The Usability of Learning Management System (LMS) and Students' Perception in English Language Teaching at SMKN 2 Padang

Hirval[1*] and M. Zaim[2]

[1]*English Department, FBS Universitas Negeri Padang, Padang, Sumatra Barat 25131, Indonesia*
[2] *English Department, FBS Universitas Negeri Padang, Padang, Sumatra Barat 25131, Indonesia*
*Corresponding author. Email: hirval.94@gmail.com

ABSTRACT

Pandemic of Covid-19 has affected educational systems worldwide, leading to the closures of a big number of schools, universities and colleges. As located in red zone of pandemic criteria, SMKN 2 Padang has not been allowed to conduct face to face learning and teaching process since March 2020. Although, face to face learning and teaching process is not allowed, teaching and learning process must go on to full fill the curriculum demand. Because of that, school and teacher must find alternative ways. One of the tools which is chosen in order to conduct teaching and learning process is by creating an Learning Management System (LMS), named *https://elearning.smk2padang.sch.id*. The LMS is used by all subjects, include English. Level of usability of the LMS in teaching and learning English is measured by using USE questionnaire. This research is a descriptive research using survey method. Instrument used is a standardized questionnaire that has been developed by experts, namely the USE questionnaire. Using the USE questionnaire there are four aspects that can be used in measuring the usability level of the LMS, namely: usefulness, ease of use, ease of learning, and satisfaction. The secondary data, students' perception in learning language, gathered by using interview.

Keywords: USE Questionnaire, Usability, LMS, Learning Language

1. INTRODUCTION

The demand of Industrial Revolution 4.0, which requires people to master technology and information. This condition actually is also applied in education. The education era that was influenced by the 4.0 industrial revolution is called Education 4.0. The main character of this education is the use of digital technology in the learning process. This condition was also known as the cyber system which makes learning process can be done continuously without the limit of space boundaries, and time.

Not only that, the spreading of Corona Virus also influences every aspect of human life. The virus firstly was detected in Wuhan, China in December of 2019. In short, it spread to almost every country worldwide.

One of the efforts in minimizing the spreading of the Corona virus, government closed public spaces such as schools, universities, and offices. People are asked to stay at home to prevent the wider spreading of the virus.

Because of the pandemic, cited from Wikipedia, as of 30 September 2020, at least there were 1.077 billion students affected as the impact of the losure of school around the world. According to monitoring done by UNICEF, 53 countries implemented nationwide closures and just 27 nations implemented local closures. The closure done by those nations impacted about 61.6 percent of student population around the world.

The closure of schools due to the spreading of the coronavirus has been also done in Indonesia. In Indonesia, the first case was found in March 2020. Associate Expert Policy Analyst at the Directorate General of Early Childhood Education, Education and Culture Ministry, Suhadi, in www.merdeka.com stated that in Indonesia, there are around 646,200 schools closed from early childhood to tertiary education levels. As a result, 68.8 million students study at home, and 4.2 million teachers and lecturers teach from home.

The results of a survey conducted by the Indonesian Ministry of Education and Culture in April 2020 showed 97.6 percent of schools had carried out learning activities from home. SMKN 2 Padang is one of the schools which is grouped in that group. Located in the red zone, SMKN 2 Padang has not been allowed to run face to face learning and

teaching process since March 2020. On the other hand, the teaching and learning process must go on to full fill the curriculum demand. Online learning is one of the best solutions to overcome the problem.

Martinez in Mishra, Gupta, and Shree [1] stated that since the spreading of COVID 19, the use of teaching online as the only option left have been increased because of shutting down of school, colleges, and universities for temporary time. The use of online teaching mode gave feel safety for learning community in the spreading of the virus.

In practice, there are many tools that can be used in helping to manage teaching and learning in pandemic era. Based on a survey done by Reimers, Schleicher, and Saavedra [2] tools which can be used such as communication tools, learning management systems or other tools that teachers, parents, or students can use to create or access educational content. Among those tools, Learning Management System (LMS) is one of the tools which frequently used in running teaching and learning without a direct face to face meeting. Ellis [3] stated that an LMS is a software application which can be functioned for administration, documentation, tracking, reporting, automation, and delivery of educational courses, training programs, or learning and development programs.

Other opinion, Reischl and Toro [4] said that LMS is a software program that can facilitate some activities such as to administrate the instructional materials through some educational activities, track and report related to students' information, and able to facilitate and distribute communication among students and teacher or facilitator. Especially for teacher or instructor, LMS can be as central place in posting their learning material and media to communicate either with parents and students.

In other words, it can can be said that LMS is a software which constructed specifically in order to create, distribute, and manage the delivery of educational material from teacher or instructor to their students.

In line with that, to support of teaching and learning process, SMKN 2 Padang constructed a special an LMS, which is named https://elearning.smk2padang.sch.id. Through the LMS teachers can give or upload learning material, tasks, and test. Students' are also able to submit the response or answer of the task, taking the presence, chat with teachers, and tool for teachers in giving a test. The LMS is used by all subjects, include English. Day by day the administration always tries to develop the LMS.

Many experts and practitioners support the use of LMS in the teaching and learning process because of some benefits or advantages. There are seven benefits of

using LMS in education proposed by Hetsevic [5], they are; every groups of students study independently without interfering by other group of students, approach to each student personally, improve students participation and collaboration, flexibility, a media in conducting pedagogical experiments, and innovations, free tracking data, the involvement of parents, and limitless customization opportunities.

Another opinion Pappas [6]also proposed five benefits of using an LSM in teaching and learning process. The advantages are manage and save big amount of data safely, keep track of students' progress and performance, allocate bigger amount of material, give online training experience personally, and increase the accessibility of e-learning.

Although so many experts or practitioners support the use of LSM because of some benefits and online learning, in fact, there are still many problems faced by learners. Cited from www.unicef.org, UNICEF Education Specialist Nugroho Warman reported that based on a survey conducted in Papua to parents and students, the the insufficient of internet services and electronic tool are the biggest problems faced in running teaching and learning from home. Not only that, some parents also cannot accompany and assist their children in learning because of lack of knowledge and have to work outside to solve their economic problem. Even some students also have to work in order to help their parents in supporting their family economic condition.

That condition is in line with the problems faced by students of SMKN 2 Padang in using LMS in teaching and learning process. Some students, through interviews done by the researcher, said that there were some problems in using LMS of SMKN 2 Padang, such as sometimes students were not easy to access the LMS because of internet problems.

Furthermore, in student's opinion studying through LMS could not help them much to understand the material and task given by the teacher, especially in English. One of the problems was the limited explanation given by the teacher.

Other students said that learning at home was not as focus as at school. There were some obstacles when they study at home such as the condition which was not as conducive as at school and less focus on learning.

The problem was also felt by their teachers. Some teachers said that they had limited interaction with students. On the other hand, teaching English need much interaction between students and teacher, especially in practicing English. Also, teachers sometimes need to use other tools, like WhatsApp or goggle-classroom, to support them in delivering the

material to students. If the data is big in size, most of the time it cannot be uploaded to the LMS.

There are so many benefits of using LMS in teaching, on the others, there are also some problems probably faced by teacher and students SMKN 2 Padang especially in teaching the English language. Because of that, it is needed to know whether the LMS of SMKN 2 Padang can help teachers and students achieve the goal of teaching.

According to International Organization for Standardization (ISO 9241-11, 1998), usability can be defined as the level to which a product can fulfill certain need of user effectively, efficiently, and feel satisfy with the circumstances in using the product.

The word usability comes from the word usable. In general, it means can be operated properly. One of the requirement which should be fulfilled to say a thing can be used well when user meet minimal problem in use. Even, it also gives a high rate of advantages and make the user satisfy to use.

One of the instruments which often applied in analyzing the usability of an LMS is Usefulness, Satisfaction, and Ease (USE) Questionnaire. The instrument is in form of a questionnaire package to measure usability research. It was firstly introduced by Arnold M Lund in 1998. Consist of 30 statements, USE Questionnaire evaluate an LMS from four aspects, they are usefulness, ease of use, ease of learning, and satisfaction

There were some researchers who have done some analysis about the existence of LMS, such as Khoirida A, Falahah [7] Their research title was "Pengukuran Usability Sistem Menggunakan USE Questionnaire (Studi Kasus Aplikasi Perwalian Online STMIK "AMIK Bandung")". Then, Sahfitri, V and Ulfa, M [8], with the title of the research "Evaluasi Usability Sitem E-Learning sebagai Aplikasi Pendukung Proses Pembelajaran di Perguruan Tinggi menggunakan USE Questionnaire".

In 2016, Kusuma, et.al [9] also done a research which was used USE Questionnaire, with the title of research "*Analisis Usability dalam User Experience pada Sistem KRS Online UMM menggunakan USE Questionnaire*".

The three of researches above had a similarity, which used USE Questionnaire, and much focus on usability of LMS in general for university level. No one of them researched usability of LMS which is used in teaching and learning English, especially in SMK. Teaching English, especially as a foreign language which needs to develop four skills of language; listening, speaking, reading, and writing.

The success of an English teaching, face to face or online such as through LMS, can be evaluated from the development of the four language skills. One of the indicators is students' perception itself. Cited from Longman Dictionary of Contemporary English, perception can be defined as how someone think about a thing, and his/her idea about that thing. Perception also can be said as how someone figures a thing by using his/her sight, hearing, etc.

This study aimed to find the usability of LMS of SMKN 2 Padang in teaching and learning English using USE Questionnaire and students' perception about LMS in teaching and learning English language.

2. REVIEW OF LITERATURE

Hartley and Darin E [10] defines e-learning is a model of teaching and learning where the teacher do not give learning material to students through direct face to face meeting, but utilize internet media, intranet or other computer network as media media of giving material.

Actually, in practice there are many tool which can be utilized im running an e-learning. Reimers, Schleicher, and Saavedra [2] said that there are many tools which can be used such as communication tools, learning management systems (LMS) or other tools that teachers, parents, or students can use to create or access educational content.

Among the many, LMS is the tool which frequently used in online teaching and learning. According to Gordon [11] an LMS is the media used by teacher in order to create, store, reuse, manage and deliver learning materials to students.

In using an LMS, users will find some easiness and difficulties. Because of that, it is important to evaluate LMS to make it better and better. Usability is one of aspect which usually evaluated. Axup, Jeff [12] defines usability as the measure of features that tell the perception of users toward the effectiveness of a tool to relate him/her to in interaction with a product.

Based on Nielsen [13] there are five components which can be utilized to defined usability. They are learnability, efficiency, memorability, error, and satisfaction.

There many tools and techniques that can be used to evaluate the usability of an LMS. One of the good and usable questionnaires to measure usability is the Usefulness, Satisfaction, and Ease (USE) Questionnaire package. This questionnaire was introduced by Arnold M. Lund in 1998. Based on Lund [14] USE Questionnaire is a questionnaire package which use to measure usability. The USE Questionnaire consists of 30 questions includes four aspects, they are; usefulness (8 statements), ease of use (11 statements), ease of learning (4 statements). and satisfaction (7 statements).

Regardless advantages or disadvantages of using e-learning especially an LMS in teaching and learning English, Putra [15] through his research concluded that e-learning model help students to learn English easier because it can be accessed from any place whenever they want.

3. METHODOLOGY

The research is descriptive research which used quantitative method. The object of the research was LMS of SMKN 2 Padang. The population of this research was XI grade students of accounting class. According to Sugiyono [16]), population is a generalized area which consist of objects or subjects which is considered same in quality and characteristic that is chosen to be studied. By using Taro Yamane Formula, the sample were 144 people, where 138 are students and six are English teachers.

The instrument used were two questionnaires distributed to students and English teachers of SMKN 2 Padang. According to Riduwan and Sunarto [17] questionnaire is a list of questions given to other people who are willing to respond (respondent) according to user requests.

The tool used to collect data in this research was USE Questionnaire package. The USE Questionnaire package consists of 30 questions includes 4 aspects, namely:
1. Usefulness, which consists of 8 statements
2. Ease of use, which consists of 11 statements
3. Ease of learning, which consists of 4 statements
4. Satisfaction, which consists of 7 statements

To help the researcher to process the data, every statement of the questionnaire will have five responses as prepared using Likert scale models. The responses would be in the range of strongly disagree to strongly agree.

The second questionnaire consists of a list of questions that have been compiled previously by the researcher in order to know students perception toward LMS in learning English.

4. RESULT AND DISCUSSION

The implementation of the Learning Management System (LMS) of SMKN 2 Padang in teaching and learning English can be accessed in the address of https://elearning.smk2padang.sch.id. Both teachers and students access the same address.
1. The main page for teacher and student

To log in, teachers should input their ID number as username and password which had been created before. On the other hand, students should input their national students' number as a username.

2. Dashboard and menu for the teacher.

After, log in teacher and student will find a different menu on their dashboard.

3. Dashboard and menu for student

To help the teacher in remembering the schedule of teaching, he/she can see in one of the menus of "Jadwal Mengajar" which appeared on the dashboard.

4. Menu of teaching schedule for teacher

After accessing the schedule menu, the teacher can start their activity in teacher by entering to "e-learning" menu. There are some activities which the teacher can do on this page. Starting from giving the material and task, monitoring students' presence in that meeting, and also students' presence for per week and month. For students, after log in, the first thing to do is taking their presence by putting their signature.

5. Menu for student's signature

After taking presence, the student can enter the menu of "e-learning". Here the student will find all subject in their class. Based on the schedule which had been made before, the student will start to follow his class based on the daily schedule.

6: E-learning menu on students dashboard

To follow a subject teaching and learning, the student has to click the name of the subject. Then, will come to the page for taking material and task given by the teacher. Still in the same page, the student is also able to upload their work result.

7. Page for English subject.

This research specifically aimed to know the usability of LMS of SMKN 2 Padang in teaching English language from teacher and students' point of view.

USE Questionnaire consists of four categories, namely usefulness, ease of use, ease of learning, and satisfaction. The conclusion that can be drawn from the results of the analysis of the questionnaires which have been filled in by teachers and students is in general the level of usability of using LSM in teaching and learning English is good. It can be seen from the responses that have been given by teachers and students for each statement of USE questionnaire. For each indicator, they give an agree response.

Table 1. USE Questionnaire

No	Variable (aspect)	Indicator (question)
1	Usefulness	It helps me be more effective
		It helps me be more productive
		It,s useful
		It gives me more control over the activities in my life
		It make the things I want to accomplish easier to get done
		It saves me time when I use it
		It meets my needs
		It does everything I would expect it to do
2	Ease of Use	It is simple to use
		It easy to use
		It is user friendly
		It requires the fewest steps possible to accomplish what I want to do with it
		It is flexible
		Using it is effortless
		I can use it without written instruction
		I don't notice any inconsistencies as I use it
		Both occasional and regular users would like it
		I can recover from mistake quickly and easily
		I can use it successfully every time
3	Ease of Learning	I learned to use it quickly
		I easily remember how to use it
		It is easy to learn to use it
		I quickly became skillful with it
4	Satisfaction	I am satisfied with it
		I would recommended it to a friend
		It is fun to use
		It works the way I want it to work
		It is wonderful
		I feel I need to have it
		It is pleasant to use

As the development in a language teaching and learning, teaching and learning English process is not only done face to face anymore. Online learning or e-learning has become one of the models which people chose in learning English.

From his research Putra [15] concluded that the e-learning model help students to learn English easier because it can be accessed from anyplace whenever they want. Not only that, learning using e-learning also allow students to complete their task to measure their English language skill. It also can be functioned as a guide for the teacher to find out students' abilities.

In line with that, Tamandani, KK and Jahanshahi [18], said that the support of electronic devices and online tools, such as computers, mobiles, tablets, and social networks such as blog, website, etc has made teaching and learning English in the modern era has become easy and interesting. To meet students' need and make them able to gain their purpose of learning, technology has been adapted for learning and teaching purposes.

Based on research done, Sabar and Rahman [19] concluded that there are some additional advanteges gained by the students by learning English through a website, for example get lots of up to date information and learning materials more easily, quickly, and clearly. Secondly, get information and learning materials in different forms of media such as text, pictures, and video which attract them. Thirdly, develop their skills in English, especially reading, writing, vocabulary, and grammar skills. Last, students are more active and enthusiastic in the learning process, because they participate directly in the process to getting information and learning materials needed in the English learning process.

Cullen and Kayak [20] stated language teaching integrated with technology offers many materials for language learners as well. Websites can be said as an online teaching tool which are very effective resources not only for learner but also for teachers.

As stated before learning management system (LMS) is a software or Web-based technology used to facilitate learning by providing a platform enabling easy access to learning content and resources by the learner. Using LMS in teaching and learning process will make the process runs as student-centered learning.

In curriculum 2013, the teaching and learning process should be emphasized in a student-centered approach. In this case, students should be encouraged to maximize their potentials to actively participate in the learning process. In implementing the demand of curriculum, schools or teachers can choose LSM as an option to be chosen.

When some learns a language in order to make a good communication with someone else, he/she need to master four language skills. Sequentially, for the first time someone will learn how to listen first. speak for the second, then to read, and finally to write.

Based on the result of the second questionnaire shared to the students to know their perception about teaching through LMS, it showed that most of them feel satisfied enough. It gave much easiness in teaching and learning. The biggest point was they can study wherever they want.

In addition, students feel have a big opportunity to access the internet to find some additional information about the material from the internet. It cannot be done when the school run face to face meeting teaching and learning. Most of the teachers forbid or were not allowed to access the internet in teaching and learning time.

Related to the development of the four language skills, students felt that teaching and learning through LMS could not develop the four skills in balance. Reading and writing could be developed well.

On the other hand, their speaking and listening skill did not develop maximum, especially listening. The problem was teacher cannot upload data that has 2 or 3 gigabytes in size. So, most of the time teachers

were not able to upload material for listening in the LMS. To overcome that problem, based on students most of the time their teacher used other media to give listening and speaking material, such as WhatsApp and Google-classroom.

5. CONCLUSION AND SUGGESTION

From the research done, it can be concluded that:

1. The result of measuring of usability level of LMS of SMKN 2 Padang especially in teaching English was satisfying.
2. Teachers and students gave good responses related to the 30 statements from four indicators of USE Questionnaire, they are usefulness, ease of use, ease of learning, and satisfaction.
3. On students' perception, teaching, and learning English through LMS give a big opportunity for them to access the internet to find additional material while learning.
4. Students also stated that the balanced development of their four language skills cannot be accommodated well, especially speaking skill.

In order to make the development of students' four English language skills, it better for the developer of LMS of SMKN 2 Padang to add some menu to accommodate the development of listening and reading skills.

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