

**THE USE OF INTEGRATED LEARNING MANAGEMENT  
SYSTEM (LMS) IN EFL CLASSROOM: TEACHERS'  
CONSIDERATIONS AND CHALLENGES**

**THESIS**

Submitted in Partial Fulfillment of Requirement for the Degree of Sarjana

Pendidikan (S.Pd) in Teaching English



**UIN SUNAN AMPEL  
S U R A B A Y A**

By:

Agustin Dwi Trisiana

NIM D75216076

**ENGLISH TEACHER EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHERS TRAINING  
STATE ISLAMIC UNIVERSITY OF SUNAN AMPEL  
SURABAYA**

2020



### ADVISOR APPROVAL SHEET

This thesis by Agustin Dwi Trisiana entitled "*The Use of Integrated Learning Management System (LMS) in EFL Classroom: Teachers' Consideration and Challenges*" has been approved by the thesis supervisors for further approval by the Boards of Examiners.

Advisor I



**Mokhamad Svaifudin, M.Ed., Ph.D.**

**NIP. 197310131997031002**

Advisor II



**Fitriah, Ph.D.**

**NIP. 197610042009122001**

## EXAMINER APPROVAL SHEET

This thesis by Agustin Dwi Trisiana entitled "The Use of Integrated Learning Management System (LMS) in EFL Classroom: Teachers' Considerations and Challenges" has been examined on September 18<sup>th</sup> 2020 and approved by the board of examiners.



Dean

(Dr. H. Ali Mas'ud, M.Ag., M.Pd.)  
NIP. 196311161989031003

Examiner 1

(Dr. Irma Soraya, M.Pd)  
NIP. 196709301993032004

Examiner 2

(Dr. Siti Asmi, M. TESOL)  
NIP. 1977041420060420030

Examiner 3

(Mokhammad Syaifuddin, M. ED., Ph. D)  
NIP. 197310131997031002

Examiner 4

(Fitriah, Ph.D)  
NIP. 197610042009122001



























































































































































involve students into the learning process. So, the students will take responsibility to join the online classroom.

Another way to avoid students' delay in submitting assignments was teachers used to remind their students via WhatsApp group or in the classroom when they just uploaded new material. One of the teachers said that she reminded the students to check the Schoology every Wednesday because there will be new material and assignments.

In conclusion, teachers had various ways dealing with the challenges regarding to the use of LMS in classroom. Those strategies can't be fully implemented by all of the teachers due to different characteristic of learners. This finding can stand as a reference which can be emulated and adapted to circumstance with their needs.



use of LMS. The first challenges faced by the teachers is technological support like unstable connection and understanding features; second learners' problems such as accessibility, students' discipline, students' participations, controlling students, and the notifications.

To deal with the challenges, teachers need to think and work more to find the solutions. Not all of the obstacles can be fixed by the teachers. Teachers' strategies to cope the challenges about technological support is by learn the LMS and have a trial and error before implement it in the classroom. Another way to solve students' problems relating to student's self-discipline and participations is teachers provides rules like classroom contract and interesting materials to engage the students. Then, to avoid students' delay in joining or submitting the assignments, teachers have to remind the students every time they uploaded new materials. The teachers need to do that hopefulness learners won't leave the newest information. Those strategies mentioned above can't fully imitate and implement in the classroom, it depends on the conditions of each classroom.





- Gear, A., 2006,. *Reading Power*. Markham, Ontario: Pembroke Publishers
- Hall, C. (2006). “*Lighting a fire or filling a pail? Users’ perceptions of a virtual learning environment*”. Survey Report, University of Swansea.
- Hamdi, N, 1991, Faculty members' attitudes toward instructional technology at colleges and universities in Jordan. *Dirasat Journal*, vol.1, no.18, pp.131-162.
- Hirata, Y., & Hirata, Y, 2012, Learning Management System: Japanese Student Perceptions and Expectations. *Engaging Learners Through Emerging Technologies Communications in Computer and Information Science*.vol. 302, pp.11-24.
- Jameel Ahmad, 2012, English Language Teaching (ELT) and Integration of Media Technology. *Procedia - Social and Behavioral Sciences, Elsevier Ltd*, vol.47, pp. 924 – 929.
- Kalinga, E. A., Burchard, B., & Trojer, L, 2008, Strategies for developing e-LMS for Tanzania Secondary Schools. *International Journal of Social Sciences*, vol.2, no.3, pp. 145-150.
- Kern, 1995, ‘Restructuring classroom interaction with networked computers: Effects on quantity and quality of language production’, *Modern Language Journal* ,vol. 79, no. 4, pp.457-476.
- Kolb, D A, Rubin, I M and McIntyre, J M ,1994, *Organizational Psychology: An experiential approach to organisational behavior*, 4th edn, Prentice Hall, London
- Liaw, S, 2008, Investigating students’ perceived satisfaction, behavioral intention, and effectiveness of e-Learning: a case study of the Blackboard system. *Taiwan: Elsevier Ltd*, vol.51, pp. 864-873.
- Maginnis, F., White, R., & Mckenna, C, 2000, ‘Customers on the move: m-Commerce demands a business object broker approach to EAI’. *eAI Journal*, pp.58-62.
- McNamara, C, 1999, *General Guidelines for Conducting Interviews*, Authenticity Consulting, LLC.
- Melanie L. Buffington, M.A, 2004, *Using the Internet to Develop Students’ Critical Thinking Skills and Build Online Communities of Teachers: A Review Of Research With Implications For Museum Education*. The Ohio State University,
- Mohammed J. Asiria, Rosnaini Mahmud, Kamariah Abu Bakar, and Ahmad Fauzi Mohd Ayub, 2012, ‘Role of Attitude in Utilization of Jusur LMS in Saudi Arabian universities’, *International Educational Technology Conference Ietc*. vol. 64, pp. 525-534.

- Mohsen Muhammad, Shafeeq, C, 2014, 'EFL Teachers' Perceptions on Blackboard Applications', *Canadian Center of Science and Education E-ISSN*, pp. 1916-4750.
- Napaporn, Srichanyachon, 2014, 'EFL Learners' Perceptions of Using LMS', *The Turkish Online Journal of Educational Technology*.vol.13, no. 4, pp. 30-35.
- Peterson, M. "Language Teaching and networking. System", 25 (1), 29-37.(1997)
- Piccoli, G., Ahmad, R. & Ives, B. (2001). 'Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic IT skills training', *MIS Quarterly*, vol. 25, no. 4, pp. 401-426.
- Pope, C., & Golub, J. (2000). Preparing tomorrow's English language arts teachers today: Principles and practices for infusing technology. *Contemporary Issues in Technology and Teacher Education* [Online serial], 1(1). Retrieved Oktober 2, 2020 from <http://www.citejournal.org/vol1/iss1/currentissues/english/article1.htm>.
- Raihan Ibrahim, 2010, 'Students Perception and Engagement Towards A Writing Task In A Blended Learning Environment', *An unpublished Master's thesis*, vol. 67, pp. 561-570.
- Servonsky, W. L., & Bertha, L, 2005, 'Evaluation Of Blackboards As A Platform For Distance Education Dilevery', *The ABNF Journal*, pp. 132-135.
- Surej P. John (2015). *The Integration Of Information Technology In Higher Education: A Study Of Faculty's Attitude Towards IT Adoption In The Teaching Process*. New Zealand
- Warshcauer & Healey (1998) "Computers and Language Learning: An Overview"
- Zhao, Y., Pugh, K., Sheldon, S., & Byers, J. (2002). 'Conditions for Classroom Technology Innovations', *Teachers College Record* vol. 104, no. 3, pp. 482-515.