CHAPTER I

INTRODUCTION

1.1 Background of the Study

The development of the first Computer Based Training software in 1960, E-Learning has grown in popularity and has PLATO as another name (Programmed Logic for Automated Teaching Operations). Initially, E-Learning served solely to communicate knowledge to pupils (trainees). However, in the 1970s, E-Learning began to become more interactive and the next year the development of the Mac in the 1980s resulted in individuals having computers in their homes. In the following years, virtual distance learning systems began to emerge, allowing users to access material online.

A teacher must continually be on the lookout for new ways to present teachings in class. Both in terms of teaching methods and approaches in the classroom. It is because over time, technology is increasingly favored by the public, especially young learners who are addicted to use social media. In this case, teachers are asked to find new teaching methods that are able to attract students' willingness to learn English. According to Masri et al., (2007), teaching is a complex process that is influenced by a variety of factors, including quality teaching, student intelligence, talents, and interests, as well as the influence of motivation, school, home, and parental encouragement. Teaching junior high school students who are just learning English is not the

same as teaching students who have known the basics of English, because they have a different perspective. They are different from students who have known the basics of English, so the way of teaching must be different too such as using technology in teaching process.

According to Pratama (2012), Gen Z or often known as the internet age, is a youthful generation that is developing and flourishing with considerable freedom in digital technology. Students may become better participants by utilizing technology, and technology can also transform inactive students into active learners. Students who are just starting junior high school choose to play either traditional or internet games.

Today, mobile phones, laptop, computers, and other forms of technology have become extensively utilized. As a result, individuals are starting to innovated and created different types of apps with different aims, such as Google Classroom, Edmodo, Open Learning, Schoology, and SEVIMA Edlink that seek to offer information and provide teacher in class, some applications above are what we call Learning Management System or LMS.

According to Alias and Zainuddin (2005), learning management system (LMS) is a type of software or web-based system that is used to design, implement, and evaluate a learning process. A learning management system in most cases, allows a teacher to design and distribute material online, track student involvement, and analyze student achievement.

Since COVID-19 spread in all country, Learning Management System become popular in education system, such as in Indonesia, because it can help a lot of teacher to provide their class and students. Student do not worry about missing a class or notes because using LMS they can learn anytime or anywhere they want and using LMS in learning class it does not mean that we leave a conventional way of teaching. However, we combined it become hybrid class so beside dealing with COVID-19, it can also attract student to study in class and the thing they need to prepare for LMS is just a laptop or mobile phone and a stable connection.

By utilizing the case above, if there is an application that is not only for entertainment, but it can also be used as a learning tool if we put some learning material in it, it is possible to attract students' interest by focusing on learning. Based on that, the researcher tries to find the student's perspective by using learning management system (LMS) in hybrid class.

1.2 Problem Statement

Based on the explanation that is mention in the background above, the researcher wants to investigate:

1. What are students' perceptions of using learning management system (LMS) in hybrid class in junior high school?

2. What are the challenges for students of using learning management system (LMS) in hybrid class in junior high school?

1.3 Objective of Study

Based on the question on the problem statement mentioned above, the objective of this studies is to describe the student's perceptions of using learning management system (LMS) in junior high school and the challenges that students face when using learning management system (LMS) in hybrid learning class.

1.4 Significance of the Study

The researcher hopes this research can be helpful both theoretically and practically. Through theoretical means, the researcher hopes this kind of method can provide useful information for the school and that this method can help the teacher as reference to teach in hybrid classroom. The researcher also hopes that this research paper can be guidance for other researchers who wish to conduct similar research like this one.

For practically:

1) Teacher

The results of this study can be a reference and evaluation regarding the implementation of learning management system in hybrid class. It is expected after knowing student perception, the teacher will improve the LMS application to be fun, entertaining, and educative platform can be used as a reference as a variation of learning.

2) Future researchers

This research is anticipated to produce information, knowledge, and fresh insights in the field of education, particularly in English, that may be implemented in the future. Researcher expects that this study will aid future researchers in carrying out research activities involving the use of setting LMS and particularly in hybrid class.

1.5 Scope of the Study

This research is limited to the perception of the students in SMP Muhammadiyah 5 Samarinda. It focuses on the students' perception and the challenges of using learning management system (LMS) in junior high school.