

CHAPTER I

INTRODUCTION

This part consists of background of the research, research questions, objectives of research and contributions of the thesis.

A. Background of the Research

In this modern digital era, the spread of technology has increased sharply. It becomes demand for people who experienced the technology used as employers, businessman, schools' practitioners etc. The use of these technology literally different to those certain field. The development of technology, for instance, nowadays, persuades the space of education. It is supposed to present the new fashion for educational enterprises, notably in teaching and learning English as Foreign Language (EFL). Tella (1996) suggests that in the mid-to-late 1980s, a lot of language teachers became computer literate and begun utilize computers while planning and achieving their teaching. He adds, since foreign language education is interested, the common tendency has been the movement from drill and practice-type software first in the outlook of computers as tools (word-processing, etc.), and, more currently, the learning environment enhances to be more initiate, some sorts of learning tools are fully employed.

The current trend of engaging the technology for foreign language teaching and learning is the use of Learning Management System or LMS. LMS presents the e-learning environment where the teaching and learning process is conducted through online system. Some of universities or campuses have applied LMS for all courses during online learning. Vogt (2016) describes that Learning Management System is an online institutional venture system that applied to structure and manage course material and interactions. The technology serves a set of learning reinforces involving the information tools that elaborate on course content, cognitive tools which can allow students to deeply process that content, and scaffolding tools that guide students' learning process Lust, Elen, & Clarebout (2013). These systems intended accepted for thoroughly online, blended, and campus-based courses.

The application of LMS basically has challenges for both teachers and students to face. First, they are obliged to familiar with the techonogies' tools and its e-learning system and second, the technologies innovation that chiefly suits to students' need. Snyder, 1998; Rosenberg, 2001; Bowman, Holmes, and Swan, 1999 in

Lyashenko & Malinina (2015) say that E-learning is considered to be the third learning system that makes use of various electronic technologies, forms and components as its primary means of learning and teaching. Both educators and learners have to choose from the variety of forms when being in a new educational environment. By means of these facts, LMS can be created from institutions while e-learning system perhaps are supported by the teachers and students' expectation to the technology use such as using social media and online platforms. Even the LMS is applied to provide courses, thus the media and platforms are seemingly needed.

Countless issues arise even before online learning is used; this issue arises since most students prefer face-to-face learning. Online learning is not enjoyable because the methods used to learn are monotonous, and online learning causes stress in students Maulana & Iswari (2020); Patricia, (2020). This issue has resulted in students becoming addicted to electronic devices Liu et al. (2020). In addition to problems caused by students, another issue with online learning is that the use of technology has its own set of issues. Many factors, including a lack of technological mastery, impede the effectiveness of online learning.

A study conducted by Akter, Suwartono and Khan (2021) revealed that the most common challenges faced by university students were slow internet connections, overburdened assignments with limited submission time, and health issues. Students believed that a slow connection increased their level of stress. Furthermore, this study found that teacher support was critical in online learning using the Moodle-based system. As a consequence, the critical issue that can still be isolated through the use of online learning is the internet. It has an effect on students' psychological science.

The researcher of this research intends to investigate the phenomenon of online learning at three universities: Universitas Muhammadiyah Purwokerto, Universitas Harapan Bangsa, and Universitas Nahdlatul Ulama Purwokerto. Purwokerto, Banyumas District, Central Java Province is place of residence to the three universities. Besides that, the researcher attempted to comprehend the context of the challenges that the university faces when implementing online learning. The researcher had conducted an online learning investigation at one of the universities mentioned. A study conducted by Lutfiana and Suwartono (2021) investigated EFL students' and teachers' reactions to the implementation of online teaching and learning. Participants included undergraduate students and faculty members from Universitas Nahdlatul Ulama Purwokerto. The data was collected through interviews

and analyzed using Spradley's (1980) analysis technique. According to the findings of the study, first, the use of a Whatsapp group as an online learning platform is beneficial to them, and second, the students and teacher suggest that the internet connection and students-teacher adaptation to the transition from offline to online learning is one of the restrictions to conducting online learning. Based on these findings, it appears that internet access is critical for online learning. However, the topic of internet connectivity is difficult to debate. We are unable to handle all individual internet connections due to limitations in their capability, such as the students' area or lives, device, and others. On the other hand, dealing with how students and teachers adapt to the learning environment is likely to yield a solution. Several factors influence the success of teaching and learning. In this case, the researcher is eager to investigate the aspects of engagement, e-habits, and student expectations. These considerations are critical because the teaching and learning environment differed significantly from offline to online.

To embrace the appropriate e-learning to teaching must be considered to what students' need and in tune to teachers' capability using technology, of course. If the students meet their motive through learning, then it perhaps the students more engage and active to grasp with the the learning process.

This research, in this manner, focuses on investigating first, the EFL students' and teacher feedbacks to the implementation of LMS in EFL teaching and learning in some university and second, the students' engagement, e-habits and their expectations during online class through LMS and third, to what extent do the students' engagement, e-habits and their expectations support their progress in learning English. Beyond any doubt, perhaps, this study will contribute the educators and or educational practitioners, particularly teachers and students to acquire satisfaction in both the process and achievement in learning by using an online system to better comprehend features of remote activities. Furthermore, the description of variations in LMS deployment at different universities provide unexpected encounters for each other concerning the growth of technology in EFL teaching and learning. This clearly reflects a willingness to push the boundaries of how LMS can be used to teach English.

B. Research Questions

1. What challenges does the use of a learning management system (LMS) present in EFL teaching and learning at three universities?
2. To what extent does students' engagement in online classes through the use of LMS?
3. To what extent does the students' E-habits in online learning through LMS?
4. What are the students' expectations of the LMS and e-learning system?
5. To what extent do students' engagement, e-habits, and expectations of LMS certainly assist them advance their learning outcomes?

C. Objectives of the Research

Particularly, the purpose of this research are as follows:

1. To describe the challenges the use of a learning management system (LMS) present in EFL teaching and learning at three universities
2. To find the students' engagement during online class through LMS.
3. To identify the students' E-habits in the online learning through LMS.
4. To find out the students' expectations to LMS.
5. To determine the extent to which students' engagement, e-habits and expectations positively encourage their learning outcomes.

D. Contributions of the Research

The results of this research present the educational practitioners a knowlegde reagarding to the students' engagement, e-habits and their expectations during online learning through LMS. It is also will advance the teachers' competence and ability to increase their teaching proficiency, principally using LMS with the help of technology. In the eyes of students, this research will allow a viewpoint of their engagement, e-habits and their expectations in the online learning. Students are able to compare their learning progress to the classmates with the level of their engagement and E-Habits. In addition, the students' expectations to LMS will offer the needs of students' in online learning. It is essential to the enhancement of conducting LMS.