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

#### **THESIS**

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#### **ABSTRACT**

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These days, technology and education together become the most powerful tools in improving the quality of learning. One of the ways in integrating technology in classroom is using LMS or Learning Management System. There are huge number of LMS provided in the internet and teachers need to filter the appropriate application for their classroom. From this case, this study aimed to investigates teachers' considerations in selecting LMS in EFL Classrooms within the context of higher education. This study used qualitative method by interviewing 6 EFL teachers in UINSA about consideration in selecting LMS and the challenges they faced during the use of LMS. The findings revealed that the teachers were aware of the LMS selection in their teaching process. Teachers did not take for granted for LMS applications when they used it in their classroom. The features, price, accessibility, learners' needs and advantages become teachers' considerations before selecting LMS. Also, the findings showed that technological support and students' problems were the challenges in using LMS in the classroom. In general, the way teachers' design the material for online learning is limited. Therefore, the future researchers need to investigate teachers' creativity in designing online learning with the use of LMS to improve better online learning.

#### **ABSTRAK**

Trisiana, Agustin, 2020, *The Use of Integrated Learning Management System (LMS) in EFL Classroom: Teachers' Considerations and Challenges*. A Thesis. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Advisor: Mokhamad Syaifudin, M.Ed., Ph.D. dan Fitriah, Ph.D.

Kata Kunci: Pembelajaran Terintegrasi, LMS, Pertimbangan Guru

Saat ini, teknologi dan pendidikan menjadi alat paling ampuh dalam meningkatkan kualitas pembelajaran. Salah satu cara mengintegrasikan teknologi di dalam kelas adalah dengan menggunakan LMS atau Learning Management System. Ada banyak sekali LMS yang disediakan di internet dan guru perlu memfilter aplikasi yang sesuai untuk ruang kelas mereka. Berdasarkan kasus tersebut, penelitian ini bertujuan untuk mengetahui pertimbangan guru dalam memilih LMS di kelas Bahasa Inggris dalam konteks perguruan tinggi. Penelitian ini menggunakan metode kualitatif dengan mewawancarai 6 guru di UINSA tentang pertimbangan dalam memilih LMS dan tantangan yang mereka hadapi selama menggunakan LMS. Hasil penelitian mengungkapkan bahwa para guru mempertimbangkan pemilihan LMS dalam proses mengajar mereka. Guru tidak begitu saja menggunakan aplikasi LMS dalam proses pembelajaran. Fitur, harga, aksesibilitas, kebutuhan peserta didik menjadi pertimbangan guru sebelum memilih LMS. Selain itu, temuan menunjukkan bahwa teknologi pendukung dan masalah siswa menjadi tantangan dalam menggunakan LMS di kelas. Secara umum, cara guru mendesain materi untuk pembelajaran online masih terbatas. Oleh karena itu, peneliti selanjutnya perlu menyelidiki kreativitas guru dalam merancang pembelajaran online dengan penggunaan LMS untuk meningkatkan pembelajaran daring yang lebih baik.

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## LIST OF ABREVIATION

1. LMS Learning Management System

**2.** EFL English as Foreign Language

3. UINSA Universitas Islam Negeri Sunan Ampel

**4.** E-Learning Electronic Learning



#### **CHAPTER I**

#### INTRODUCTION

Chapter I provides a brief background of the research which describes the reason behind why the researcher conducted the study about teachers' consideration in choosing LMS. Subsequently, this chapter also includes the problems in the research questions and with the objectives of the study. It also talks about the significances of the study which present the information relating with the benefit of the study, the limitation of the study and definition of key terms.

#### A. Background of the Study

Nowadays, technology has become the most important thing in our lives: it helps people do their works easily. We cannot live without technology because everything connects with it. Johnston & Highfield said that technology defines as "anything that can create, store or process data," technology includes touchscreen devices and electronic toys, and internet. That is why technology has a vital role in every aspect of life, including in the scope of education. In educational sector, technology has been critical tool to foster learning by providing a platform for accessing information and delivering knowledge. Technology gives a lot of impact in education and it help learning process become more engageable and effective. For instance, a large number of students agreed if the use of media technology gives a chance for students with excitingly

<sup>&</sup>lt;sup>1</sup> Johnston-Highfield, Definition of Technology

new learning experience and tremendously increases their motivation level. <sup>2</sup> It can be said that integrating technology and pedagogic skill in classroom is helpful to engage students in learning because we can use online media, audio and video recording to attract students.

Jamel Ahmad stated that in 1950s small language schools began integrating technology in teaching and learning process by watching phonograph records and movies and also listening tape records as tools in teaching English Language. In the 70's and 80's video projectors and slide shows were added in courses and keeps continue until in the mid '90s. There are more various number of multimedia language programs provided in the internet to help teachers integrating technology in teaching process. Educational system in Indonesia is also started to integrate technology in learning process. It is shown by the schools' facilities equipped with technology. We can easily find schools that using technology such as phone, LCD projector, internet, and computer to support their learning.

Warshcauer & Healey said that computer and internet are considered as importance tools in language learning.<sup>5</sup> Computer and Internet are important because it enhance creativity and critical thinking skill.<sup>6</sup> Computer and internet become tools to search a lot of information, interact and communicate with

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<sup>&</sup>lt;sup>2</sup> Jameel Ahmad, "English Language Teaching (ELT) and Integration of Media

Technology" (Elsevier Ltd: Saudi Arabia, 2012). 928

<sup>&</sup>lt;sup>3</sup> Ibid,. hlm. 924

<sup>&</sup>lt;sup>4</sup> Ibid., hlm, 924

<sup>&</sup>lt;sup>5</sup> Warshcauer - Healey "Computers and Language Learning: an overview" (USA, 1998)

<sup>&</sup>lt;sup>6</sup> Melanie L. Buffington, M.A. "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, 2004)

others around the world. Moreover, teachers and learners can download materials in the internet then store it into the computer, it provides efficient & the better use of technology.

The use of technology in education such as internet changes our educational perspectives. A study conducted by Kern found that the interaction between teachers and learners changed by the used of Internet.<sup>7</sup> In traditional classes teachers being the controller and focuses more in textbook otherwise learners become the center and more active than the teachers in computer classes.<sup>8</sup> It is proved that the use of technology in learning activate students' motivation and the internet has profoundly gave impact for learners to achieve their goals.

In line with kern, study conducted by Jackson et al found that the more students used the internet, the better scores and grades they got. <sup>9</sup> This is proved in pre-posttest about the impact of media technology in improving pronunciation of individual words. Pre-test was conducted before the use of media technology and after 10 days using media technology they were tested. The finding showed that students' performance was better and the score of the students in post-test after the use of internet was found higher than pre-test. It can be concluded that technology gives impact in education and it can extend as a facilitator to seek the goals.

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<sup>&</sup>lt;sup>7</sup> Kern, "Restructuring Classroom Interaction with Networked Computers: Effects on quantity and quality of language production." (Modern Language Journal 79 (4), 457-476. (1995)

<sup>&</sup>lt;sup>8</sup> Melanie L. Buffington, M.A. "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, 2004)

<sup>&</sup>lt;sup>9</sup> Jackson , At all: Does gome internet use influence the academic performance of low-income children? British Journal of Development Psychology, 42 (3), 1-7.(2006)

The use of technology in education provides many benefits. Therefore, the way on implementing technology in learning process is also important to be discuss. As Pope and Golub mentioned, it is important for English teachers to model effective and interactive of teaching with technology. <sup>10</sup> English teachers must be aware by technology used in their class, teachers also need to develop learning process with the use of technology to achieve the better result.

Teachers can use various types of technology in their classroom. For instance: computer, websites and blogs, hand phones, smart interactive whiteboards, online media and online learning tools. From those technological tools, online learning tool is the common tools used in EFL Classroom. It is proven by the survey that revealed 68, 3% agree that online learning tools are mostly used for study information, it is supports efficient learning and important for organizational purposes. Online learning tools refer to any app or program that connect to the internet and enhance teachers' ability to provide information and students' ability in access the information. Any kinds of application or programs that connect to the internet and profoundly give positive impact for both teachers and learners and also help the teaching process can be consider as online learning tools.

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<sup>&</sup>lt;sup>10</sup> Pope, C., & Golub, J. *Preparing tomorrow's English language arts teachers today: Principles abd practices for infusing technology.* (2000)

<sup>&</sup>lt;sup>11</sup> David A Back, et all "Learning Management System and e-learning tools: an experience of medical students' usage and expectation" *International journal of medical students*. Vol:7, 267–273, 2016.

<sup>&</sup>lt;sup>12</sup> Jennifer Moon, "What is Online Learning Tools", <a href="https://study.com/academy/lesson/what-are-online-learning-tools-definition-types-examples.html">https://study.com/academy/lesson/what-are-online-learning-tools-definition-types-examples.html</a> (accessed on 28 April 2020, at 10.20 PM)

There are a lot of types of online learning tools, one of them is Learning Management System. Learning Management System or LMS is a human creation application used to conduct e-learning process. Learning Management System has provided learning sources for all types of learners for example cross-cultural collaborative learning opportunities, interactive learning environment for students and teachers and course material. Besides, the LMS is used to managing curriculum, training materials, and evaluating. This learning management system also allows learners and teachers to conduct the learning process everywhere and anytime based on their own needs. From the function mentioned above, it can be said that the use of LMS helps teachers conduct the learning process easily and effectively.

A Learning Management System (LMS) may also provide students with the chance to use interactive features such as video conferencing, attach media or link and discussion forums. LMS also extended with features for tracking learners' activities and giving result for assignments, quizzes, and grading. Learning Management System in language learning helps teacher to manage their students. In addition, the use of Learning Management System makes learning process become more flexible because everyone can access it everywhere and anytime without having face-to-face classroom.

 $<sup>^{\</sup>rm 13}$  Mohammed Ali Mohsen & Shafeeq C. P, EFL Teachers' perceptions on Blackboard applications , 2014 .

<sup>&</sup>lt;sup>14</sup> Cavus, N. "Assessing the success rate of students using a leaning management system together with acollaborative tool in Web-Base teaching of programming languages". *Journal of Educational Computing Research*, 36(3), 301-321. 2007.

<sup>&</sup>lt;sup>15</sup> Margaret rouse "what is learning management system."

<sup>&</sup>lt;sup>16</sup> Napaporn Srichanyachon "*EFL Learners*" *Perceptions of Using LMS*" The Turkish Online Journal of Educational Technology, 2014.

Teachers play a vital role in applying technology in the classroom and achieving the successful integration of technology in teaching and learning process. Teachers have to be convinced by the value of LMS and any other tools of online learning. It is believed that teaching tend to be associated with heart because when you do something you love you will do it with all of your heart. Moreover, teachers need to be selective on media tools and determine the application or program that suits to their learners because teachers can't choose or select random applications or tools for their learners. It is also important for teachers to consider the challenges to anticipate the come-up problems and prepare how to solve the problems.

There are three previous studies which discussed about integrating LMS in EFL classroom. Jameel Ahmad examined Arabian EFL learners' response towards the use of technology in ELT and also explain how the impact of integrated technology in ELT. The findings showed that all of the participants were strongly agreed and no body was found disagree with the integration of media technology in ELT classes. Then, 80% participants got higher score in performance test when conducting the post-test after the use of the internet. Besides, the students were also stated that the use of technology gave new experience in learning and it is also entertaining them. In conclusion, the use of technology give highly impact in improving students' score and enthusiast in learning English. <sup>17</sup>

<sup>&</sup>lt;sup>17</sup> Jameel Ahmad, "English Language Teaching (ELT) and Integration of Media Technology." Elsevier Ltd. 47, 2012.

Another study conducted by Ali and Shafeeq who have done investigated Arabian EFL teachers' perceptions of the used LMS especially Blackboard application. The participants of this study were 32 EFL university teachers from Saudi Arabia. To collec33t the data the participants were surveyed and interviewed about their perceptions toward the use of Blackboard application. The findings showed that EFL Teachers showed positive attitude towards Blackboard application, teachers stated that Learning Management System (Blackboard) also increase students' motivation to learn English, it helps teachers to communicate with their students and it also increase successfulness in teaching English using application. <sup>18</sup> A study conducted by Srichanyachon explored undergraduate's background affected in students' attitude and perception in the use of LMS. <sup>19</sup> The sample were 198 undergraduate students from Bangkok University. The findings showed that student's background was not affected to the attitude and perception in using LMS.

From those previous studies mentioned, all of the researches discuss about the use of technology in EFL classroom. Mostly those previous studies more focus on effect, attitude, teachers and learners' perception toward the use of LMS. Unfortunately, there seems to be no study that investigates teachers' considerations in choosing LMS whereas there are a lot of LMS provided in the internet.

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<sup>&</sup>lt;sup>18</sup> Ali Mohsen - Shafeeq , "*EFL Teachers' Perceptions on Blackboard Applications*". Canadian Center of Science and Education, Vol. 7, No. 11; 2014.

<sup>&</sup>lt;sup>19</sup> Napaporn Srinchachayon: "Undergraduate's background affected in students' attitude and perception in the use of LMS." *TOJET: The Turkish Online Journal of Educational Technology*, volume 13, No 4, October 2014.

The researcher agrees that teachers' consideration before selecting LMS is important to give suitable method or tools in teaching. Therefore, the researcher believes that the teachers of UINSA especially in English Education Department had mastered with the use of technology and had integrated technology in their teaching practices by the use of advance LMS because the campus also has facilitated capable technology to improve the quality of learning. From that, this research attempted to explore what are the considerations do the teachers of UINSA have before choosing LMS in their classroom and the challenges they may encounter when using LMS.

#### **B.** Research Questions

- 1. What are the teachers' considerations in choosing LMS for their teaching practices in UINSA?
- 2. What are the challenges faced by the teachers in UINSA when using their selected LMS?

## C. Objective of The Study

- To explore teachers' consideration in choosing Learning Management System (LMS) into their teaching practices in UINSA.
- 2. To investigate challenges faced by the teachers in UINSA when using selected LMS in their learning process.
- **3.** To explore how do the teachers overcome the challenges.

#### **D.** Significance of The Study

The findings of this study are expected to give significant input for following people.

- 1. For teachers, the findings of this research can provide an overview and information about teachers' consideration before selecting certain LMS, what kind of Learning Management System that is suitable for their needs and the students, and how teachers cope with the problems when using learning management system. Therefore, teachers can make a good decision about kind of Learning Management System that suitable for their teaching practices.
- 2. For students, this research gives information and knowledge about kinds of Learning Management System that can be used in learning process.
- 3. For readers and future research, the result of this research gives information to the readers concerning the use LMS in EFL classroom. The result of this study could stand as a reference for further research who want to take the same theme regarding to the use of LMS with different insight or problems.

## E. Scope and Limitation of The Study

The scope of this study is investigating teachers' consideration in selecting LMS and the challenges they faced during the use of selected LMS in their classroom. The object that is researched is about the considerations in choosing LMS and the challenges in using selected LMS. After getting information about

the challenges, researcher discussed the way EFL teachers' deal and solve the challenges.

The limitations of this research are the teachers as the subject is only teachers from English Education Department who have done applied 2 kinds of LMS for more than 1 year. And this research is only limited to analyses the challenges in using two kinds of LMS, Edmodo and Schoology.

#### F. Definition of Key Terms

In order to avoid misunderstanding and have the same concept about this study, the researcher clarifies the terms used in this study. The key terms are:

- 1. Learning Management System or (LMS) is a human creation of software application which is useful for help the teaching and learning process by providing features for administration, documentation, tracking students' activities, reporting students' scores, and the most important is delivering educational courses, training and development programs.<sup>20</sup> Learning Management System in this research means a tool or application commonly used by the teacher which provide with a lot of features that can help teachers to conduct e-learning process at UINSA
- Teacher Consideration is teacher think carefully before taking an action or judgment like it's good or bad. Teachers should know pupils' problem, need, ability, and behavior before giving suitable methods for their

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 $<sup>^{20}</sup>$  Wikipedia , "Definition of LMS", <a href="https://en.wikipedia.org/wiki/Learning">https://en.wikipedia.org/wiki/Learning</a> management system (accessed on 5 May 2020, at 11.20 AM)

learners.<sup>21</sup> In this research, teachers' consideration refers to teachers' action to think carefully before selecting particular LMS used in their learning process. Teachers' consideration is important to select the LMS which is suitable with the learners and needs.

3. Integration Technology refers to combining the use of technology to facilitate teaching and learning process.<sup>22</sup> Students used technology to learn the content and show their understanding about the content not only expertise with the tools.<sup>23</sup> There are a lot of examples in integrating technology in classroom for example the use of computer and mobile devices to help the learning more interactive and engageable. In this research, integration technology means the combination between LMS as technology to facilitate teaching and learning process especially in English classroom at UINSA.

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<sup>&</sup>lt;sup>21</sup> Mohammad Ali Mohsen - Shafeeq C.P , "EFL Teachers' Perceptions on Blackboard Applications" *English Language Teaching*. Vol. 7, No. 11, 2014.

<sup>&</sup>lt;sup>22</sup> IGI GLOBAL In "What is Technology Integration", <a href="https://www.igi-global.com/dictionary/preparing-teachers-to-integrate-digital-tools-that-support-students-online-research-and-comprehension-skills/29524">https://www.igi-global.com/dictionary/preparing-teachers-to-integrate-digital-tools-that-support-students-online-research-and-comprehension-skills/29524</a> (accessed on 9 May 2020, at 11.52 AM)

<sup>&</sup>lt;sup>23</sup> Mary Berth Hertz in "Integration Technology", https://www.edutopia.org/article/technology-integration-what-experts-say (accessed on 9 May 2020, at 11.51 AM)

#### **CHAPTER II**

#### LITERATURE REVIEW

In chapter II compendium information over the theories which support the study would be presented. This chapter also contains literature review and some previous study related to the theme of this study. The theories are including (1) integration technology in teaching, (2) definition of LMS, (3) benefits and challenges of LMS and (4) teaching English using LMS.

#### A. Theoretical Framework

#### 1. Integration Technology in Teaching

Integration technology in teaching means the use of technology tools in education to obtain enjoy & effective learning and support the element of education. There are some examples of integrating technology in education such as wireless connection, Learning Management System (LMS), internet technology, high speed communication infrastructures, visual presentation and accessing course materials using internet resources.<sup>24</sup> The integration of technology in education tremendously improves the effectiveness of learning process.<sup>25</sup> A research conducted by Garland and Martin found that transferring information and cognitive learning more successful with the use of online rather than traditional delivery method. <sup>26</sup> It can be said that by the

<sup>&</sup>lt;sup>24</sup> Ball, D & Levy Y "Emerging Educational Technology: Assessing the Factors That Influence Instructors' Acceptance in Information Systems and Other Classrooms". (2008)

<sup>&</sup>lt;sup>25</sup> Maginnis, F., White, R., & Mckenna, C. "Customers on the move: m-Commerce demands a business object broker approach to EAI" (2000).

<sup>&</sup>lt;sup>26</sup> Garland, D., & Martin, B. N. "Supporting Learning Style Online: Research Findings Show the Way". (2005)

use of technology in learning process, it gives impact for both teachers and learners. Teachers can deliver the materials easily and students can earn and receive the knowledge better.

A large number of students nowadays strongly agreed within the integration media technology in classroom and they stated that technology provides exciting experience in learning and gaining students' motivation in learning.<sup>27</sup> As we know that technology in education offers a large number of benefits, for example we can access information anytime and anywhere, we can easily interact with others around the world, we can search anything without limitations, teachers and learners have better interaction and the last is the use of technology encourage students in learning.

Moreover, the use of internet improved students' scores on pronouncing words, almost 80% students obtained better score after the use of internet.<sup>28</sup> Raihan also claimed that environment of blended learning was positive, and from thus positive perceptions, learners were encouraged to engage in their learning and the result showed a good performance.<sup>29</sup> So, the integration technology gives benefits for both teachers and learners to improve students' performance.

<sup>&</sup>lt;sup>27</sup> Jameel Ahmad, "English Language Teaching (ELT) and Integration of Media Technology." Elsevier Ltd. 47, 2012.

<sup>&</sup>lt;sup>28</sup> Ibid.

<sup>&</sup>lt;sup>29</sup> Raihan Ibrahim "Students perception and engagement towards a writing task in a blended learning environment". (Malaysia, 2010).

However, there are factors influence successfulness integration technology in education, those are teacher, student, age, educational background, availability of technology, competency in the use of computer, teaching and prior computer experience, institutional support and etc.<sup>30</sup> From the factors mentioned above, the key role of successfulness integration technology in classroom strongly depends on the attitudes.

According to Zhao, Pugh, Sheldon and Byers stated that the successful of planning integrating technology in educational programs depends on the attitudes of educational members.<sup>31</sup> As Picotelli et al asserted if both teachers and learners having the same positive attitude towards the use of computer in learning and teaching practices, they will be satisfied with the results and become effective users of e-learning technology.<sup>32</sup> So, both learners and teachers should have positive attitudes during the use of technology in their learning activities to get the better result of learning using technology.

Besides, there are also challenges when teaching using technology. One of the challenges in applying technology in education is if teachers do not pay attention on their new role. To enhance teachers' positive attitude toward technology, teachers should be aware of their new roles that they not only teaching but also as facilitators of a technological model of

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<sup>&</sup>lt;sup>30</sup> Surej P. John. "The integration of information technology in higher education: a study of faculty's attitude towards IT adoption in the teaching process." (New Zealand, 2015)

<sup>&</sup>lt;sup>31</sup> Zhao, Y, et al "Conditions for classroom technology innovations." Teachers College Record 104 (3), 482-515. (2002).

<sup>&</sup>lt;sup>32</sup> Piccoli, G., Ahmad, R. & Ives, "Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic IT skills training." (2001).

instruction.<sup>33</sup> Hence, teachers and students should have a good cooperation in implementing based-technology teaching. As the time flies, we cannot separate technology and education because together technology and education become the powerful tools to achieve learnings' goals. Teachers can integrate technology in classroom and support e-learning services by using Learning Management System to deliver the knowledge, control the student and manage the classroom.

## 2. Learning Management System

Learning Management System is an application or a web that become a powerful tool for teachers to conduct e-learning environment.<sup>34</sup> Learning Management system is commonly used application by educational institution to provide online educational services for students, teachers and managers.<sup>35</sup> Learning Management System also equipped with some features those are: manage course, make a course calendar, administration, send messages and give notification.<sup>36</sup> LMS can be used to assess the students; it can give certification and show students' score and transcripts, instructor-led course management, and competency management.

<sup>&</sup>lt;sup>33</sup> Hamdi, N. "Faculty members' attitudes toward instructional technology at colleges and universities in Jordan." (Jordan, 1991)

<sup>&</sup>lt;sup>34</sup> Napaporn Srinchachayon: "Undergraduate's background affected in students' attitude and perception in the use of LMS." *TOJET: The Turkish Online Journal of Educational Technology*, volume 13, No 4, October 2014.

<sup>&</sup>lt;sup>35</sup> Abdulaziz Aldiab "Utilization of Learning Management Systems (LMSs) in higher education system: A case review for Saudi Arabia." December 2018

<sup>&</sup>lt;sup>36</sup> https://elearningindustry.com/discovering-learning-management-systems-basic-functions benefits

Besides, there are three functions offered by Learning Management System in teaching and learning process; Learning Management System help teachers to manage the curriculum, materials and it use to evaluate the students; teachers use Learning Management System to track their students by monitoring students' progress and knowing how far the students access the materials; Learning Management System provides new atmosphere for students, teaching and learning process can be done without having face to face class. It gives a chance for learners to have new experience to learn in a different way.

The use of Learning Management System (LMS) changes the interaction between teachers and learners; the more learners' talk in computer classes than the teachers do.<sup>37</sup> In addition, the use of Learning Management System allows students to do their project, search information in any kind of information resources, make comments and suggestion on other's project, ask questions and explore e-resources.<sup>38</sup> Students can increase their understanding and get deeper information related with the materials since students can explore it using their LMS.

According to Liaw for students, LMS has improved their online communication with the instructors by motivating them to play an active

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<sup>&</sup>lt;sup>37</sup> Kern, "Restructuring Classroom Interaction with Networked Computers: Effects on quantitiy and quality of language production.", *Modern Language Journal* 79 (4), 457-476. (1995) <sup>38</sup> Asri Nova Rama, Amiruddin Rahim & Alberth. "The Use of Schoology to Enhance Students' Reading Comprehension at Lakidende University." *Journal of Language Education and Educational Technology*, Vol. 3 No. 1, 2018.

role in the learning process.<sup>39</sup> Those kinds of activities turn students' role from passive receiver to active participant of learning process. Besides, the use of LMS build students' personal responsibility since they have to learn the material by themselves, require students to be more discipline, and their progress is tracking with their teachers.

In conclusion Learning Management System can be said as a tool or application to conduct e-learning process. Learning Management System also supported with some features that help teacher to conduct learning process more easily and effectively. LMS is human's creation so it always needs improvement along with keep up of technology.

#### 3. Benefits and Challenges of LMS

Learning Management System give benefits for users, according to Capper stated the benefits of LMS such as; access the learning program anytime and anywhere, there is no face-to-face classroom, teacher can track students' activity, share knowledge and comment, both teachers and students can work together in a group discussion and the most important is students have new opportunities to learn in different way.<sup>40</sup> In addition, those benefits mentioned before was also supported by another researcher who felt the same advantages.

<sup>39</sup> Liaw, S. "Investigating students' perceived satisfaction, behavioral intention, and effectiveness of e-Learning: a case study of the Blackboard system". (Taiwan,2008)

<sup>&</sup>lt;sup>40</sup> Capper, J. "E-learning growth and promise for the developing world." (USA,2001)

In line with Capper, Marcus also stated that e-learning has four advantages. First, learners can freely decide the online lesson as they want. Second, both teachers and learners can choose the time based on their needs. Third, it is free to ask questions and share thoughts down in comment column. Last, students can choose and learn the material by downloading then re-read the material to get deeper understanding. Those benefits provided by the LMS showed that the integration technology in education can be more effective and efficient.

Meanwhile, there are also challenges in using LMS (Blackboard Application) as stated by Servonsky, Lawrence and Bretha. They said that teachers required to plan and prepare more in online course for instructional materials. Lecturing using Blackboard application took much more time than the traditional face-to-face meeting.<sup>42</sup> In addition, content must be updated and reviewed in line with technological developments. This includes download and review the documents, make an updated content, reference and repost the documents.

According to Bouhnik and Marcus they mentioned that disadvantages felt by the students about learning dissatisfaction were: a) lack of a firm framework to encourage students to learn. b) requiring self-discipline. c) learning atmosphere in e-learning system was low s. d) The distance has minimized contact between students and discussion become ineffective. e)

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<sup>&</sup>lt;sup>41</sup> Bouhnik, D., & Marcus, T. Interaction in distance-learning courses. *Journal of the American SocietyInformation Science and Technology*. (2006)

<sup>&</sup>lt;sup>42</sup> Servonsky, W. L., & Bertha, L. "Evaluation of Blackboards As A Platform for Distance Education Delivery" *.The ABNF Journal*, (2005)

The learning process is less efficient.<sup>43</sup> In other words, the learning and teachings' vibes were low because there is no direct interaction between teachers and learners and the students were less active since they don't have direct interaction among others.

#### 4. Teaching English with Learning Management System

In conducting e-learning environment, teachers also became an actor in achieving successfulness of integration technology in language teaching.<sup>44</sup> Therefore, it is really important for English teachers to transform effective practices of teaching using technology.<sup>45</sup> Teachers should be more creative in choosing and selecting technology use to conduct e-learning process. One way in implementing e-learning is by using Course Management System or Learning Management System.

For teachers, Teaching language online required different skill from teaching language with traditional face-to-face class. Teachers need to be convinced of the value of LMS because to conduct effective learning teachers requires effectiveness of technology use. Not only that, Teachers obligate to think both teaching language using LMS and consider the application used.

43 Bouhnik, D., & Marcus, T. Interaction in distance-learning courses. Journal of the American Society Information Science and Technology. (2006)

<sup>&</sup>lt;sup>44</sup> Mohammed Ali Mohsen & Shafeeq C. P. "EFL Teachers' Perceptions on Blackboard Applications", *English Language Teaching*. Vol. 7, No. 11; 2014.

<sup>&</sup>lt;sup>45</sup> Pope, C., & Golub, J. "Preparing tomorrow's English language arts teachers today: Principles and practices for infusing technology. Contemporary Issues in Technology an Teacher Education." 2000.

The use of LMS can help teachers and learners improved their English Skill. For instance, LMS usually used English Language so learners can implicitly increase their vocabulary. Second, learners who had problems in reading comprehension can use the Internet to infer, connect, predict, and ask questions. Those activity supposed to be the key in improve reading skill<sup>46</sup>. By the use of LMS, teachers deliver the materials and also implicitly improve students' skills.

The use of LMS can give an opportunity for learners to improve their listening and speaking skills, learners can get authentic material from the native speakers so they can improve it.<sup>47</sup> For writing skill, LMS can help students by providing many samples of text so learners may learn from it. A study conducted by Asri Nova Rama et al<sup>48</sup> found that the use of LMS increase students' reading comprehension and students were agreed with advantages given by LMS.

### 5. Teachers Considerations in Selecting LMS

There are a many kind of LMS provided in the internet. The commonly used by English educators are; Edmodo, Instructure Canvas, Blackboard, eCollege and Sakai.<sup>49</sup> There are another LMS that teachers can use to

<sup>&</sup>lt;sup>46</sup> Gear, A. "Reading Power." (Markham, 2006)

<sup>&</sup>lt;sup>47</sup> Jameel Ahmad, "English Language Teaching (ELT) and Integration of Media Technology" (Jeddah: 2012)

<sup>&</sup>lt;sup>48</sup> Asri Nova Rama, Amiruddin Rahim & Alberth. "The Use of Schoology to Enhance Students' Reading Comprehension at Lakidende University." *Journal of Language Education and Educational Technology*, Vol. 3 No. 1, 2018.

<sup>&</sup>lt;sup>49</sup> Phill Hill "State of the Anglosphere's Higher Education LMS Market:20123 Edition." blog, e-Literate. (2013).

support their learning process such as; Moodle, Dokeos, Olat, Cameli, Schoology, Google Classroom and many more. Each LMS provide differences in content, usage, function, network and etc.

Teachers considerations in selecting LMS is important to give suitable tools in learning. Teacher cannot randomly select kinds of LMS into their teaching practices. Thus, teachers must consider about the LMS used and those that can help conducting e-learning.<sup>50</sup> Generally, there are many factors that can influence the selection of right LMS and its quite time consuming.

According to e-learning basics, the first steps before selecting the LMS is identify the needs.<sup>51</sup> It is important to identify who you will teach, how old are they and their abilities. As mentioned by Howard and Major, the first and important considerations for teachers is the learners<sup>52</sup>. The right LMS should enhance students' learning experience.

Besides consider about the learners' needs, teachers also required to take a look at the LMS itself. Teachers should make LMS requirements or the criteria that LMS should have. The more complete teachers list of LMS requirements, the easier it is to find the 'best-fit' LMS<sup>53</sup>. Thus LMS requirements should provide as follows; a) Accessibility, reliability, and

<sup>52</sup> Howard & Major, "Guidelines for Designing Effective English Language Teaching", (2005).

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<sup>&</sup>lt;sup>50</sup> C. R. Wright, Valerie Lopes, et all "Selecting a Learning Management System: Advice from an Academic Perspective." (2014)

<sup>&</sup>lt;sup>51</sup> E-learning Basics "How to choose an LMS and not regret it" (2014)

<sup>&</sup>lt;sup>53</sup> C. R. Wright, Valerie Lopes, et all "Selecting a Learning Management System: Advice from an Academic Perspective." (2014)

flexibility. b) technical support and features. c) cost. d) Provide many advantages.<sup>54</sup> There are more requirements that the teachers have to find the best-fit LMS and it all depends on the teachers and the needs. The teachers must check that the selected LMS already suits with the criteria that they want to achieve to get better result of teaching using LMS.

#### **B.** Review of Previous Studies

There are some studies have been presented by the other researchers related with this topic. Generally, the previous study of integration technology or Learning Management System focuses on teachers and learners' perspective in the use of LMS and the attitude toward the use of LMS. In consequence, the researcher mentions those previous studies to find the gap between this study with the other research. Firstly, study was conducted by Napaporn Srichanyachon. He explored undergraduate' view, attitude, and perspectives toward the use of LMS. He chooses 198 under graduated students who enrolled in English Course at Bangkok University. The researcher was used questionnaire to collect the data. The findings showed that student's background is not affected to the attitude and perception in using LMS. 55

Secondly, Mohammed Ali Mohsen & Shafeeq C.P explored the study about EFL Teachers' Perceptions on LMS specially Blacboard Application. This study was investigated EFL teachers' perceptions on Blackboard Application.

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<sup>&</sup>lt;sup>55</sup> Napaporn Srinchachayon: "Undergraduate's background affected in students' attitude and perception in the use of LMS." *TOJET: The Turkish Online Journal of Educational Technology*, volume 13, No 4, October 2014.

The participants were interviewed and surveyed about their perception related the use of Blackboard Application. The findings showed that EFL teachers have positive perspective about Blackboard Application. EFL teachers stated that Blended learning application like Blackboard more focusing on administrative requirement rather than pedagogic learning process. But they believed that teaching English became successful and the relation between teachers and students was improved by the use of Blackboard Application.<sup>56</sup>

Thirdly, previous study was conducted by Mohammed J. Asiria, Rosnaini Mahmud, Kamariah Abu Bakar, Ahmad Fauzi Mohd Ayuba explored about the role of attitude of Jusur LMS in Saudi Arabian Universities. The aimed of this study is to know faculty members' utilization of Jusur LMS and attitudes towards the use of Jusur LMS. This study also examined whether Jusur LMS utilization was affected by attitude and demographic variables. To gain the data, the researcher was distributed questionnaires to participants. This study found that the respondents showed positive attitude towards Jusur LMS utilization and the respondents also give a good correlation between correspondents' utilization and attitude towards using Jusur LMS and there is no relation between demographic variables with utilization of Jusur LMS.<sup>57</sup>

Another research was done by Asri Nova Rama, Amiruddin Rahim and Alberth in this study, the researchers examined the use of Schoology to enhance

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<sup>&</sup>lt;sup>56</sup> Mohammed Ali Mohsen & Shafeeq C. P. "EFL Teachers' Perceptions on Blackboard Applications", *English Language Teaching*. Vol. 7, No. 11; 2014.

<sup>&</sup>lt;sup>57</sup> Mohammed J. Asiria, Rosnaini Mahmud, Kamariah Abu Bakar, and Ahmad Fauzi Mohd Ayub "Role of Attitude in Utilization of Jusur LMS in Saudi Arabian Universities" Procedia - Social and Behavioral Sciences. 64, 525-534, 2012.

students' reading comprehension at Lakidende University, this research determine students' perception on the use of Schoology, advantages and disadvantages of Schoology for teaching learning practices. The researcher collected the data through pre-posttest of reading text and analyzed students' self-dictionary. The result showed that the use of Schoology increase students' reading comprehension based on the posttest's score higher than the post test. Based on self-dictionary, students stated that Schoology give positive input for their reading comprehension.<sup>58</sup>

Another research also explored about the use of Learning Management System (Schoology) in EFL Classroom. This study was conducted by Alvin S. Sicat. The aimed of this study was determining the effectiveness of Learning Management System (Schoology) gain the proficiency in business writing. This research took place in Centro Escolar University, Makati City, Philippines. Experimental design was chosen to get the data, there are 87 participants belong to control group and 48 participants in experimental group. This study yielded that LMS especially Schoology show potential tool in enhance students' proficiency in Business writing as proved by the score of pretest and posttest. Schoology also engages students and teachers because they can have a discussion anytime and anywhere.<sup>59</sup>

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<sup>&</sup>lt;sup>58</sup> Asri Nova Rama, Amiruddin Rahim & Alberth. "The Use of Schoology to Enhance Students' Reading Comprehension at Lakidende University." *Journal of Language Education and Educational Technology*, Vol. 3 No. 1, 2018.

<sup>&</sup>lt;sup>59</sup> Alvin S. Sicat "Enhancing College Students' Proficiency in Business Writing Via Schoology" (Centro Escolar University (CEU), 2015)

The last previous study was study conducted by José Sánchez-Santamaría, Francisco Javier Ramos, Pablo Sánchez-Antolín. who explored student's perspective in teaching usages of Moodle At university. This study investigated students' perspective on teaching using Moodle Application. The sample is 178 students from primary education degree and social education degree of Cuenca Campus in the University of Castilla-La Mancha. To collect the data, the researcher was used *hoc* questionnaire. The findings showed that they give positive assessment for Moodle Application as a learning tool. <sup>60</sup>

That previous studies focus on teachers and students' perception, the improvement, and attitude toward the use of different kinds of Learning Management System. Therefore, this study has different focus from those previous studies. This study focuses on EFL teachers' considerations before choosing LMS and the challenges that might occur when applying LMS in their classroom.

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<sup>&</sup>lt;sup>60</sup> José Sánchez-Santamaría, Francisco Javier Ramos, Pablo Sánchez-Antolín. "The Student's Perspective: Teaching Usages Of Moodle At university". University of castilla-la mancha (Spain).

### **CHAPTER III**

#### RESEARCH METHOD

This chapter III discuss how the researcher conducted the study about teachers' considerations in choosing LMS. In chapter III the researcher explains about research methodology which involves (1) research design and approach (2) research subjects, (3) research setting, (4) data and source of data, (5) research instruments, (6) data collection technique, (7) data analysis technique, and (8) Checking validity of findings.

## A. Research Design

In this research, the researcher used qualitative method to explore teachers' consideration in selecting LMS for their teaching practices. The researcher chose qualitative design because the researcher wants to get in depth information related with the topic. Qualitative is a type of research that describes studies and explains an occurring phenomenon which emphasizes on natural settings. The main focus of qualitative research is to understand, explain, and explore an experience of a group of people. Qualitative method is suitable with this topic because these days most of teachers are using LMS in conducting e-learning process; that is why qualitative is used to obtain the answer of the research questions.

<sup>&</sup>lt;sup>61</sup> Ary, Donald, et.al "Introduction to Research in Education" (Canada, 2010).

<sup>&</sup>lt;sup>62</sup> Ranjit Kumar, "3<sup>rd</sup> edition Research Mthodology: a step by step guide for beginners" (2011)

There are some characteristics of qualitative research. The first is natural setting, means that qualitative researchers collect the data in in a real situations where participants experience it without giving any treatments. Second, researchers as key instrument, means that the researcher collects and get the data by themselves and the result is based on their interpretation. The last is multiple sources of data, it means that qualitative research can gather the data by interviews, observations, and documents. It rarely to uses a single data source. 63

To conduct the research the researcher did the following steps. First, researcher found the topic of the study that going to be investigated. Second, the researcher needed to find literature review, theoretical framework, and previous study. Those needed to get deeper information and support the argument. Third, was find to know the difference between this research with the previous study in order to distinguish their research and reject plagiarism. Fourth, constructed research questions to know what the problem that the researcher wants to explore. Fifth, the researcher started to collect the data and gather the information to answer the research questions. The last step was analyzed the data and interpreted the results.

### B. Research Subject

The sample or participants of this study were 6 EFL University teachers.

They were selected based on purposive sampling. Purposive sampling is a

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<sup>&</sup>lt;sup>63</sup> Cresswell ,John W. "Third Edition Research Design: Qualitative, Quantitative, and Mixed Methods Approaches" (2009).

sampling technique used to gain the data based on several considerations. Purposive sampling was needed to filter the respondents that fit with the study to obtain strength and valid data. The samples were taken with certain criteria, thus are teachers of EFL classroom specially teachers in English Education Department in UINSA who applied at least 2 kinds of LMS for more than 1 year.

## C. Research Settings

The settings of this study were concluding 2 aspects, setting of places and setting of time in doing research.

## 1. Place

This study was taken place in Universitas Islam Negeri Sunan Ampel Surabaya. It is located at Jalan Ahmad Yani No. 117 Surabaya. UINSA is one of the state Islamic universities in Surabaya which has "A" accreditation from the government. This university has 9 faculties which has good vision and mission.

## 2. Time

This study was conducted in June 2020, due to the pandemic Covid-19 which makes learning should be held online. The researcher did the data collection through online interview by calling the respondents.

### D. Data and Source of Data

### 1. Data

This research aims of this study is to explore what are teachers' consideration in choosing LMS and the challenges faced by the teachers during the use of LMS in their teaching practices. Therefore, the data is based on teachers' responses after being interviewed about the topic.

### 2. Source of Data

The researcher needs sources to get the available data. According to Arikunto source of data is a subject of the research from the main method in obtaining the data.<sup>64</sup> In this study, the source data are EFL Lectures of UINSA. Then, the theories related with LMS and Online learning can be gained from journals, books, and related articles to support the data.

### E. Research Instrument

Considering that this study used qualitative method, the technique used in this study was Interview. This study used open-ended questions for interviewing the participants (see appendix 1 for interview questions). The interview's questions were about how long they've been use LMS, the commonly LMS used by the teachers, how do they know types of LMS, the teachers' consideration in selecting particular LMS into their learning practices, the benefit and the challenges they faced during the use of LMS and the last is how do they cope those challenges.

The researcher chose open-ended questions because participants feel free to answer or express their thought without feeling oppressed. As defined by

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<sup>64</sup> Arikunto, S. 2010. Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta: Reineka Cipta

Creswell<sup>65</sup> and McNamara<sup>66</sup> open-ended questions were asked during the interviews hopefully obtain impartial answers. To get the data and answer the research questions, the interview questions were adopted from previous study by Mohammad Ali Mohsen and Shafeeq<sup>67</sup> entitled *EFL Teachers' Perceptions* on *Blackboard Application* and the researcher added some questions to get deep, clear, and detail information. (See appendix 1)

## F. Data Collection Technique

Referring back to the research questions, the researcher conducted the online interview to collect the data. There were 6 EFL lectures of UIN Sunan Ampel Surabaya who teach in English Teacher Education Department. Even the data collection technique done through WhatsApp call, the researcher used semi-structure interview so there was still flexibility for the researcher to develop the questions based on the participants' responses.<sup>68</sup>

To answer the first and second research questions. At first, the researcher contacted the participants through WhatsApp messenger, and asked whether they agree to participate in this study. Once they agreed, the researcher made appointment for interview. The time was based on participants' preference and the researcher follow what they suggest. Interview section has conducted through online and utilize via WhatsApp call. The researcher asked the

<sup>65</sup> Creswell, J. W. "Research design: Qualitative, quantitative, and mixed methods approaches". (Los Angeles,2009)

<sup>&</sup>lt;sup>66</sup> McNamara, C. "General Guidelines for Conducting Interviews, Authenticity Consulting" (LLC, 1999).

<sup>&</sup>lt;sup>67</sup> Mohammad Ali Mohsen - Shafeeq C.P, "EFL Teachers' Perceptions on Blackboard Applications" *English Language Teaching*. Vol. 7, No. 11, 2014.

 $<sup>^{68}</sup>$  Cresswell , John W "Third Edition Research Design : Qualitative, Quantitative, and Mixed Methods Approaches." (Los Angeles, 2009)

questions one by one to the interviewee. While interviewing, the researcher takes a note and record the interview process.

## G. Data Analysis Technique

There were seven steps the researcher did to analyze the data, based on Creswell the steps to analyze the data are<sup>69</sup>: transcribing, giving codes, grouping the response and the last is interpreting the data. Referring back to the research questions, this study collected the data by interviewing the EFL teachers as the users of LMS. First thing the researcher did to analyze the data was (1) transcribed the interviews and the recording of the conversations with the interviewee. Then, (2) the researcher read the transcript couple times to get the ideas about overall meaning. Next, (3) highlighted and gave codes to the main theme and took note from the interview. The researcher used different color to differentiate teachers' response. For example, for price teachers highlighted with red color, blue with accessibility and green for the features. After that, (4) the researcher categorized the responses based on the main themes and research questions. For instance, one of the respondents stated that they considered with free application, then the researcher highlighted the word 'free' and categorized it into 'price'. And the next, (5) the researcher analyzed the data which had categorized. The last step was (6) interpreted the data by explained and gave meaning to the data. After the data had analyzed, (7) the researcher started to describe the findings and presented the data.

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<sup>&</sup>lt;sup>69</sup> Creswell, J. W. "Research design: Qualitative, quantitative, and mixed methods approaches". (Los Angeles,2009)

## H. Checking Validity of Findings

In order to assuring the validity of the findings, the findings were confirmed with the theories used in this study and by the experts of this topic namely the supervisors or the teachers who understand well about teaching English using online learning tools. To check the validity of the findings the researcher used triangulation. Based on Creswell, triangulation is the process of collecting evidences from different individuals, types of data, data collection in qualitative research themes and determines the findings are accurate or not by reviewing their interview transcripts.<sup>70</sup>

There were five types of triangulation, thus; data triangulation, investigator triangulation, theory triangulation, methodological triangulation, and environmental triangulation. Based on the purposes of this study, this research was used triangulation data to validate the findings. Data Triangulation is the collection of data using more than one source on the same topics. To work with the data triangulation, the researcher was analyzed and examined the data from the result of interview and the literature review.

<sup>&</sup>lt;sup>70</sup> Creswell, John W. "Qualitative Inquiry and Research Design Choosing among five approaches. Third edition." United States of America (SAGE Publication Ltd, 2013.)

### **CHAPTER IV**

### FINDING AND DISCUSSION

Chapter IV presents research findings and discussion of the research. The result of interview answers about teachers' consideration in selecting LMS, challenges in using LMS and how teachers' deal with the challenges. The discussion section presents the main findings result of the study and link or compare them with the relevant theories and precious studies.

## A. Research Findings

To find out teachers' consideration in selecting LMS, this research interviewed EFL teachers about teachers' considerations, challenges and how they cope the challenges. The organization of the findings follows three sections: Teachers' consideration in selecting LMS, Teachers' challenges in using their selected LMS, and Teachers' strategies to cope the challenges. The detail information of each findings mentions as follow:

## 1. Teachers' Considerations in Choosing LMS into Their Teaching

## **Practices**

The findings indicated that the use of LMS was not randomly chosen by the teachers. Based on interview result, all of ELT teachers have their own consideration in selecting LMS. Teachers didn't select kinds of LMS in the internet randomly. There were four considerations they have before choosing LMS; those considerations were needed to help teachers deliver the material easily and effectively. The information about teachers'

considerations was gotten based on EFL teachers' experience during the use of LMS in their classroom. The following section described the considerations before selecting particular LMS.

### a. The Features

Feature refers to an attribute, aspect, or special attraction provided by the LMS. The Features offered in LMS such as ease of use, testing and assessment, reporting and tracking and many more. From the interview results, five teachers agreed that feature offered was important because it help teachers to conduct e-learning easily and effectively. Feature offered become the most important things that teachers' need to consider. As mentioned by Mam C, LMS should have at least four features; Upload file, set assignment, scoring, and discussion forum. In fact, LMS was provided with a lot of features not only those four features. For instance, teachers can use LMS for grading, tracking, checking, polling, quiz, share link and document, attachment media, discussion and so on.

"Features on LMS are helpful for teachers to share the material, grading, and communicate with the students. The layout provides by Schoology is so tidy, when we open Schoology the folder shows up regularly and orderly. For me, when I use Schoology the students are engage to open and learn." (Mam B)

"For me, my consideration before selecting LMS is about facilities provides by LMS. for example, storage file, Schoology is so amazing, we can create folder and save the file systematically. So, the files are not messy." (Mr. A)

Otherwise, one of the respondents said that he used WhatsApp as his LMS. He has his own reason by choosing WhatsApp as his LMS. As he claimed:

"There are less features in WhatsApp. There are still many features from other LMS and more organized like Schoology. Even the features are less but WhatsApp is commonly used by the students. Mostly students are not engaged with those LMS because they can't receive the notification properly or maybe they tuned off the notification. While notification in WhatsApp are visible, if their friends respond the discussion, the other students are motivated to join the discussion." (Mr. B)

The findings showed that the feature became the first things teachers thought before selecting certain LMS. Not all of LMS provided the same features. Schoology was teacher's favorite LMS because Schoology provided with prodigious feature that help teachers to manage their learning process. One of features provided by Schoology that help teachers was "polling features". Mr. A said that he liked to use polling feature to ask students' desire. For example, Mr. A wanted to ask what time the quiz should be held, whether at noon or night. If many students choose night, then the quiz will be held at night. As he said;

"Lately I like to use Quiz features like multiple choice or even essay. It's really helpful, we can add the answer key and scoring the answers." (Mr. A)

Learning Management System also provides feature for delivering material and other learning activities.

"If possible, LMS can be used to provide material, assignments, and attach link or media to support the material so that the learner get deeper understanding." (Mam B)

It's proved that teachers did not take it for granted for everything they chose for the learners. There were considerations they have to think. Features become the key of selecting LMS, because each LMS provided different features so it's important for teachers to try the LMS before implementing in the classroom.

### b. Price

The interview data indicated that teachers have a look at the price of LMS. A huge number LMS provided in the internet, but only few LMS were low cost or even free. Mostly, LMS asked the users to paid more when they wanted to used special features. As we know that feature becomes the important consideration for teachers. So, the more features offered, the most users have to spend money.

The features are not free because we need to appreciate the owner or the company by paid those features. Based on the interview result, researcher found that price was also things that need to be considered before choosing LMS. Four-Sixths teachers reported that they preferred to use free LMS.

# As stated by Mam A;

"LMS is not supported by University, so we need to check the price. I looked up for free application of course and equipped with free and functional features." Additional statement from respondents who said that there was no aid from university to pay the LMS and it is expensive to buy the premium one.

"If possible, I preferred LMS for free ya because there is no financial support to use paid LMS from campus. Moreover, we search for free and functional features." (Mam B)

"so, at first, I search for free application of course. Anyway, LMS is only use to help learning process, there are another activity like face-to-face activity or another activity that can be used if LMS does not exist. Actually, if we want to look for premium and paid LMS, teacher's salary will not enough. If we want to pay, it uses dollar. That is the reason why we look at free application. (Mam C)

From the statement from Mam A, B and C who clearly stated that they choose to use free LMS. The researcher concluded that most of teachers were preferred to choose free application because no aid from University to paid those LMS. Meanwhile, even the teachers wanted to use paid LMS to get premium features, it will be so expensive and complicated because different currencies or we have to paid through credit card or master card.

That is the reason why free application like Schoology and Google Classroom were commonly used by the teachers. Even though it's free, the features are functional and it helps teachers to manage their e-learning.

## c. Accessibility

Accessibility became things that need to be considered. In this case accessibility refers to something that easy to reach, use, understood and manage. Accessibility in LMS meant how LMS can easily access or use by the user. In addition, features offered by LMS also should be easy to use and users understood the function of each features. The researcher found that four respondents stated that the accessibility of LMS was one among things that need to be considered. As mentioned by two respondents who reported about accessibility of LMS, whether it's important or not, they claimed;

"Accessibility is important, it is show how easy we can access it, and how much we can add member to join because sometimes its limited." (Mam B)

"Easy to access is important, because actually almost all of LMS are easy to access. But what I mean is my discern is not only from my own side but also my students. So, my consideration is whether this easily accessed by me and students. Not only me." (Mam C)

Another supporting argument was stated by Mr. B, he agreed that accessibility of LMS was important. It became important because if users can access it, means that they understood the features and when they understood the features, they can use the features easily and utilize it maximally.

"easy access, the access is use for carry out learning activities so it should be easy and well. Therefore, learning activities become more relax and not too serious." (Mr. B)

"accessibility is important, it should be easy for user or we can say it is user friendly." (Mr. C)

However, the researcher found respondent' response different with the others. She thought that everyone was versed in the use of technology and everyone used technology for different usage. So, everyone will easily and quickly understand how to use LMS by keep practicing.

"Personally, I disagree. In my opinion kids nowadays comprehend more about technology. Accessibility can be consideration but it is not the main thing. (Mam A)

From those statements above the researcher summed up that for teachers, accessibility was also things that need to be considered in selecting LMS into their teaching practices. Teachers needed LMS that easy to access, handy and reliable. In case, we need those kinds of LMS to make learning activities become more practice and useful.

### d. Learners' Needs

Learners' need means what learners want to get from learning experience. Every leaner has their own different characteristics, learning style and capability in receiving material. In learning, one of the goals was deliver and receive material by the learners. So, it's important for teachers to consider learners' needs before conduct learning process.

There were several learners' needs that need to be considered by the teachers such as students' mental health, social, emotional, environment, desire, wants, gender, age, and so on. As a teacher, they should aware of learners' needs because every student has their own genre in learning. Meanwhile, teachers cannot give the same treatment for learners. To find out students' need, teachers required to observe the students and ask their desire.

In this research, learners' needs refer to students' want, desire, age, and ability. The researcher found various answered by the respondents regarding to the question about learners' needs before selecting LMS. Even we know that learners' needs were important to achieve learning goals, but in this case some teacher said it does not valid.

Five teachers agreed that learners' needs influential in selecting LMS into their teaching practices. on the other hand, one of teacher expressed that learners' needs were not affected on teacher' consideration in selecting LMS. As stated by Mr. A who clearly said that learners' needs were not effect on the way he chose LMS.

"I don't think so, what I mean is I teach university students, in case I teach students in junior or senior high school I still prefers to use Schoology, because students' characteristic is not effected. Features offered are more influential then students' characteristic for selecting LMS."

Besides, four teachers believed that learners' needs were considered in selecting LMS. As Mam B described that she really considered about students' desire;

"delivering material is need to be understood by the learners. Maybe there are a lot of LMS but students' convenient and easiness are affected. Because if they don't feel it, they will get difficulty in understanding the material. So yeah of course I notice students' needs and desire. That's why I combined Schoology and Google Classroom."

"LMS selection is based on students' need. If the students want to use this application then I followed them." (Mr. B)

Students' needs in learning were actually what they have to get when they learn. Students' need understanding material, assignment, assessment to know their students' ability.

"As I told you, there are required features for LMS such as upload material, submit assignment, scoring, and discussion forum, that is all we need just like what students' need to learn." (Mam C)

Meanwhile, there was a result of the interview that different from the others. On her opinion, learners' needs were important but it doesn't influence in the beginning of selecting LMS. It is affected in decision whether she will continue using LMS or change it. She said:

"In this case I teach college student of PBI, for students' desire and students' need it follow the process. I used Edmodo then we have feedback. If students feel it's not that good, we search for another application like Schoology, Google Classroom or Moodle. So, it can be said that in the beginning students' need is not affected in selecting LMS. We select those LMS based on team lecture or lecture policies. So yeah, we consider about students' need but it won't held in the beginning." (Mam A)

From those responses regarding to Learners' needs, the researcher underlined that for some teachers, learners' needs influenced teachers' consideration in selecting LMS. Of course, learners' needs gave an impact on the selection of LMS. Besides, there were also teachers who thought that learners' needs didn't influence on teachers' consideration because for him, the point of selecting LMS was the features offered by the application.

## e. Advantages of LMS

There were several considerations for teachers before they chose certain LMS, one of them was advantages. Different with features, advantages here mean that the features offered by the LMS were useful and functional. We know that LMS gave a lot of advantages for both learners and teachers such as they can access wherever and whenever, teachers delivered material without having face-to-face meeting and it save time and money.

The interview result showed that during the use of LMS teachers' felt their teaching practices became more effective, efficient, less time consuming, and they can deliver material even they can't have face-to-face class because this pandemic. Mr. A agreed that LMS gives benefit for teacher to organize their elearning;

"During this pandemic LMS is really helpful. For example, when we want to organize folders, it help teachers and students to track material for each meeting. So it's like windows explorer. I compiled the material each week, this

week is about this and so on and in one folder there are Power point, book chapter, discussion. Second, it helps both teachers and learners to communicate. I announced something from LMS because it's rare for me to use WhatsApp group. Third, submitting assignment do not need to use email, but we can directly send through Schoology. Moreover, I use quiz feature and it is helpful."

In addition, LMS gave benefit for teachers to track learners' progress and performance. Mam A and Mr. C were felt those benefits, they can track their learner's progress.

"By the use of LMS, I know students who have accessed the material. And it's affected on their score". (Mr. C)

"The first thing I feel about LMS is practice. it safe many things like students' works students' data and safe time a lot. I can give feedback directly and they can see it. Next, for students' track, I can see whether my folder have been checked or not. So, I feel they pay attention on me. And it is also influence on students' participation score". (Mam A)

Furthermore, the advantages in using LMS were help teacher to organize content in one location easily and provided students with unlimited access to e-learning materials.

"the layout is easy to read, every meeting there will be one module. When we open Schoology, we can see it clearly module one, two, three until 10. The point is the layout is so tidy and well organized, its help me to deliver the material and students are easy to understanding the material. Next, is easy to attach link video, article, book. It helps students to get deeper understanding about the material and they have new experience in e-learning process. it also helps me to stay connected with students, even its rare for me to use massage feature, sometimes students can contact me through that feature. (Mam B)

The other advantage from using LMS was giving the learners' new experience in learning.

"so, it's more to exposure, exposure for learners in using LMS so they have a lot of experience in learning." (Mam A)

"yeaah, creating new environment in learning is one of the advantages in using LMS. We can make learning become more enjoy. Learning feels more relax and not too serious. So, they can participate more in learning. yeah I tried to create an effective learning environment." (Mr. B)

Learners were used to learn in classroom, having face-to-face meeting and discussion, they have to go to college, and sometimes it consumes cost and time. Therefore, by the use of LMS teachers gave a chance for learners to feel different ways in learning. Two of sixth respondent reported that the use of LMS gave new learning environment for students.

## 2. Challenges in Using LMS

The interview result indicated that teachers faced difficulties in teaching using LMS, but two teachers claimed that they did not face the difficulties during the use of LMS. Based on interview result, five teachers' faced difficulties in using LMS in many different aspects. One of the teachers do not felt the challenges in using LMS. Here the researcher categorizing teachers' challenges on the table below.

Table 1.1: Teachers' challenges in using LMS

Aspects	Challenges
Technological Support	1. Unstable Connection
	2. Understanding features offered by
	the LMS
Learners' problems	1. Minimum access to use LMS
	2. Students late in submission of
	assignment
	3. Less active in study
<b>1</b>	4. Controlling students
	5. Unshown screen notification

The table above showed that EFL teachers had 7 challenges in using LMS. The challenges were categorized based on two characteristics such as technological support and learners' problems. The further information about the challenges will be explained as follows.

## a. Technological Support

Technological support referred to the support of the technology and the LMS that affected on teachers in using LMS in their teaching practices. The challenges faced by the teachers in this aspect were bad or unstable connection, features offered by the LMS which need to be understood by the teacher, and weaknesses of the features offered by the LMS itself. Each of the challenges will be explained as follows.

In the use of technology in education, connection was necessary arrangement to connect the computer/tools to internet. It became the key of successfulness of work using technology in teaching practices. Bad connection of internet could affect on teaching practices especially in the use of LMS. Learning may be interrupted if the connection was bad and unstable connection might bother for both teachers and learners.

From the interview result, the researcher revealed that four of sixth respondents reported that bad or unstable connection was disturbing their teaching process. Mam B said that in night, the connection was unstable. The LMS was error and she couldn't access the LMS because too many users access it.

"The obstacles during the use of LMS are connection, notification, and crash. Sometimes in the night the application was error. We can't open it, probably it's because of signal or maybe too many users access in the same times and that's inflict on students. When they want to submit their assignment, they can't open it." (Mam B)

Supported argument was said by the other teachers, they said

"so far, I didn't have challenges in using LMS because google classroom relatively handy, reliable, flexible. But because it uses internet connection yaa the obstacle is signal. Sometimes students can't participate in discussion due to signal constraints." (Mam C)

"It is uses internet connection, so bad connection was distracted learning process." (Mr. A)

Another challenge faced by the teachers was features offered by the LMS. Features become the first consideration in selecting LMS, but it also becomes teachers' challenges too. Features in LMS might be beneficial for teachers if teachers can use it optimally. Otherwise, teachers got difficulties when they can't access it. The features could be useless and won't help teachers in managing their teaching process.

For teachers it was time consuming when they should try the features before they implement it in their teaching practices. As claimed by Mam B, she said that she did trial and error before implementing LMS in her classroom, she said

"The first challenges I felt at the first time using LMS is I need to learn the features of LMS one by one. For example, I already learn the feature and I want to use quiz feature. Then it doesn't work like I expect. In quiz feature, I made questions and hopefully the score directly shows but it doesn't work and I need to manually check it. Then, I need to work twice". (Mam B)

Teachers need more time to practice and try the features before implementing in their class. The features offered by the LMS should be useful to help teacher in supporting their teaching practices. If it's not then it can be wasteful for teacher in applying LMS.

## b. Learners' Problem

Learners' problems in this case referred to the problem caused by the learners which effected on the use of LMS. There were five learners' problems that affected on the use of LMS; minimum access to use LMS, students' late in submitting assignment, students were less active, it is hard to control the students, and the notification does not show on screen.

According to interview results, it revealed that less teachers felt the challenges which caused by the learners. Only Two out of Six teachers said the challenges were come from learners. One of the teachers said that the challenges during the use of LMS was the access (Mam A). She also said that some challenges of using LMS was felt by the students rather than herself. As she said;

"The common problem of using LMS is students complained about quota's price", "and its more to their accessibility in using LMS like they don't have laptop and the quota is too expensive."

In addition, students' motivation and performance during the use of LMS becomes teachers' challenges. Mr. B who used WhatsApp as his LMS stated that;

"The challenges here is how to make the students participate or active in using LMS. LMS is like self-learning. and it depends on students' self-discipline, because they should actively access the LMS; they said they joined the class, but they lazy to download and read the material. So, the challenge here is how to motivate students to utilize LMS in a good way."

Another statement by Mr. B who reported that controlling students were also becomes his challenges in using LMS;

"Learning using LMS means we don't have face-to-face class to deliver material and that's different with learning in classroom. in traditional classroom we can fully controlled the students, but in LMS we can't pay attention to all of the students. We need to give them motivation because sometimes they are not active, they do not participate in the discussion, they do not comment, and they think they don't

have face-to-face classroom so they don't feel bad for ignoring the learning process."

Notification becomes the next challenges felt by the teachers. Two teachers agreed that when the notification didn't pop up on students' screen and students did not notice the recently update on the LMS. It was become teachers challenge because students might leave behind the newest material or maybe they cannot join the discussion or quiz. Mam B stated;

"Students might forget about their job to join e-learning because to get the notification students should open their account or application first. Normally, it is rare for students to open LMS if there is no instruction from their teacher."

Mr. B also claimed that he preferred to use WhatsApp because students use it every day.

"The flaws of Schoology are when students are not ready in learning, they will not check the files that I sent and they become sluggish. When I use WhatsApp students will directly get the notifications."

## 3. Strategies in solving the Challenges

From the challenges that faced by EFL teachers in using their selected LMS. Teachers had their own ways to overcome their challenges. thus, strategies helped teachers to make easy in transferring material and conducting e-learning process using their selected LMS. However, not all of challenges can be fixed by the teachers. For example, bad connection of course there was no authority to deal with that challenge. Yet, for the rest

challenges, there were the strategies that teachers used to solve the problems. Teachers' strategies to cope the problems will explain as follows.

### a. Learn the features

To cope the challenge regarding to the features, teachers need to learn the features before implementing in their teaching practices. As mentioned before, one of the teachers claimed that she had to understand the features offered by the LMS. So, the way she coped the challenge was by learn and try the feature before use it. As quoted by Mam B, she said;

"I need to learn more about the features, I tried all of the features to understand it then I can use LMS optimally. Sometimes it's different with my expectation. But, I keep trying it. To solve this challenge, before I implement the LMS to my students I need to do trial and error, and if there is another challenge yeah, I need to find the way to solve it."

# b. Provide rules

To deal with the challenges relating to students' participation and submission, teachers were made rules in their classroom. It is known as "classroom contract". It was like an agreement and expectation between teacher and learners and usually it made at the beginning of the course. This action was used to anticipate the comeup problems in the future and to give information for learners about what will they get and what should they do in the course.

Mr. B said to cope students' engagement in e-learning process, he required to motivate and made rules for his students to guide them in a good path.

"first thing I do to cope the challenge is I made rules. If they do not active in chat, it means their participation score is less. Besides, we also give rewards and punishments, so if they late in submitting assignment ya we reduce the score, but if they submitting on time, we notice on their participation score. The rules should be clear in the beginning, so that they join the class seriously. By giving the rules, they can motivate their self to be more active and discipline." (Mr. B)

Mam A has the same statement in dealing with these challenges, as she said:

"I anticipate in the beginning of the course by telling them what should they do, when to submit, and if they are late in submit what will they get. Oh yeah, in my course I give the rules for learners. So, all of the rules were active in the first meeting."

In addition, dealing with students' participation in learning using LMS. Mr. B said that he created interesting material so that the learners addicted in learning.

"Yes of course we have to make interesting material. We provide the material with link of YouTube, updated topic, and yes it makes them want to learn more and activate students' engagement."

## c. Reminding students

Students' did not get the notification when their teacher upload the material or give new assignments. It was because they intentionally turn off the notification or it can be from the application itself. Because we know that when we rarely used an application the notification will not show and the students also get those problems too.

To solve this problem, teachers commonly reminded the students in the class, group or teacher asked the leader of the class to tell their friends that he just uploaded new files.

Mam B, said that she reminds their students to do their homework.

"before this pandemic I remind the students in the class. I always said in my class, every week I upload files before the class begin. For example, the face-to-face meeting is on Friday, yeah I upload it on Friday morning or Tuesday night. I notice the students if I will upload the material, so you can check your Schoology."

"in this pandemic, I also remind them via WhatsApp group, by telling them to not forget to do their work or check the Schoology."

Mr. A have another way in reminding their students to checked the LMS. He said;

"I don't have WhatsApp group, so if I want to remind them yeah, I ask the leader of the group to tell their classmate if I just upload new material or assignments and they should check it."

To solve this challenge, teachers were reminding the students in the class or via WhatsApp. So, even students do not get the notification, they still know when their teacher uploaded new material.

### **B.** Research Discussion

 ELT Teachers' Consideration in Choosing LMS into Their Teaching Practices

The results of this study showed that ELT teachers in UINSA were implementing e-learning using LMS in their teaching practices. They implemented LMS in their classroom for more than 3 years. This study was in-line with several kinds of LMS used by the teachers to support and facilitate their teaching. The LMS used were Schoology, Edmodo, Google Classroom and Moodle. Schoology was teachers' favorite because Schoology provide engaging and instructive learning environment.<sup>71</sup> In contrast with Abdulaziz Aldiab, who stated that the currently universities using commercial and open sources such as Moodle, Blackboard, Canvas, and D2L<sup>72</sup>. Most of teachers were implemented certain LMS based on sharing with other friends and recommendation from the other lectures.

This study found new statement from the respondents. One of respondents was stated that he used WhatsApp as his LMS to help him conduct the teaching practices. LMS<sup>73</sup> is a system or method that supports the creation of electronic to delivery materials for training of individuals or groups.

As supported by Srinchayon<sup>74</sup> LMS is a software application or web-based technology that becomes a tool to conducting e-learning environment. It concluded that WhatsApp can be categorized as LMS because the use of WhatsApp can occur a learning process where the teacher can share the

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<sup>&</sup>lt;sup>71</sup> F Ferdianto, Dwiniasih "Learning Management System schoology: why it is important and what it looks like" (Indonesia, 2019)

<sup>&</sup>lt;sup>72</sup> Abdulaziz Aldiab "Utilization of Learning Management Systems (LMSs) in higher education system: A case review for Saudi Arabia." December 2018

<sup>&</sup>lt;sup>73</sup> Rafeh Masood, Naveen Seshadri, Anirudh Bhargava "learning management system" (India, 2019)

<sup>&</sup>lt;sup>74</sup> Napaporn Srinchachayon: "Undergraduate's background affected in students' attitude and perception in the use of LMS." *TOJET: The Turkish Online Journal of Educational Technology*, volume 13, No 4, October 2014.

materials and learners received and learnt from it. In addition, teachers can communicate, provide assistance, organize quiz and discussion, and another teaching and learning activities. Surprisingly, even WhatsApp was not specially made for LMS, it can stand as a LMS.

The participants of this study described that the reason they used LMS was because they got benefits from it. Those benefits were related with Bounhik and Marcus<sup>75</sup> who claimed that LMS provided four benefits; both teachers and learners freely chose the material and the time they want to learn, they can have discussion, and the attachment material could be downloaded to get deeper understanding.

The participants of this study revealed that there were considerations in selecting LMS, this study found that the first consideration of selecting LMS was the features offered by the LMS. Inversely with Kim M. Thompson and Clayton Copeland<sup>76</sup> who found that the primary consideration in designing and preparing courses for online learning should "have the required technology, software and hardware to participate in online learning" or it can be said that the first consideration based on by Kim and Marcus was the accessibility.

This finding about teachers' considerations in choosing LMS also in contrast with the statement from e-learning basics, who claimed that the first

<sup>76</sup> Kim M. Thompson and Clayton Copeland "Inclusive considerations for optimal online learning in times of disasters and crises" (USA, 2020)

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<sup>&</sup>lt;sup>75</sup> Bouhnik, D., & Marcus, T. Interaction in distance-learning courses. *Journal of the American SocietyInformation Science and Technology*. (2006)

steps before selecting LMS is identify the needs.<sup>77</sup> The needs here means the students' need and the facilities. The interview results indicated that teachers' consideration in choosing LMS were based on their LMS requirements rather than the needs.

From the interview results, the researcher found that there were four considerations of selecting LMS:

### a. Features

This study reported that feature was the most important consideration to conduct e-learning process. The features offered by the LMS were helpful for both teachers and students in conducting E-learning. LMS become a powerful tool to educational sectors if users can use it maximally. In using LMS teachers managed their learning activities, they interacted with their students, conducted learning process anytime and anywhere, practice, safe time, the tidy layout made learning more efficient, teachers shared and attached link to engage students in learning.

The finding of this study was in accordance with study conducted by Capper who stated that teachers and learners get the profit by the use of LMS<sup>79</sup> because LMS provide with some features that can help the teachers to manage their classroom based on their own needs.

<sup>78</sup> Abdulaziz Aldiab "Utilization of Learning Management Systems (LMSs) in higher education system: A case review for Saudi Arabia." December 2018

<sup>&</sup>lt;sup>77</sup> E-learning Basics "How to choose an LMS and not regret it" (2014)

<sup>&</sup>lt;sup>79</sup> Capper, J. "E-learning growth and promise for the developing world." (USA,2001)

### b. Price

Price was also become teachers' consideration in selecting LMS, it makes sense because there was no aid from universities to facilitate teachers in using LMS. However, teachers searched for free application to support their teaching practice. This result tied well with previous studies wherein to support teaching practices, teachers should choose many advances of digital media, application or learning management system whether it's free or paid accessing. 80 It can be concluded that consider about free or paid LMS was legitimate so that learning goes well without burdening the teachers financially.

# c. Accessibility

This study also reported that teachers think about the accessibility before selecting particular LMS. Accessibility was important because both teachers and learners can access easily, LMS has increased their accessibility to let their user's login via various ways such as browser, smart phone or official App. 81 LMS were also need to be handy, reliable, and ease to use for both teachers and learners. A good accessibility might be helpful for learners and teachers to conduct e-learning.

## d. Students' needs

<sup>80</sup> F Ferdianto and Dwiniasih "Learning Management Systems (LMS) Schoolgy: Why it's important and what it looks like" (Indonesia,2019)

81 Ibid

Another important finding of this study was teachers also considered about students' needs. It is necessary to think about students' need before designing and preparing online learning. As example, one of the teachers claimed that implementing LMS in teaching practices provided students with different ways in learning and offered students to have new experience that was helpful for their futures. The used of LMS also need to give new opportunity for learners to learn in different ways<sup>82</sup>. However, in line with the ideas of Khairuddin et al <sup>83</sup> relating to 5 criteria of human perspective that the selection of LMS should provide chance for students to contribute in e-learning course.

# 2. EFL Teachers' Challenges in Using LMS

Based on the findings, the researcher was categorized 2 kinds of challenges faced by the teachers. thus, technological support and learners' problems during the use of LMS in their teaching practices.:

## a. Technological support

For technological support, the findings of this study revealed that the challenges they faced was bad connection. As we know that one of the problems of using internet is network connection<sup>84</sup> and teachers need times to understanding the features. Lack of

<sup>83</sup> Khairudin, N., et all "The Importance of Human Capital Perspective In The Learning Management System (LMS) Decision Making Process At Universities." (Malaysia, 2006)

<sup>&</sup>lt;sup>82</sup> Capper, J. "E-learning growth and promise for the developing world." (USA,2001)

<sup>&</sup>lt;sup>84</sup> Aji Supriyatno. (2005). "Pengantar Teknologi Informasi". Edisi Pertama. Penerbit Salemba Empat. Jakarta.

experience and knowledge in using a certain media to support elearning might be affected in teaching practices. <sup>85</sup> This finding in lined with Servonsky, Lawrence and Bretha <sup>86</sup> who claimed that preparing online learning using Blackboard Application requires more time than traditional face-to-face class. Researcher agreed that teachers need more time to prepare the materials and it also time consuming to learn, try and understand the features to achieve the goals of teaching and learning.

## b. Learners problems

In addition, researcher also found challenges faced by the teachers in using LMS was learners' problems. Teachers explained that learners' problems were minimum access, students' discipline, can't control students, and sometimes students turn off the notification so they can't aware on the newest updated materials from the teachers.

This finding supported the study conducted by Bounhik and Marcus<sup>87</sup> who found that the use of LMS showed dissatisfaction for users because it less encourages students to learn, required students'

<sup>86</sup> Servonsky, W. L., & Bertha, L. "Evaluation of Blackboards As A Platform for Distance Education Delivery" .*The ABNF Journal*, (2005)

<sup>&</sup>lt;sup>85</sup> De Laat, M., Lally, V., et all "Online teaching in networked learning communities: A multimethod approach to studying the role of the teacher" Instructional Science, 35(3), 257-286 (2006)

<sup>&</sup>lt;sup>87</sup> Bouhnik, D., & Marcus, T. Interaction in distance-learning courses. Journal of the American Society Information Science and Technology. (2006)

self-discipline and the distance learning makes less direct interaction between teachers and students.

The researcher had the same idea that teachers can't fully control the students in e-learning. Out of control by the teachers would make students distracted by other online activities such as Instagram, YouTube, Game, etc.<sup>88</sup> In this research, the respondents didn't mention that the students were distracted by other online activities, but the students were less motivated to learn as they were not watched by their teachers.

Moreover, the use of LMS also entails student's self-discipline because they have to encourage their self to be active and involve into the learning process. Students also needed to have responsibility as a student to learnt and follow the existing policies. Study conducted by Hirata<sup>89</sup> found that every student might get different benefits by the used of LMS, it depended on individual students' knowledge and their attitudes during the learning process. It can be concluded that the successfulness of using LMS were depended on both teachers and learners, they need a good cooperation and a solid teamwork to seek the goals of online learning using LMS.

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<sup>&</sup>lt;sup>88</sup> Mohammed Ali Mohsen & Shafeeq C. P "EFL Teachers' Perceptions on Blackboard Applications" English Language Teaching; Vol. 7, No. 11; (2014)

<sup>&</sup>lt;sup>89</sup> Hirata, Y "Engaging Learners Through Emerging Technologies Communications in Computer and Information Science. Learning Management System: Japanese Student Perceptions and Expectations" 302, 11-24 (2012)

## 3. EFL Teachers' Strategies to Overcome the Challenges

Based on the interview with English Lecture in UINSA, the researcher was explored teachers' strategies to overcome the challenges. The teachers explained that they had various ways dealing with the challenges they faced based on the problems. Related to teacher incompetency in the use of technology, teachers need to learn the features before implemented in the classrooms. However, teachers required pedagogical understanding regarding to the media they used in online teaching to make sure that they are ready to teach online 90. In this point, researcher had the same idea that teachers need to understand not only the material but also the media used to deliver the material. It such an inappropriate thing when teacher implements the technology but they don't have any idea on how to used it properly.

One among the interviewers, Mr. A said that to overcome learners' problems he used to made rules for his students or it said as a classroom contract. Classroom contract is an agreement between teacher and learners making policy or rules that need to be followed by both teacher and learners.<sup>91</sup> The reason why teachers need to involved the students to make a rule is because students will have a buy-in as to why they should comply with the rules.<sup>92</sup> It was useful to activate student' awareness and indirectly

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<sup>&</sup>lt;sup>90</sup> Comas-Quinn, A." Learning to teach online or learning to become an online teacher: An exploration of teachers' experiences in a blended learning course" ReCALL Journal, 23(3), 218-232 (2011)

<sup>&</sup>lt;sup>91</sup> British Council, "Class Contract", <a href="https://www.teachingenglish.org.uk/article/class-contract">https://www.teachingenglish.org.uk/article/class-contract</a> (accessed on 22 September 2020, 21.07)

<sup>&</sup>lt;sup>92</sup> LearnWell, "The Importance Of Classroom Rules & Procedures For Hospital Classroom", https://learnwellservices.com/classroom-rules-procudures/ (accessed on 22 September 2020, 21.21)

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

Another way to avoided 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.

#### **CHAPTER V**

### CONCLUSION AND SUGGESTIONS

In this chapter, the conclusion of the research and the suggestion from the researcher will presented as follows.

### A. Conclusion

The English teachers of UINSA already integrating technology in education by using LMS in their teaching process. They used LMS in their classroom for more than 3 years. The common LMS used by the teachers in UINSA are Schoology, Edmodo, Google Classroom, and WhatsApp. Teachers know those kinds of LMS is by sharing with the other lectures. From those kinds of LMS, teacher's favorite LMS is Schoology because it provided with a lot of features and easy to use.

Teachers choose different LMS based on four considerations. The first consideration is features whether the LMS equipped with a lot and functional features or not. The second is price because teachers prefer to use free LMS rather than the paid one. The third is accessibility means that the LMS is ease to use, reliable and handy. And the last is consider about the students' need like students' age, want, and desire. From those considerations the teachers have chosen an advance LMS and applied in their learning activities.

In addition, teachers get many benefits from the use of LMS. For instance, teachers can save their time, attach link and document, ask students desire, and many more. However, there are also obstacles faced by the teachers during the

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.

## **B.** Suggestions

Related to the results of this research, the researcher provides some suggestion as follows.

### 1. For Teachers

Teachers need to make sure that the accessibility of using LMS in their teaching practices is accessible, both teacher and learner can easily use LMS and the internet connection is good. Teachers also need to prepare their self in using LMS since conducting online learning and traditional learning required different pedagogy skill. Teachers have to learn about the LMS to use it maximally, moreover teachers also need to designing interactive learning course so that the students enjoy participating and teacher can easily control them.

## 2. For further research

This research is about teachers' considerations and challenges in using LMS. The findings of this study revealed that teachers are aware of the use of technology in classroom, one of the ways in implementing technology is by using LMS to conduct e-learning. However, there are still a number of topics that need to be discussed; one of them is teachers' creativity in designing online courses using LMS. The future research needs to investigate teachers' creativity in design online courses with the use of LMS to create and give a chance of new experience and better senses of online learning.

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