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## The Students' Voices on the Usage of Learning Management System (LMS) to Learn English

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### Abstract

*During the pandemic era of Covid-19, learning innovation like Learning Management System (LMS) has widely employed in various levels of education. The use of LMS for teaching and learning process is useful during the spread of coronavirus. This research itself aimed to find out the students' perception of LMS used to teach English in SMK Ma'arif NU 1 Cilongok. This research employed descriptive qualitative method. The participants of this research were students of SMK Ma'arif NU 1 Cilongok. The instrument for collecting the data was a closed-questionnaire. After the data collection, the researchers analyzed the data by calculating the percentage of the response on each item in the questionnaire. The results revealed that the students gave positive responses to the LMS employed in SMK Ma'arif NU 1 Cilongok since most of the students' responses were on agree or strongly agree scale. Overall, the students' perception about the LMS could be divided into five categories called the perception about the features and display, the system quality, the perceived usefulness, the satisfaction, and the English competence.*

*Keywords: Students' Perception; LMS; Learning English*

## A. Introduction

The Coronavirus disease 2019 has spread in many countries all over the world including Indonesia. The spread of this virus has affected many sectors including Education. Abidah et al., (2020) state that the impact of the Coronavirus disease 2019 (Covid-19) pandemic also influences the education world. Due to the spread of the Covid-19, the teaching and learning process cannot be conducted offline or face-to-face. Fitriani (2020) explains that the COVID-19 pandemic requires the education sector to make learning innovations, so that learning activities can continue to run well. In doing online learning, the teachers may utilize technology. Technology is used as a supporting medium in online learning. Through technology, teachers and students can interact online without direct interaction at school.

Nowadays, the development of technology can assist and facilitate the implementation of online learning carried out through online or internet connection (Dhika et al., 2019). According to Naidu in Hasnidar (2020), e-Learning generally refers to the use of information and communication technology in the learning process. E-learning means that teachers and students carry out learning activities by utilizing technology. Therefore, teachers and students must be ready to adapt to the changes in the learning system or learning method applied. One of the platforms for e-learning is Learning Management System (LMS).

Learning Management System (LMS) is a platform used for online learning. An LMS is a software application or web-based technology used to plan, implement and assess a specific learning process (Brush, 2019). Fitriani (2020) also states that LMS is an information technology system developed to manage and support the learning process, deliver materials and make interaction between lecturers and students. Through the Learning Management System (LMS), the teacher can create, manage,

organize, and deliver online materials to the audience in online learning process and the students also can access the material given by teacher. Learning Management System (LMS) provides various platforms, such as Schoology, Google Classroom, Edmodo, and so on.

SMK Ma'arif NU 1 Cilongok is one of the schools that was also affected by the COVID-19 pandemic. Face-to-face learning should be switched into online learning. Utilizing the learning Management System (LMS) is one of the ways employed by SMK Ma'arif NU 1 Cilongok to support and manage online learning so that the teaching and learning process continues to run well during the COVID-19 pandemic.

In utilizing LMS as an e-learning learning medium, SMK Ma'arif NU 1 Cilongok created a special website for online learning space. This website is used as a medium for implementing distance learning/online learning process that can be accessed by teachers and students through internet connection. This is a form of creativity and innovation in the implementation of online learning. Of course, this is also become something new for SMK Ma'arif NU 1 Cilongok and also for teachers and students. Furthermore, the website is not only used during distance learning, but also when the school has conducted face-to-face learning and when there is activity or event held. It means that the website can provide more benefits because it can also be used in certain situations.

Based on the previous explanation, the researchers were interested to find out the perceptions of the students' regarding the use of LMS in the form of a website that designed as an e-learning medium at SMK Ma'arif NU 1 Cilongok. This perception is needed to find out the opinion from the students related to the use of online learning platform, especially in learning English.

To find out the students' perception, the researchers used descriptive qualitative research. Ary et al., in Trisiana (2020) point out that the main focus

of qualitative research is to understand, explain and explore an experience of a group of people. Since the purpose of this research was to find out the students' perceptions about the use of Learning Management System, the researchers tried to find out and explain the students' perception about it. Hasnidar (2020) also figures out that descriptive qualitative research method is a method used to examine questions about how participants perceive and interpret their environment.

To gather the data, researchers distributed a closed-questionnaire to the students. The questionnaire was adopted from Ramadania (2021), and it could be classified into five categories called perception about the features and display, the system quality, the perceived usefulness, the satisfaction, and the English competence. There were 1248 students, and the researchers only took 10% of the students (125) as the sample of this study. According to Suwartono (2014), questionnaire is used in research which involving a very wide population. Questionnaire is a list of questions given to others in order to get respond. The researchers prepared questionnaire in Google Form, so that the participants could access and answer it easily. The researchers created a WhatsApp Group to share link of the questionnaire to the students.

In analyzing the data from questionnaire, the researchers identified and classified the data based on the blueprint. The questionnaire answer displayed into table that followed by description in order to make the data easier to understand. The researchers showed the results of questionnaire in a table by calculating the percentage. The table percentage was used to know the most dominant perception from students. The researchers employed the percentage formula from Arikunto (2006). Here is the formula:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency of Student

N = Number of Student

## B. Result and Discussion

### Finding

SMK Ma'arif NU 1 Cilongok had created a Learning Management System (LMS) as an online learning platform. This LMS was made using Candy CBT by adding features that facilitate the learning process. The LMS has several features that support online learning activities. They are features for materials, assignments, quizzes or exams, announcements, student grades, audio, video and help button. Based on the result from the closed-questionnaire administered, the students gave positive responses toward the implementation of the LMS. Their perspective could be divided into five different categories.

Table 1. The Students' Perception about the Features and Display

No	Item	Scale				
		SA	A	N	D	SD
1	The LMS is good and interesting.	32.8%	42.4%	24%	0%	0.8%
2	The features in the LMS can facilitate the process of learning English.	32.8%	48%	15.2%	3.2%	0.8%
3	The LMS provides adequate communication space and interactive discussions.	37.6%	34.4%	26.4%	1.6%	
4	The features in the LMS (materials, assignments, quizzes, forums / chat, audio, video, live chat) are complete and adequate.	29.6%	40.8%	24.8%	4.8%	

5	The display of the LMS is good.	34.4%	48%	16.8%	0.8%
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The results on Table 1 revealed that the students of SMK Ma'arif NU 1 Cilongok had positive responses toward the features and display of the LMS. The highest percentage of each item on that category was on agree or strongly agree scale. There were several points that could be concluded. Firstly, most of the students (42.4%) agreed that generally the LMS was good and interesting. Secondly, the LMS platform employed at SMK Ma'arif NU 1 Cilongok was also equipped with several features facilitating the teaching and learning process of English. Most of the students (48%) agreed that the features could facilitate the teaching and learning process of English. Then, there was also 32.8% of the students who chose strongly agree. Thirdly, the LMS could facilitate the communication process among the students and the teachers. The LMS is equipped with various features supporting the learning activities, and one of the features is room chat/live chat. The results in the third statement showed that the highest percentage (37.6%) was on strongly agree scale. In addition, there was 34.4% of the students who chose agree.

Fourthly, most of the students agreed that the features available in the LMS were quite complete and adequate. Most of the students (40.8%) agreed that the features in the LMS such as materials, assignments, quizzes, forum/chat, audio, video, and live chat were complete and adequate. The features of the LMS platform are feature to access the material presented by the teacher, feature to access assignments and collect assignments to the teacher, feature to access quizzes, chat and discussion forums, audio, video, and live chat. Fifthly, 48% of students agreed that the display of the LMS platform was good. It means the LMS platform has a good design which was easy to understand, easy to use and suitable for students of SMK Ma'arif NU 1 Cilongok.

Table 2. The Students' Perception about the System Quality

No	Item	Scale				
		SA	A	N	D	SD
6	The LMS is quite stable and accessible.	40.8%	42.2%	15.2%	1.6%	
7	The quality of the teaching and learning process through the LMS is as good as face-to-face learning process.	24.8%	39.2%	25.6%	8%	2.4%

Table 2 shows that most of the students gave positive feedback toward the system quality. The highest percentage for each item was on agree or strongly agree. It can be seen that 42.4% of the students chose "agree", and 40.8% of the students chose "strongly agree" on the first item. They agreed that the LMS was quite stable and easy to access. It means the students felt that the LMS had good performance. There were no significant problems in the LMS when the students used the LMS. Then, there were 39.2% of students who answered agree, and 24.8% of the students answered strongly agree that the teaching and learning activity conducted through the LMS platform was as good as face-to-face learning. Although learning was carried out through the LMS platform, learning process could run well as usual.

Table 3. The Students' Perception about the Perceived Usefulness

No	Item	Scale				
		SA	A	N	D	SD
8	Learning English through the LMS is quite easy.	21.6%	40.8%	29.6%	7.2%	0.8%
9	I like learning English with the LMS.	18.4%	39.2%	35.2%	5.6%	1.6%
10	Learning English using the LMS more fun.	24.8%	28%	40.8%	4%	2.4%
11	I feel motivated to learn English using the LMS.	23.2%	42.4%	28.8%	4.8%	0.8%

12	I become more active in learning English using the LMS.	16.8%	35.2%	40%	8%
13	Understanding the English materials presented in the LMS is quite easy.	17.6%	43.2%	28.8%	10.4%
14	Assignment submission and quiz completion through the LMS become faster, more effective and efficient.	37.6%	43.2%	17.6%	1.6%

Table 3 shows the results for perceived usefulness category. There were some important conclusions. Firstly, most of the students agreed (40.8%) that learning English via the LMS was quite easy. It indicated that students were able to learn English well. They also understood the lessons given through the LMS platform. Secondly, most of the students agreed that they liked learning English through the LMS. It may be caused by the display and features of the LMS.

Thirdly, learning English via the LMS was more fun. There were 40.8% of the students who felt that there was no difference between online learning and face-to-face learning. They felt the same pleasure whether learning using the LMS platform and learning face-to-face. However, there were many students who prefer to learn English using the LMS platform. The percentage of the students who agreed and strongly agree was higher. It means that learning English by using LMS platforms was more fun for them.

Fourthly, the students felt that learning English using the LMS was motivational. 42.4% of the students chose agree, and 23.2% the students chose strongly agree with the statement. It means that the students felt happy to learn English through the LMS platform, and the students were also motivated to learn. Fifthly, most of the students agreed that learning English using the LMS made them become more active. 40% of the students



answered “neutral” to this statement. However, the percentage of students who chose “agree” and “strongly agree” was higher. Therefore, it can be said that the majority of students agreed that they become active in learning English using the LMS platform.

Sixthly, the students felt that the material presented in LMS platform was quite easy to understand. On the statement “Understanding the English materials presented in the LMS is quite easy”, 43.2% of the students chose “agree”, and 17.6% of the students chose “strongly agree”. It can be seen that students who responded agree and strongly agree had a high percentage. Thus, the materials presented by the teachers and the teachers’ explanation was conveyed well and with clear instructions as well.

The last, most of the students agreed that submitting the tasks and doing the quizzes using the LMS was easier. 43.2% of the students chose “agree”, and 37.6% of the students chose “strongly agree”. The students agreed that by using the LMS platform, assignment submission and quizzes completion were faster, more effective and efficient. It means that in submitting assignments, the students only needed to upload their answers to the feature available on the LMS using their phones, and the answers would be collected directly to the teacher.

Table 4. The Students' Perception about the Satisfaction

No	Item	Scale				
		SA	A	N	D	SD
15	I get a new experience in learning English using the LMS.	34.4%	47.2%	17.6%	0.8%	
16	I feel satisfied in learning English using the LMS.	16%	46.4%	33.6%	3.2%	0.8%
17	I want to continue learning English with the LMS.	20%	32.8%	41.6%	3.2%	2.4%
18	I recommend other students or teachers to use the LMS.	32.8%	39.2%	26.4%	0.8%	0.8%

Table 4 shows the results of the questionnaire for the satisfaction category. In this category, there are several statements related to the level of student satisfaction in using the LMS platform. First, students felt a different learning experience than before. On the statement “I get a new experience in learning English using the LMS”, 47.2% of the students chose “agree” and 34.4% students chose “strongly agree”. The highest percentage showed the students agreed that learning English using the LMS platform was something new for them. Second, 46.4% of the students answered “agree” on the next statement called “I feel satisfied in learning English using the LMS”. The highest percentage showed that students felt satisfied with learning English using the LMS platform. They felt that learning English using the LMS platform could running well.

Third, the students stated that they wanted to continue using the LMS platform. This can be seen in the statement “I want to continue learning English with the LMS”. The students who answered “agree” and “strongly agree” were more dominant. Moreover, the students also wanted other students or the teachers to use the LMS platform in learning English. In the item no 18, 39.2% of the students responded “agree”, and 32.8% of the students responded “strongly agree”.

Table 5. The Students’ Perception about English Competence

No	Item	Scale				
		SA	A	N	D	SD
19	I feel my English skills improved after learning using the LMS.	19.2%	34.4%	40%	5.6%	2.8%
20	My English scores after learning with the LMS are still good.	23.2%	31.2%	39.2%	5.6%	0.8%

Table 5 shows the results of the questionnaire for English Competence category. In the item no 19, the highest percentage (40%) was on the neutral answer. However, the percentage of students who chose “agree” and

“strongly agree” was also high. There were 34.4% of the students chose “agree”, and 19.2% of the students chose “strongly agree”. Even though learning was done through the LMS, the students agreed that they had improvement in their English skills. In addition, the students also agreed that their English scores were still good. The students felt that they were still able to achieve good learning outcomes.

## **Discussion**

The results of this research showed that the students gave positive response in features and display category. They agreed that the features and display of the LMS was good and useful. The features and display of the LMS supported and facilitated the teachers and the students during the online learning process. This finding is in line with some theories. Pina in Kats (2010) states that features in LMS contain feature for content creation, communication, assessment and administration. In LMS platform, the teachers could create learning courses and content, communicate with the students and etc. Kasim (2016) also argues that Learning Management System (LMS) is a web-based software application that is made in order to handle the learning activities such as delivering learning content, making student interaction, assessment tools and reports of learning progress and student activities. Ramadania (2021) explains that LMS platform served everything needed in learning such as course material, exercise, and feedback. The students could access materials, exercise, and feedback, interact with the teachers, and access learning score and etc.

The students also agreed that the features were quite complete in facilitating online learning process. It also had interesting display and could be used easily. According to Kasim (2016), there are three types of tools or features in LMS, they are learning skill tools, communication tools and productivity tools. The first feature is learning skills tools. The teachers

could make online presentation easily. It was also felt by the students that they could access materials, quizzes and assignments given by teachers easily. The second feature is communication tools. Although teaching and learning process was done online, teachers and students could create communication and discussion between teachers and students by utilizing communication tools in the LMS. According to Kasim (2016), through communication tools, teachers could create interaction between teachers and students and also interaction between students. The communication tools allow teachers and students to interact by sending and replying messages and reading comments and replying to comments from other users.

The third feature is productivity tools. Through the LMS platform, teachers and students can send or upload documents such as quizzes answer, students' scores and etc. Kasim (2016) points out that document management system allows teachers and students to be able to send or upload files and also download files through any computer that connected to the internet. Ramadania (2021) states that in her study, the respondents were more positive about the features and display.

This research also showed that LMS platform used at SMK Ma'arif NU 1 Cilogok had good quality. The researchers found that most of the students felt that the access to the LMS was accessible. According to Trisiana (2020), accessibility in LMS means how LMS can easily access or use by the user. The server prepared a link and account for teachers and students. The teachers and students only need to click the link and log in with their own username and password. The system of the LMS used at SMK Ma'arif NU 1 Cilogok was also stable. LMS platform could be accessed using laptops, mobile phones and etc. by utilizing internet access. Dhawan and Blake in Simanjuntak et al., (2021) explain that online learning is a learning process using different devices such as laptops, mobile phones, etc., with internet access to support the teaching-learning activity.

Besides, the LMS offered usefulness for teachers and students. Even though the learning activities were done in a new way, the teachers and the students could find the usefulness in the implementation of online learning. The students could access and download the materials presented easily, take quizzes and assignments, collect quizzes and assignments faster and so on. Pina in Kats (2010) state that LMS is very helpful and makes it easier for teachers and students in carry out the learning process, especially in online learning. This is in accordance with the finding in the research by Ramadania (2021) that Learning Management System (LMS) is capable to facilitate English learning. This research also showed that learning English through LMS platform was more fun and can motivate students to learn. Simanjuntak et al., (2021) explain that learning English online can make students more motivated to learn the language. It made students become more active in learning English. It proved by the percentage of students who chose “agree” was the highest percentage.

In satisfaction category, the results showed that more than half of students were satisfied in online learning using the LMS platform. They felt a new experience in learning English using LMS platform. Mardiah in Simanjuntak et al., (2021) state that the students feel different sensation of learning English between face-to-face learning and online English learning. Even though it was new for students, they showed positive perception. The students wanted to use the LMS in the future and recommend it for others students and teachers to use. It is supported by Komara in Ramadania (2021) who stated that students want to continue using LMS platform in learning English and recommend it to other students to use. The satisfaction of students in using LMS platform was because the LMS platform provided benefits in online English learning.

In addition, the students' English competence was improved although learning English was done through LMS platform. The majority of students had improvement both in English skills and English scores.

As we know that there are four English skills need to be learned, they are reading, writing, listening and speaking. According to Simanjuntak et al., (2021), online learning can help students improve their skills in English. The researchers found that the students felt the LMS platform was helpful in learning English. The materials presented were also easy to understand and can be accessed anytime. Therefore, the students were motivated to learn English and had improvement in their English skills and scores.

### **C. Conclusion**

Learning Management System (LMS) is one of the platforms used to support online teaching and learning at SMK Ma'arif NU 1 Cilongok. The results from the questionnaire showed that more than half of the students agreed with the statements in questionnaire. It can be seen in the results of this research, the total of students who chose "agree" and "strongly agree" was higher than the other options. It can be concluded that the majority of students gave positive responses. The LMS facilitated the English teaching and learning process, and provided some features that were helpful and useful. The students found that the LMS platform they used was interesting and accessible. It could motivate the students to learn and make them more active in learning English. Thus, all the categories in the closed-questionnaire received positive responses from the students.

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