

Chapter Two

Literature Review

In this chapter, the researcher provides several explanations related to the literature review of the research title. This chapter will analyse more about the Learning Management System (LMS). The first topic that will be discussed in this chapter is the explanation about LMS and the other point of this section is about the use of LMS in language learning, which will be supported by experts.

Learning Management System (LMS)

This section presents a few explanations related to the definition of LMS. Furthermore, it will mention and explain some familiar and frequently used LMS in the higher educational level. Several LMS include Blackboard, Moodle, Schoology, Edmodo, and also Facebook as an alternative LMS in the form of a social media application. The explanations above will be further supported by experts.

Definition of Learning Management System (LMS). There are several definitions about LMS. According to Simonson (2007) as cited in Chung, Pasquini and Koh (2013), the experts provided a practical definition of LMS:

“Course Management Systems, also called Learning Management Systems or Virtual Learning Environments, are software systems designed to assist in the management of educational courses for students, especially by helping teachers and learners with course administration”.

Based on the above definition of LMS can be said to be a software that is designed for learning in the courses between teacher or instructors and students to support the teaching learning process. Besides, according to Chung, Pasquini, and

Koh (2013), LMS is a type of software system program created for students and teacher or instructors that can be used in the process of teaching and learning. In other words, students and teachers or instructors are the users of LMS. This is why LMS designs are created in the education world and became a teaching and learning need for students and teachers.

Either teachers or students are able to create an account in the class sites of LMS. The teacher creates an account as a teacher; head of the class sites and as a regulator for class sites. Likewise, the students are able to create an account in class sites as a student. Both of them can conduct interactions in the class sites using LMS. Based on Sclater (2008) LMS is actually software that can create class sites or class accounts, and another term of LMS is Virtual Learning Environment (VLE).

Another definition of LMS based on De Smet, Valcke, Schellens, De Wever, & Vanderlinde (2016), LMS is information system that can save and share educational materials or assessments. Then, it is supported by a communication system and accessed through the website. Based on the definition above, LMS is a system used to share documents, materials, quiz, exercise, modules, and assessment, as well as to support the communication between students and teacher or lecturers. LMS is often used for higher education levels. Therefore, higher education level uses LMS as a part of information and communication technology to help their learning and teaching process.

LMS softwares can automatically deliver internet-based learning, and can increase and support collaborative learning especially in higher education. The learners consider that LMS is the most appropriate technology for their activities

as students. Several authors mention that the users of LMS softwares are students of higher education. Hamuy and Galaz (2010), argue that LMS has been widely used in higher education because there are many advantages including flexible learning times and unlimited distance education. On the other hand, LMS is a website that students can access online (Decision Information Resources, Incorporated, 2014). Students do not have to come to the class, but can just log in to their account of the course site.

LMS has privacy options for every user to protect their accounts. LMS is a system that allows an institution to open various classes online and the system is protected by password (Meishar-Tal, Kurtz, & Pieterse, 2012). LMS is a complete system for the educational world and protects the users to save their data. Therefore, only students and teachers who have LMS accounts that can access the course sites.

The students' feeling about LMS in learning English. There are actually many factors that can affect the feelings and attitudes of students when using LMS during language learning. These factors are easy to access, effective design from LMS, easy procedure, ease of communication and interaction. Based on Fathema, Shannon, and Ross (2015), the results of a research conducted at two universities in the US reveal that the quality of the system of the LMS gives a positive impact on students. Another research conducted at the university of taibah, states that undergraduate students there give positive perceptions of LMS, because it gives many benefits in supporting their learning process such as the effectiveness in communicating that enables them to learn anywhere and anytime (Al-Said, 2015).

The types of LMS. There are several kinds of LMS, so this part will mention the kinds of LMS. Based on Erguzen, Erel, Uzun, Bilge, and Unver (2012), LMS are available at three different ways. The first is Open sources such as Moodle, Schoology, Edmodo, Ilias, Sakai, dotLRN, Claroline and Atutor, which are examples of worldwide LMS that are publicly used in the world. The second is Commercial products such as IBM, Blackboard and Oracle, which are the solution in the market that have good design. Both of them are commercial softwares. The last is Institute-based or Self-developed products: This is a LMS developed by the institution, preferred by the institutions and is based on students' needs. The above expert explains there are divisions in several fields for LMS. Then, not all LMS is free for public. Therefore, many institutions are developing their own LMS. In addition, an expert explains that Facebook is an alternative LMS from social media. The reason is that the content of Facebook similar and support with LMS

After the researcher explains about the types of LMS in different fields above, the researcher will explain some LMS that are used by teachers and students. The first LMS is Blackboard. Blackboard is one of the leading commercial LMS products used in North America and Europe. Blackboard is an LMS that is widely adopted among other leading institutions (Munoz & Van Duzer, 2005). Blackboard provides privacy for the users which is protected by a password, and also a complete administration. Blackboard eases the online teaching and learning process. Robert and Commonwealth (2012) stated that most LMS had complete integrated functionality which is able to communicate synchronously between video, text, and audio that can be enabled. Carvalho,

Areal, and Silva (2011) stated that “Blackboard has preferentially targeted universities, being the world leading proprietary LMS. It is used by a few Portuguese higher education institutions. Apart from the University of Minho, it has been adopted by five other universities and some polytechnic institutes”. (p. 825). Based above expert explain that Blackboard is recommended for higher education levels.

The second LMS is Moodle (Modular Object Oriented Dynamic Learning Environment). Moodle is one of the most popularly used open source LMS in the world. It allows access for registered students. Moodle allows the users to share information, such as discussions through chats, as well as to do online learning and teaching such as online quizzes, online tests and survey. (Costa, Alvelos, & Teixeira, 2012). In addition, Munoz and Van Duzer (2005) stated that Moodle has many users because Moodle is the most popular open source LMS that are used by North American and European Universities. Beatty and Ulasewicz (2006), mentioned that Moodle is the largest open source LMS that has many users with multiple languages. Evenly, students and teachers are familiar with Moodle because there are institutions that use this open source LMS to support learning activities. Other experts have statements about Moodle. Carvalho, Areal, and Silva (2011) stated that “Moodle has actually become the standard LMS in public primary and secondary schools, and is encouraged by governmental projects” (p. 825).

The third LMS is Schoology. Schoology is an open source LMS besides Moodle. There are three account options; for teachers, students, and parents. Biswas (2013) argue, Schoology is an open source LMS to assist the performance

of teachers in the present and in the future, and support through the use of information systems to create a collaboration among students and teachers, as well as to improve the quality of education. Schoology is one of the LMS that has extra features. Schoology is facilitated by several features, namely quiz, resource, attendance, courses, group discussion and analytics (Aminoto & Pathoni, 2014).

The fourth LMS is Edmodo. Edmodo is another open source LMS besides Moodle and Schoology. Actually, Edmodo is almost similar with Schoology. Edmodo creates an education environment and help connect teachers and students. Based on Shams-Abadi, Ahmadi, and Mehrdad (2015), “By using Edmodo, students and teachers can reach out to one another and connect by sharing ideas, problems, and helpful tips” (p. 91). Edmodo is an open source LMS that can be accessed via Android and IOS. Besides, the teacher and students have space for discussion, sharing information through video, pictures, audio and text (Hourdequin, 2014). Edmodo has many uses in primary school, secondary school and universities in U.S and is a popular open source LMS.

In addition, there is a social media that is used as an alternative LMS is Facebook. Actually Facebook is a popular social media for public, but there is expert mention that there are several component in Facebook like in the LMS. According to Meishar-Tal, Kurtz, and Pieterse (2012), Facebook is an alternative LMS on online teaching learning and in addition to Facebook is other way to do online learning. The students use Facebook group as LMS to support the teaching and learning process.

The positive and negative impacts of LMS in Language Learning.

The use of LMS there has positive and negative impacts in language learning. The researcher will elaborate on it and it will be supported by experts. There are some points that will be explained that is related to this topic. Certainly, in the explanation the researcher will reveal the possibility of positive and negative impacts of LMS in language learning.

The positive impacts of LMS in language learning. The researcher tries to reveal the positive impacts of LMS in language learning. There are five points of positive impact to be explained. The explanation of every impact will be supported by experts. The following five important points of positive impacts of LMS in language learning are explained below.

LMS helped the teachers to manage the course. Many features in the LMS really help the work of the teachers. On the other hand the students are facilitated in terms of learning with the features in the LMS. The features in LMS are very supportive for managing the course. The researcher would like to reveal several things related by the using features in the LMS. Al-Kathiri (2015) stated that features in the LMS can be used to share the materials in the form of a link or file, send the assignments or quizzes to the students along with the deadline, to submit the assignments or quizzes, to deliver the scores and feedback, and to create a polling and share it to the students.

The communication among the teachers and the student is effective. The features in the LMS help the teachers and the students to interact with each other. Al-Kathiri (2015) stated, LMS chat and comment features give students an opportunity to express their opinions especially for timid students and increase

their confidence and motivation to share their opinion. This feature gives the students the opportunity to express their opinions, ideas or comments without face to face meeting with other students or teachers. LMS can encourage the students to consider and communicate positively in language learning, a positive environment can support students to communicate, such as group discussions, discussions with other students or with the teachers (Pun, 2013).

The students' English proficiency is developed. Through LMS with various interesting features, students can develop their proficiency in English. Based on Al-Kathiri (2015), there are data about students' proficiency in English, namely, LMS help the students in share their ideas and the students are able to writing to the teachers and other students (95%), enjoyed reading experience in the online environment (85.7%), improved listening skills (76%), improved spelling and grammatically correct (85%), and increase the acquisition of new English vocabulary (100%). On the other hand, the students are able to develop writing proficiency using LMS. For instance, students are able to practice writing in the "create" menu in Schoology and "Edmodo notes" (Sicat, 2015). LMS also contributes to teaching and writing rather than using traditional methods (Sicat, 2015). Besides that, Murtiningsih & Rahmawati (2018) mentioned that the use of LMS in learning English developed the students' writing skills when they respond to other posts from other students, because the teachers will recheck their grammar and spelling. In addition, the use of LMS in learning English increased the creativity of the students through several features (Murtiningsih & Rahmawati, 2018).

The quality of education is improved. Batsila, Tsihouridis, and Vavougiou, (2014) stated, with the extraordinary LMS capabilities in the world of education, especially in learning English, LMS is very effective to improve the quality of learners. The materials that have been provided by the teacher, whether in the form of files, audio or video, students can learn well and get the material easily according to their competence. They can prepare themselves to be more creative and achieve their goals as a student.

The students are motivated. LMS allows the students to learn English and get information. The students can practice their language skills to teachers or other students, because LMS supports the social environment between the teachers and students. Pun (2013) stated that nowadays the students prefer modern teaching rather than traditional teaching. Therefore, with abundant features on LMS, students can access various information shared by the teacher or other students, and students can learn through videos that contain native speakers, thus motivating students to learn English. Because of that, students are motivated to practice English and improve their abilities. LMS allows students to learn outside the classroom, which means that students can be more motivated to learn English. According to Pun (2013), the teachers are given the opportunity to teach English outside the classroom situation through LMS, and the students can learn anywhere and anytime using their PC or smartphone.

In addition there are positive impacts mentioned by Bicen (2015), including increased critical thinking in language learning, language improvement, motivation to learn English, and opportunities for the students to challenge themselves in online environment.

The negative impacts of LMS in language learning. In this part the researcher will explain the negative impacts of LMS in language learning. There are two important points that can be explained by the researchers in this part. The two points are unequal student group work and poor communication between the students and the teachers in real life situation.

The students' group work is unequal. LMS facilities can be used individually and in group work. For group work students, the teachers only receive the results without knowing whether all group members do their work equally or not. According to Purnawarman, Susilawati, and Wachyu (2016), evidently some students are less responsible for their assignment while in workgroups, because they depend on certain students.

Creates poor communication among the students and the teachers in real life situation. The teacher and the students need to communicate in the classroom, such as to solve the problem and explain the materials. In this part the teacher should teach how to pronounce a word or sentence correctly to the students and develop the mindset of the students for the lessons they have learned before (Pun, 2013). To ensure the students learn English properly, the teacher needs evidence. For instance, students practice need to speak English with other students and teachers. Pun (2013) stated that if the students learn English using LMS, the teachers cannot see students' ability in practicing English, and there is no eye contact among the students and the teachers. Besides that the use of LMS considered to decrease oral communication in the classroom among the teachers and the students (Rahmawati, 2016). This results from the students who are participating in the classroom without any communication to other students and

teachers. There is a lack of oral communications among the teachers and other students.

Review of Related Research

The researcher reviews three researches that are related to this research. There are several researches related with this research to find out students' perceptions on the use of LMS in learning English. Actually there is a reason to choose three researches related to this research because of the similarity to this research. Three researches will be revealed using perceptions as data from the research, and make that perception a result of the research. The first one is Srichanyachon (2014), "EFL Learners' Perceptions Of Using LMS". This research aimed to reveal the perspective of undergraduate students who join the English course at Bangkok University using LMS. The point of this research is to comprehend the LMS implementation based on the user's experience that influenced several factors. The result of the research was the students' perception of the use of LMS is present at moderate level. It means that the students do not like to use LMS to support their learning English like we had expected. Accordingly, the teachers encourage the students to find out the positive impacts of using LMS in learning English.

Secondly, the research that relate to this research is from Borboa, Joseph, Spake, & Yazdanparast (2014), "Perceptions and Use of Learning Management System Tools and other Technologies in Higher Education: A Preliminary Analysis". The research is to explore students' perception and the uses of LMS and other technologies. The research was conducted at a Private University in Texas. The participants of the research were graduate and undergraduate students

at a Private University in Texas. Furthermore, the research was conducted to the whole university environment and not for certain courses. Then, the result of the research revealed there is the use of PPT, Podcast and Blackboard in the educational environment. However, some students disagree with the professors who only use Podcast for teaching and learning process. On the other hand, some students give positive perception toward Podcast; also some of the students download and watch the videos and use Podcast regularly.

Thirdly, another research related to this research from Tawalbeh (2018), “EFL Instructors’ Perceptions of Blackboard Learning Management System (LMS) at University Level”. This research aimed to investigate the EFL instructors about Blackboard and to identify the instructors’ recommendations to overcome difficulties when using LMS. The research was conducted at Taif University in Saudi Arabia. The result of this research revealed that instructors never used Blackboard before coming to the university. On the other hand, instructors showed a positive attitude towards LMS. It affects the learning process later, and hopes the instructors can be more familiar with the features and functions of the LMS.

Conceptual Framework

The title of this research is The Students’ Perceptions on the Use of Learning Management System in Learning English. From the title, the researcher is going to do a research based on one research question: what are the students’ perceptions on the use of LMS in learning English at ELED of one of Private Islamic University in Yogyakarta? Furthermore, this research focuses on students’ feelings when they learn English using LMS, the student’s perception on the kinds

of LMS used by the teachers, and the students' perception on the positive and negative impacts of LMS. In this research, the perception of the students become the reference to investigate the data in this research.

The first thing to be conveyed is about the students' feelings when they learn English using LMS. This research explores the students' feelings while using the LMS to learn English. Through this research the students can express their feelings honestly based on their experience using the LMS. Besides, the students can give the reasons for their own statement about LMS. After that, what the students describe about their feelings becomes the data for this research.

There are three kinds of LMS; open source, commercial products and Instituted based or self-developed product. However, there are some LMS, including in open source LMS, which the students often use such as Edmodo, Schoology, and Moodle. This is because open source LMS is easily accessible to the public and there is no cost to access. In this section the students can reveal their perception on the kinds of LMS used by the teacher. Furthermore, the students reveal their preferred LMS and their reasons about it. Every student will mention different kinds of LMS. This research is to investigate how deeply the students perceive the different types of LMS and the things about LMS.

The last part reveals the positive and negative impacts of LMS in language learning. The positive impacts of LMS in language learning consists of five points. These five points help the teachers to manage the course, social communication means for the teachers and the students, develop students' English proficiency, improve the quality of education, and motivate the students. The other is about the negative impacts of LMS in language learning which consists of

two points. There are inequal student's group work and poor communication between the students and the teachers in real life situation.

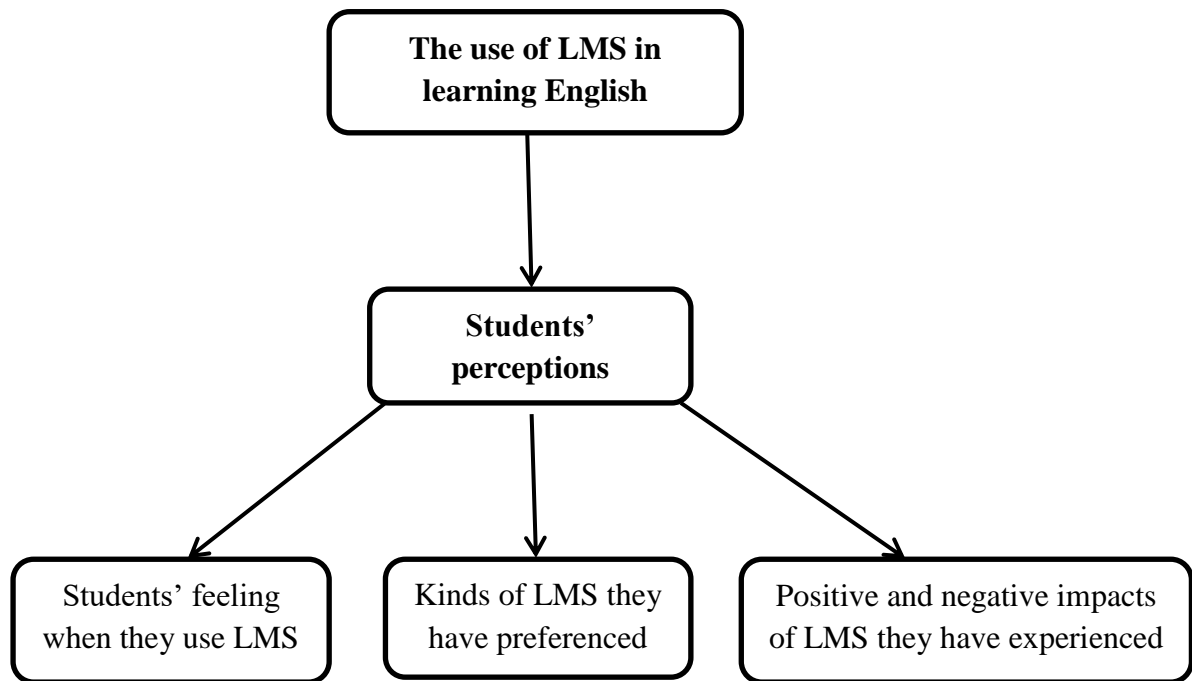


Figure 1. Conceptual Framework