

CHAPTER 1

INTRODUCTION

This chapter offers a brief description of the entire contents of the research. In detail, this chapter explains the background of the study, research questions, research purposes, research significance, and previous studies.

A. Background of Study

The Covid-19 pandemic has hit almost all countries in the world, this situation is not expected to happen. All community activities that were previously carried out outside the home have become restricted. One of the impacts of this condition is that the learning process of all education is carried out online. This condition raises new problems to synchronize all learning and requires an online learning media system. One of the learning systems implemented is the "Learning Management System" (LMS). However, this system still needs to be developed to make it easier to do online learning.

Additionally, the LMS's features can enable online and classroom events, documentation, tracking, administration, and training materials (Cristino,2016). Muzammil (2020) claims that the user perspective of a learning management system (LMS) is a virtual environment designed to mimic in-person learning environments using information technology. In an LMS, communication can take place asynchronously or synchronously, allowing for the development of various ways to promote discussion and student participation.

The term "Learning Management System," or "LMS," refers to a piece of software used for online education. The learning process typically occurs in training or activities with internet connectivity (Ellis, 2009). An alternative is to study online in an endemic. Because it may be used whenever and anywhere, online learning is undoubtedly useful. Better education hence reports issues when e-mastering or e-mastering resources are limited or unavailable. Lecturers in particular lack knowledge of how to use internet tools.

Additionally, the goal of adopting the Learning Management System (LMS) E-knows is to make it easier for students to complete their academic tasks and meet all of their lecture-related demands. The teaching and learning process should be aided by the use of an LMS E-knows in a pandemic. There are currently many LMS E-knows available, each with their own advantages. However, this is constrained by the internet infrastructure used in various places. In order for the online learning process to function efficiently and easily as anticipated during this epidemic period, the government should upgrade the internet network signal so that it can be reached by all regions well. Rahiem asserts that by offering LMS during emergency remote instruction in 2020, students' desire in becoming more involved will increase.

Additionally, E-Knows is a dynamic online learning platform at UIN Sunan Gunung Djati Bandung. On registered courses and online exams, lecturers can post instructional materials, homework, tests, and discussion forums for students to access as well. According to the justification given, some research explains the connection between language learning and LMS E-knows. The first is that E-knows has been discovered to be an alternative medium for learning writing. The second is in reading comprehension, where E-knows is well received by both instructor and student. The usage of E-knows in speaking classes, which is last in speaking skills, has a beneficial effect on both students and teachers because it is straightforward, easy to use, and useful while also enhancing students' speaking abilities.

Across addition, invention is a common passion in all domains of knowledge when seen in the context of comprehending society. For the best of individuals, learning is maximized, necessitating a technologically enhanced lifestyle that is pedagogically structured for studying while living. According to this experience, innovation in the use of ICTs responds to the new perspectives of restructuring and acculturating the educational tool so that it is far more in line with today's society in all aspects of its function.

In conclusion, in order to support learning during a pandemic, the government, universities, students, and other parties must come up with solutions. One of them is that LMS has been made more accessible and acceptable to all groups. Students

benefit greatly from using the Learning Management System (LMS) because they can access it from any location, at any time. It is simpler to gather assignments or download learning materials when taking attendance.

B. Research Question

There are two research questions regarding this research:

- a. How are the students' responses toward using LMS E-Knows for their learning process during the pandemic and post-pandemic era?
- b. How are the students' experiences using LMS E-Knows for their learning during the pandemic and post-pandemic era?

C. Research Purposes

Based on the problems above, this study aims:

- a. To recognize how the student responds to using Learning Management System (LMS) E-Knows for their learning process during the pandemic and post-pandemic era.
- b. To figure out student experience in using learning management system (LMS) E-Knows for their learning process during the pandemic and post-pandemic era.

D. The Significance of the Research

The research would be useful practically and theoretically.

- a. Practical Significance
 1. Practical benefits for researchers, Having more information and experience helps researchers apply their expertise to real problems and better prepares them to handle real-world scenarios.
 2. Practical benefits for teachers, Teachers should find out how well the Learning Management System (LMS) E-Knows facilitates the delivery of online learning in order to inform themselves about both the advantages and disadvantages of this method.
 3. Practical benefits for students, Student-centered advantages that are anticipated to boost enthusiasm for teaching and learning activities and

help students make the best use of learning resources to achieve better learning outcomes.

b. Theoretical Significance

1. The findings of this study are anticipated to contribute to the advancement of science, particularly in areas that are directly relevant to enhancing English learning outcomes.
2. In order for this study's findings to be appropriately implemented, it is envisaged that they will serve as inspiration to enhance the teaching and learning process in online learning environments.

E. Research Scope

This study focuses on the position using the Language Management System (LMS) E-knows throughout the pandemic is in the online learning setting at universities. It analyzes the usage of the learning of Language Management System (LMS) E-Knows at some point in the pandemic. The goal of this study is to determine how the Learning Management System (LMS) E-Knows functions, particularly in pandemic and post-pandemic conditions. An English Education Department student from class A in the fifth semester of 2020 will participate in the study.

F. Conceptual Framework

The first Covid-19 case in Indonesia was discovered on March 2, 2020. (Setiawan & Ilmiyah, 2020; Tosepu et al., 2020). The implementation of online mastery is problematic at many Indonesian colleges. Following the implementation of the learning policy at domestic tertiary institutions, many professors started using video conferences in addition to the LMS platform to aid in mathematical learning activities. The most popular LMS platforms in Indonesia include Google Classroom, Edmodo, e-learning portals for each higher institution, and others. You can use Zoom, Webex, Google Meet, Microsoft Groups, and other programs for video conferences.

2020, in Rahiem's estimation Offering LMS during emergency remote teaching can increase students' motivation to participate more

actively in the learning process. Finding out how the students express their ideas on the lessons being taught is also helpful to the teachers. Rahiem claims that 2020 To help pupils understand the subject better, it might be bundled with a video, text, animation, or sound.

Learning Management System, or LMS for short, is a piece of software used for online education. The learning process typically takes the shape of instruction or activities with internet connection. Ellis, 2009. An alternative is to study online in an endemic. Because it can be used anywhere and at any time, learning online is unquestionably practical. As a result, higher education that has limited or no usage of e-learning or e-learning resources experiences challenges, especially when lecturers lack knowledge of how to use online tools.

Additionally, there are benefits and cons to using online learning in the English education department. The flexibility and wide applicability of online learning are its main benefits, while its ability to perform plagiarism checks, boost internet signal strength, and employ guiding tools is a major drawback. Studies on COVID-19 started to be completed because the COVID-19 pandemic ended in Indonesia. Many experts anticipate that the pandemic will stop when it reaches its peak based on mathematical modeling, as well as the transmission-based model of how viruses spread.

The use of the era in language learning has significantly increased in line with the growth of generation. However, research is still missing regarding how video conferences, learning management systems, and cell programs were used, primarily throughout the emergency remote teaching/Covid-19 pandemic.

Furthermore, E-learning structures, such as learning management systems (LMS), offer a platform for interactive learning that can be used anytime and wherever users are connected to the device via the internet. The most efficient way to deliver learning materials is often no longer through a well-designed e-learning tool.

However, support other activities like tests, essays, and discussion boards. It is far from unusual to imply that well-designed online learning resources could be a more effective and compelling alternative to offline resources. As e-learning becomes an ever-more-important role in the epidemic, a substantial reliance on the use of e-learning will also become a must, not only for higher education institutions but also for students and professors.

G. Previous Study

There have been four prior studies that address the importance of adopting a learning management system for learning English (LMS). First, Amin and Sundari (2020) stated that the goal of the current study was to determine which digital learning platforms students preferred when remote instruction was in need. The key finding demonstrates that despite being in an uncharted situation, the three digital platforms used for the survey's student respondents—the Google Classroom learning management system, the WhatsApp mobile messaging app, and Cisco WebEx Meeting video conferencing—all perceive positive agreement and believe that they have learned a lot and improved. The student participants in each group, whose percentages ranged from 44% to 61%, thought that the platform they were using was beneficial and had the potential to aid in their language learning. The tool was a questionnaire based on CALL evaluation criteria, and descriptive analysis using percentages and theme analysis were also used.

The findings show that all three services—WhatsApp, Google Classroom, and Cisco WebEx Meeting—received extremely high ratings. For authenticity and meaning focus, the Cisco WebEx conference in particular garnered the top ratings. The findings of this study can be used to inform ERT or online virtual learning policy for higher education's English programs. But since the context is so particular, it needs to be adequately generalized. The research's main tool, a questionnaire, might not adequately reflect the teaching-learning process using various digital platforms during ERT.

The second goal of this research, according to Mantara et al. (2020), is to find out what the Covid-19 pandemic's educational resources were perceived to be by the students. They first experimented via the campus' Learning Management System (LMS), Zoom, and WhatsApp group before moving on to other educational resources. Data for this study were gathered using a purposeful sample technique from active students who had utilized a learning management system (LMS) for educational purposes in the previous semester. According to these standards, the researchers found that 626 individuals answered to a survey they issued, with 71.4% of women, 24.28% of men, and 4.31 individuals choosing not to. From 626 respondents, the researcher filtered the data to only include respondents who agreed to participate in the study.

616 people make up the final number of responders. It demonstrates that WhatsApp groups are thought to promote the online learning process better than other media, especially since they are thought to be the most affordable (83.77%) and regularly utilized (73.7%). In contrast, Google Meet is regarded as being superior to WhatsApp groups in almost every way. The zoom application was deemed to be the media that was the most problematic (44.16%). However, it is also clear from the statistics that students are not typically content with the campus LMS as evidenced by the low scores they receive across the board.

Third, Wiratomo and Mulyatna (2020) describe the learning approach that should be employed during an epidemic and the learning objectives in terms of mastering media that are effective, useful, affordable, and simply comprehended by college students when obtaining material. Three cycles of the plan-act-observe-reflect stage were used in this research design.

The method for gathering data is observation in relation to the abilities of creating and constructing straightforward Android math learning applications. The outcomes are presented as analysis findings and a description of the online learning procedure. Each cycle's lecturer and

student activities are recorded on an observation sheet. The supplied data also includes descriptions of students' skills in each cycle and questionnaire responses from students regarding learning environments, practical considerations, readily accessible resources, financial considerations, and students' capacity to access materials and tutorials. The findings of this study are: (1) simple applications and clear tutorials should be used to execute distance learning during a pandemic; and (2) learning outcomes should take the form of learning media with Android-based applications.

And finally, Famularsih's research (2020), The usage of online learning apps in English as a Foreign Language (EFL) classrooms is the main topic of this study. A descriptive qualitative technique was adopted in this study. 35 second-semester English Department students from one of the institutions in Salatiga, Indonesia participated in this study. Semi-structured interviews and surveys were used to collect the information. This study found that a lack of interaction between instructors and students, a sluggish internet connection, the sheer volume of activities, and the fact that not all subject matter can be taught online are barriers to adopting online learning programs in English classes.

According to the four earlier studies mentioned above, nobody has looked into the usage of LMS both during and after a pandemic. Nobody has specifically studied how LMS are used with EFL students, especially at the university level. Therefore, the researcher looked into how students, particularly EFL students, responded and experienced studying English. Making the teaching and learning process simpler for students both during and after the pandemic by leveraging the LMS itself, particularly the LMS E-knows created by UIN Sunan Gunung Djati Bandung.