could give verifiable data and permit the researcher control over the line of questioning.

Fylan (2005, as cited in Khine, 2011) said that Semi-structured interviewing was the method that utilized a collection of information due to its flexibility during an interview. The semi-structured interviews' adaptability permitted the researcher to adjust or extend a question in arrangements to understand the subject better. Semi-structured interviews also allowed the instructor to consider the preparation that may not be gotten through observation or other information collection strategies.

Due to the fact that this research was being conducted during the Covid-19 pandemic, face-to-face interviews were not possible. Telephone interviews were carried out in order to flatten the curve and avoid further escalation of Covid-19 distribution. Bryman (2012) stated that telephone interviews were permitted when the researcher and the participants were unable to meet in person for the interview.

## E. Data Analysis

The researcher chose thematic analysis in analyzing the data of this research. Braun and Clarke (2006) contended that thematic analysis might be a valuable strategy for looking at the points of view of diverse investigates participants, highlighting similitudes and differences, and producing unforeseen experiences. Thematic analysis was also helpful for summarizing critical features of the expansive information set. The researcher's strengths require a well-structured approach to deal with information, helping produce a clear and organized final report (Ruler, 2004, as cited in Lorelli, Nowell, Jill, et al., 2017). The thematic analysis consists of six stages in analyzing the data such as, getting familiar with the data, generating of initial codes, searching for themes, reviewing potential themes, defining and naming themes, and producing the report (Lorelli, Nowell, Jill, et al., 2017).

First, get familiar with the data. After collecting the interview recording, the researcher listened to the recording and wrote the interview transcripts. Then, the researcher read the transcripts multiple times until the researcher understood the meaning. Second, generating of initial codes. In this step, the researcher marked the participants' points of the theme in the transcripts, and wrote initial code in the margin alphabet using colored pens. So, the researcher could see the code clearly and quickly. Third, searching for themes. In this step, the researcher read the code and determined the appropriate theme based on the previous code. Fourth, reviewing potential themes. Then, at this step, the researcher reviewed the existing themes and determined whether these themes were in accordance with the

interview results. Fifth, defining and naming themes. At this step, the researcher looked back and determined the name of the appropriate theme. Sixth, producing the report. The last step was to write up the final result of the data in the paper. In this research, the researcher wrote the results of the research with descriptive explanation, which aimed to explain and describe in detail what was contained in the interview data.



## CHAPTER 4

### FINDING AND DISCUSSION

This chapter discussed the research findings and discussion to answer the research questions mentioned in chapter 1. The findings displayed are based on data gained from interviews. The discussions displayed are based on the conclusion of the data interview.

#### A. Research Findings

This chapter shows the findings and discussion about students' perceptions and advantages of LMS in learning English. The findings displayed are based on data gained from interviews. It was constructed to fulfill the aim of the study. The aims are to find out how are students' perceptions in using LMS in learning English, and what are the advantages in using LMS for learning English.

. The interviews had been conducted for ten English Department Students batch 2020 Ar-Raniry Islamic University, Banda Aceh on December 13<sup>th</sup> – 15<sup>th</sup>, 2021. There were ten questions asked to the participants. The selected interviewees are in initial of AU, A, C, F, FR, G, M, R, U, and Z. After analyzing the data, the researcher presented these points:



## 1. Students' Perceptions in Using Learning Management System (LMS) for Learning English

### a. Students' opinions

All participants had a deeper opinion of LMS based on the interview results. The students had different explanations. It could be seen from their responses.

As stated by participant Z:

LMS is software applications that help us doing online activities and e-learning program. This is so useful tools during pandemic.

The similar statement stated by R:

I think it is one of the effective learning tools during this pandemic and makes learning easier.

Participant M mentioned that:

Learning Management System (LMS) is a software application or web-based technology which we can use in teaching and learning process, which is used to facilitate learning by providing a platform enabling easy access to learning content and resources by the learner.

From the interview result, it could be concluded that participants Z and R said that LMS was an effective learning tool during Covid-19 because LMS helped him in online activities. Participant M added that LMS facilitated learning because LMS provided easy access to the platform. .

b. Google Classroom as LMS

There are many types of LMS that can be used to help the teaching and learning process, but English Department Students Batch 2020 used Google Classroom as type of LMS in teaching and learning process.

As stated by participant AU:

I use Google Classroom.

The same statement was also delivered by F:

Google Classroom

In addition, the different statement was delivered by C:

Such as Google Classroom, Google Meet, and Zoom

From the interview result, it could be concluded that most participants used Google Classroom as an LMS but, participants also used Google Meet and Zoom as a Virtual Learning Environment (VLE) in supporting the teaching and learning process during Covid-19 pandemic which required online learning.

c. Students' difficulties

Many students faced difficulties in using LMS. Specifically, they had various problems in understanding the delivered materials. Here are the problems:

As stated by R:

Actually learning with LMS is fun but most of the material presented is not very understanding and there are also problems with the network and internet quota.

The same thing also said by Z:

Yes I still understand some materials that is explained clearly, but sometimes I don't, because we have to do self-study with new material that we haven't learned before, because the lectures don't have time for explaining the the materials.

Moreover, participant M stated that:

Yes, because so many features in LMS which we use and advantage to help us in understand the material according to our understanding.

From the data above, it could be concluded that difference problems that occurred when students' understand the materials. R and Z explained that the material provided was not easy to understand. R added that the network and internet quota also the problems if R had bad connection and no internet quota, so R could not study. Z explained that he needed to do self-study if the lecturer did not explain clearly. So, to understand the material was depending on how the lecturer taught. Meanwhile, M gave another explanation. M said that LMS's features helped her to understand the material.

d. Factors that affect learning performance

According to the participants' responses, there were factors that affect learning performances but there were also not affect students' learning performance.

Participant FR mentioned that:

Yes, I do. The factors are it makes me do something not in a hurry, I mean step by step, because of the due date of the assignment that given by the lecturer, back then I often procrastinate it, and it really not good for everything, and from now on, I trying to not procrastinate anything, and also I got more patience of any problem that happens to me, because the assignments are too many, nothing I can do except patience, and do all of it. It affect to my social life that I have to patience to everything that happens to me. But, in learning English, there are no factors that affect me. I think it just the same learning English through LMS and without using LMS.

In addition, Z said:

Yes I do, self-study make me improve my skills in writing, reading, and knowing more vocabularies.

The different statement was delivered by U:

Learning with LMS is very different with learning "face to face" in the class. I can't participate the class clearly, so my English speaking skills is getting decrease

The data showed that there were factors that affect learning performance. Participant FR said that LMS trained her to be organized in doing assignments, because the assignments given by the lecturers include deadlines. So, she was worried that she would not be able to do all at once, so she completed the tasks one by one. In addition, by being given many tasks by the

lecturer could train her patience in doing the tasks. But, according to G there was no specific factor in her English learning performance when using LMS. Besides that, participant Z said that by using LMS, it trained him to do self-study, and it had a positive effect because it improved his writing and reading skills, and also increased vocabulary. The different statement by U. He said that using LMS decrease his speaking skill, so he preferred face to face learning for increasing speaking skill.

e. Students' obstacles

Every individual must have obstacles in his life, as well as students, students also have obstacles in learning. According to interview result, most of participants have their own obstacles when using LMS in learning English during the Covid-19 pandemic.

As stated by FR:

The obstacles that I did face during learning English through LMS is that, the lecturer give assignment without enough and clear explanation. And it makes me confuse to do it.

In addition, G said:

Actually there are many obstacles that I face in LMS. One of them is internet work. When my internet is bad I get annoyed that the material I hear isn't good enough to absorb.

Based on the data above, it could be concluded that there were several obstacles faced by participants. FR explained that she was confused when the lecturer did not give the clear explanation. It could happen when the lecturer

did not explain in detail about the material and assignment. Participant G said that internet network became the obstacle when had the bad internet connection. It would hinder the learning process because he could not understand the material clearly.

f. Students' experiences

Most participants had their own pleasant experiences when using LMS during the Covid-19 pandemic. They said that LMS helped them in various ways.

Participant G mentioned that:

The majority of people will feel afraid of mistakes and negative corrections from teachers. This concern is considered to occur when we use English incorrectly in public, which is one of the main factors that prevent us from understanding English and using English in front of others. I feel it. Because, I cannot be pressured when studying. I study because of my own desire, it is better because the material will be absorbed quickly. LMS brings advantages for me personally. With the LMS, it can help me learn English better. Why? Because having the opportunity to use language in a way that is less stressful and will reduce anxiety. In addition, with the LMS, my English learning time is better, although not as perfect as when I study directly with the teacher. The biggest thing I feel about the advantages of LMS is that I can better see my learning progress in Language class. From all the things and points that I have explained from the previous numbers, it can be seen that I have a little more experience with LMS, which I will take into consideration and as a thought for me personally so that I can study better even during the pandemic.

In addition, FR said:

My experience in using LMS for learning English during Covid-19 is fun and also easy to understand, I do love to learning English



using LMS, especially Google Classroom, it easy to use by a beginner in using technology to learn English.

Participant G said that LMS helped her in learning English, because LMS helped her in dealing with anxiety if she spoke incorrectly in front of many people. In addition, G added that LMS improved study time better. Then, the existence of LMS also helped participants to keep learning even during the pandemic. Participant FR explained that using LMS in learning English was fun and easy to understand like Google Classroom. Google Classroom was very easy to use even for beginners

## **2. The Advantages in Using Learning Management System (LMS) for Learning English**

### **a. LMS helps students in learning English**

In current conditions, using LMS in learning English was very helpful for participants, because using LMS could make participants learned anywhere and could reduce the spread of Covid-19. The people also kept their distance by studying in their respective places.

As participant M stated:

That is a very great experience, the LMS it's easy to use, flexible in everywhere and every time, simple and very helpful.

Similarly, participant AU also said:

Very helpful for students especially myself, considering the conditions that force us to study online. I got a lot of new lessons here.

Meanwhile, participant Z said:

My impression in using LMS for learning English is useful tools when we can't study face to face, even if it is not too effective, because sometimes it forces us to do self-study.

Most of the participants felt that the LMS helped them in the teaching and learning process. Participant M said that LMS was flexible to use anywhere and every time, easy to understand the features and very helpful. Participant AU added that LMS had various types of available materials, so that he got a lot of new lessons. However, some participants had the opposite opinion. Z said that LMS was useful tools for learning in Covid-19 pandemic, because we could not study face to face. But, using LMS sometimes forced participant to do self-study.

b. LMS improves learning English

The participants said that LMS improves their English. They felt that their English was better when using LMS but each participant had a different improvement.

As stated by G:

Yes, of course. Because I have always liked to learn English, so no matter what the obstacles are, I still learn English as usual, even though it is not directly in class, especially in terms of pronunciation. I feel a better difference the way I pronounce words then and now. However, there are some skills that I have not mastered well, such as writing, because I was only told to write but was not guided on how to write in accordance with the rules and regulations.

Moreover, participant U also mentioned a similar answer:

I feel my listening and reading skills was improved. Because, I always listen and read the materials that given by lectures, and my writing skills is also getting increase. I just have a trouble with my English speaking skills, I think it's hard to improve it through the LMS.

The data shows that most of participants had improvement in learning English by using LMS. It could be seen from participant G. G said that her pronunciation was better. Meanwhile, participant U felt his listening, reading, and writing skills was improved. But, both of the participants also felt some skills did not improve, participant G said that her writing did not improve because of she did not guided how to write appropriately, while the participant U said that he got trouble in speaking skill. He said that hard to improve speaking skill using LMS.

## **B. Discussion**

This qualitative research aimed to discover students' perceptions in using Learning Management System (LMS) for learning English and to find out the advantages of LMS. As stated in Chapter 1, this research consisted of two research questions; how are students' perceptions in using Learning Management System (LMS) for learning English, and what are the advantages in using Learning Management System (LMS) for learning English.

In this research, there were ten participants and ten interview questions. The data collected through semi-structured interview by telephone to minimize the spread of Covid-19. Interviews were used to find out the opinions of

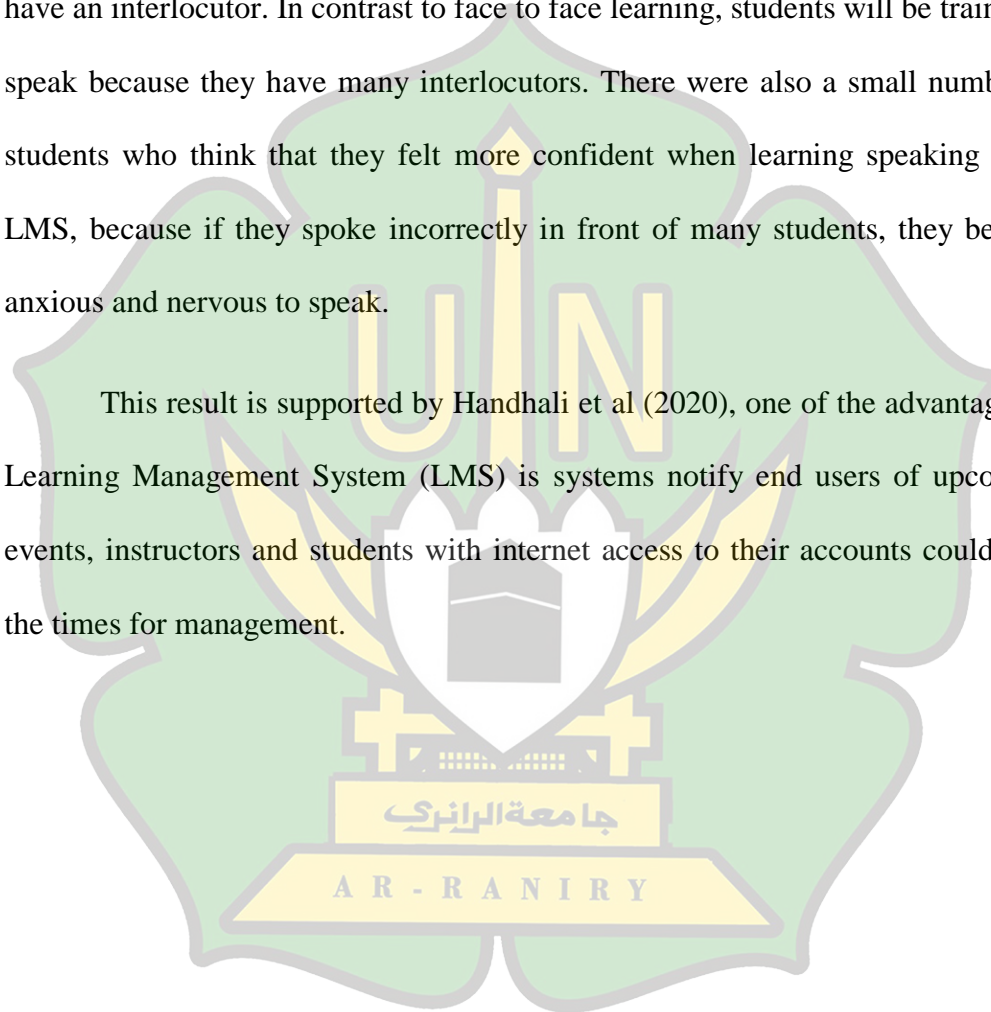
participants, and views on the topic that the researcher was researching. In this part, the researcher elaborated two points on the findings based on the research questions.

To answer the research question “How are students’ perceptions in using Learning Management System (LMS) for learning English?”. The interview data showed that students thought LMS was an effective learning tool during Covid-19, all students used Google Classroom as an LMS and they also used VLE such as Google Meet and Zoom to support the teaching and learning process. There were several factors that affect student learning performance, such as students were trained to organize the assignment, practiced patience in completing tasks one by one, and trained students to learn independently. However, students also had difficulties in using the LMS, such as the sometimes bad internet connection and also sometimes students could not understand the material given due to lack of explanation from the lecturer.

The second point was about the last research question, “What are the advantages in using Learning Management System (LMS) for learning English?” Based on the research findings showed that so far, the LMS helped lecturers and students to keep learning and teaching even during the pandemic with fun and easy to understand, because of the features. With LMS, learning and teaching could be flexible anywhere and anytime. In addition, lecturers and students could freely send and read material without the need to print it first. It also had a positive impact on nature, because it did not use much paper. Moreover, students also said that study using LMS was easier because they did not have to prepare

anything before going to university, such as took a shower and chose clothes. Furthermore, the use of LMS trained students to learn independently and it could increase vocabulary, improve reading, writing, and listening skills. However, unlike the case with speaking skills, students had problems because they did not have an interlocutor. In contrast to face to face learning, students will be trained to speak because they have many interlocutors. There were also a small number of students who think that they felt more confident when learning speaking using LMS, because if they spoke incorrectly in front of many students, they became anxious and nervous to speak.

This result is supported by Handhali et al (2020), one of the advantages of Learning Management System (LMS) is systems notify end users of upcoming events, instructors and students with internet access to their accounts could save the times for management.



## CHAPTER 5

### CONCLUSION AND RECOMMENDATIONS

This chapter included the conclusion and recommendations. It contained the data analysis and summary of the discussion. Additionally, some recommendations were suggested regarding the proposed research and future work in this field.

#### A. Conclusion

Based on the research that the researcher had conducted in English Department Students, this research aimed to discover students' perceptions in using Learning Management System (LMS) for learning English and to find out the advantages of LMS.

The researcher could conclude that the use of LMS had positive impacts on the teaching and learning process during the Covid-19 pandemic, such as flexible teaching and learning processes for students and lecturers, they could do it anywhere and anytime. Then, the LMS features were easy to use, also helped them easily give and collect assignments without meeting in person. By using LMS, students could also learn independently, which could help to improve their English skills. However, students also had difficulties in using the LMS, such as the sometimes bad internet connection and also sometimes students could not understand the material given due to lack of explanation from the lecturer.



## **B. Recommendations**

Using Learning Management System (LMS) during the covid-19 pandemic is a suitable solution so that we can continue to carry out the teaching and learning process. But if conditions return to normal, it is very good to apply blended learning method, by conducting face-to-face learning and also online learning, so that it becomes more varied.

The researcher presents some recommendations for the future research, which is this research could be a reference for future researchers who are interested in research about student's ability, student's development in using online media, or a method to gain student's interest using media for learning. Besides, other researchers can develop this research deeper to gain more accurate results about the relation between LMS and Learning English.

For the instructors, the researcher expected that this research could provide useful information for them so that they can find out what can be developed for better purposes, and make them aware of the difficulties experienced by students and can overcome them together.

The last recommendation is for students. This research was expected to be guidance for students to know what the positive impacts are, and also know what obstacles the participants face, so that students can be overcome it. In addition, researcher expected that students also do self-learning, because it can improve knowledge.

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## Appendix A

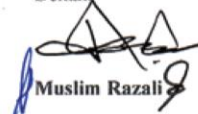
**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
**Nomor : B- 12642/Un.08/FTK/KP.07.6/07/2021**

**TENTANG**  
**PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-**  
**RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-6656/Un.08/FTK/KP.07.6/7/2020 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan** : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 29 Juni 2020
- Menetapkan** :  
**PERTAMA** : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-6656/Un.08/FTK/KP.07.6/7/2020 tanggal 15 Juli 2020
- KEDUA** : Menunjuk Saudara:  
 1. Nidawati, M. Ag Sebagai Pembimbing Pertama  
 2. Mulia, S. Pd. I., M. Ed Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :  
 Nama : Desi Ayudia  
 NIM : 160203215  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : An-Analysis of Students' Perceptions in Using LMS for Learning English
- KETIGA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2020 tanggal 12 November 2019;
- KEEMPAT** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
- KELIMA** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
 Pada Tanggal: 30 Agustus 2021  
**An. Rektor**  
 Dekan

  
 Muslim Razali

## Appendix B

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Document



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-17577/Un.08/FTK.1/TL.00/12/2021  
Lamp : -  
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,  
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Assalamu'alaikum Wr.Wb.  
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **DESI AYUDIA / 160203215**  
Semester/Jurusan : XI / Pendidikan Bahasa Inggris  
Alamat sekarang : Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***An-Analysis of Students' Perceptions in Using LMS for Learning English***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 13 Desember 2021  
an. Dekan  
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 10 Januari  
2022

A R - R A

Dr. M. Chalis, M.Ag.



## Appendix C



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh  
Email pbi.flk@ar-raniry.ac.id.Website http://ar-raniry.ac.id

**SURAT KETERANGAN**

Nomor: B-602/Un.08/PBI/TL.00/12/2021

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-17577/Un.08/FTK.I/TL.00/12/2021 tanggal 13 Desember 2021, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Desi Ayudia  
NIM : 160203215  
Fak/Prodi : FTK/Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Thesis yang berjudul:

*An-Analysis of Students' Perceptions in Using LMS for Learning English*

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 28 Desember 2021  
Ketua Prodi Pendidikan Bahasa Inggris,

  
**T. Zulfikar**

## Appendix D

**INTERVIEW PROTOCOL**

Project : An-Analysis of Students' Perceptions in Using LMS for Learning English

Date :

Interviewer : Desi Ayudia

Interviewee :

Position of Interview : Student of English Language Education Department

This research is a study about An Analysis of Students' Perceptions in Using Learning Management System (LMS) for Learning English. The research purpose is to find out students' perceptions based on their experience in using LMS for Learning English. The data of this research collected through a semi-structured interview, which recorded through phone call due to the world situation that keeps us home. The interviewee data used for research purposes only to keep the interviewee privacy.

Questions:

1. Do you use Learning Management System (LMS) during Covid-19?
2. What do you think about LMS?
3. What kind of LMS do you use in learning English?
4. What is your impression in using LMS for learning English?
5. Do you understand the delivered material using LMS?
6. Is the material delivered through the LMS accordance with the syllabus?
7. Do you think there are the factors that affect your learning performance by using LMS? What are those?

8. What are the obstacles did you face during learning English through LMS?
9. Did your English skills improve during learning through LMS?
10. How was your experience in using LMS for learning English during Covid-19?

