CHAPTER I

INTRODUCTION

1.1   Background of the Study

In this modern era, there are many sophisticated technologies to support teaching and learning activities, including the English teaching environment. One of the technologies to support teaching and learning activities is a platform called LMS (Learning Management System). Since the beginning of the twenty-first century, there have been plenty of new inventions on Learning Management System created to support the efficiency and effectiveness of the learning process which is conducted virtually, not face to face. Regarding the type of LMS, there are 2 different kinds of LMS. They are free open source and commercial LMS. The term Learning Management System is used to describe online software which functions to deliver and manage educational content by focusing on delivering courses efficiently. Chen & Almunawar (2019) argues that LMS has plenty of functions and services that can cater to the need of 21st century's learners and instructors.

Using Learning Management System has several benefits. Firstly, it is to lengthen the learning time. The students could open the materials given inside the Learning Management System directly in the software. Students could access the software outside the teaching and learning activities. Secondly, Learning Management System is not only for lengthening the learning time, but also for reducing the learning cost itself. In connection with the previous statement of the

LMS benefits, both sides, the lecturer and students, will worry no more about the expense of printing out the course books. Thirdly, teachers will focus more on explaining the general idea and thinking about proper method of the course in spite of doing repetition the whole time for slow learners in the classroom.

At the English Language Education Study Program of Widya Mandala Surabaya Catholic University, some particular kinds of LMS have been implemented on the teaching and learning operation by some lecturers. Aside from the bulk kinds of LMS, each lecturer has his/her own preferences of LMS kinds and the style in using LMS in the teaching and learning process. They apply LMS at different extent; some use it only for distributing the materials of the course, but actually LMS can do more than only handing out the materials. Some other lecturers apply LMS more productively. Therefore, the writer is interested in exploring the application of LMS at the English Language Education Study Program of Widya Mandala Surabaya Catholic University to see how the tools provided in LMS are used in the learning process by the lecturers. The benefit of this study will help the department to notice how LMS is utilized in the online teaching learning activities.

1.2 Statement of the Problems

Based on the background of the study, this study is intended to explore the application of LMS in the learning process, more specifically, the study is going to find out the answers of the following research problems:

1. What kinds of Learning Management System have been used in the learning process by the lecturers?

2. Why do the lecturers prefer a certain kind of Learning Management System?

3. How do the lecturers use Learning Management System in the learning process?

4. To what extent do the lecturers use the facilities provided in Learning Management System?

1.3 Theoretical Framework

This study aims at exploring the application of LMS by the lecturers of the English Language Education Study Program of Widya Mandala Surabaya Catholic University. The theories underpinning this study are blended learning, resource-based learning, and e-learning.

A blended learning has the meaning of blending various activities into a style of teaching and learning activities in the classroom. The effectiveness of using blended learning approach has several factors behind. According to Hoofman (2014), as cited in Kintu, Zhu, and Kagambe (2017), one of the biggest factors is about how users can successfully utilize the learning program created by the lecturer using the specific technology and ensuring participants' commitment to do the individual learning process outside the classroom. Resource-based learning is an approach to pedagogy that actively implicates students, teachers, and resource providers in the learning process. This approach presents a flexible

structure to learn, which means students can develop their learning style according to their interest, needs, and ability levels. E-learning theory reflects how electronic educational technology can be used and designed to give impact in teaching and learning activity. Teachers organize online providers to manage their students advance. Through e-learning providers, teachers could give some additional exercises, and quizzes as well as feedback directly into the students.

1.4 Objectives of the Study

The study aims at exploring the application of LMS at the English Language Education Study Program of Widya Mandala Surabaya Catholic University, more specifically, this study is intended to find out the following research problems:

a. Kinds of Learning Management System used in the learning process.

b. Reasons why the lecturers prefer a certain kind of Learning Management System to use in the learning process.

c. How the lecturers use Learning Management System in the learning process.

d. The extent to which the lecturers use the facilities provided in Learning Management System.

1.5 Significance of the Study

The result of the study will provide information which can be used by the Department to decide what to be improved concerning the use of LMS. Also, for

other lecturers, the result of the study will give insight and inspiration on how LMS could be used.

1.6 The Scope and Limitation of the Study

This study was limited to the use of LMS by the lecturers at the English Language Education Study Program of Widya Mandala Surabaya Catholic University, which was located on 37 Kalijudan Street, Surabaya. The study does not limit only on a certain type of Learning Management System but also any types used by the lecturers, the extent to which the lecturers use the facilities provided in LMS and the extent to which the lecturers utilize the learning activities in LMS.

1.7 Assumption

The study is based on the following assumptions:

1. Learning Management System is an instrument to help lecturers distribute the material.
2. It is guaranteed that Learning Management System can be implemented at the English Language Education Study Program of Widya Mandala Surabaya Catholic University with adequate support of bandwidth.
3. Learning Management System is one of the best options due to carry out teaching and learning activities in this pandemic season.

1.8   Definition of Key Terms

To understand this study well, the writer will present the definition of some terms that are used in the study as follows:

1. A learning management system (LMS) is a software application for the administration, documentation, tracking, reporting, and delivery of educational courses, training programs, or learning and development programs.

2. F2F instruction stands for face to face instruction. (i.e., the instruction given by the teacher in the classroom directly.)

3. Synchronous and asynchronous methods are communication methods used for delivery of course content and for course-related communication and interaction (Moallem, 2015). Synchronous is when the students need to be present in real time class/seminar/practice in the college; while asynchronous is when the students do learning individually outside the teaching and learning activities.

4. Facilities in LMS refer to amenities provided by the LMS to support the teaching and learning activities.

5. Activities in LMS refer to activities arranged by the lecturer to strengthen students' learning activities through Learning Management System used.