

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Learning Management System (LMS)

Nowadays the perspective of education is different; it has changed from the passive way to the active one where the students are enthusiastically involved in the learning process through the technology. According to Gilakjani (2017), technology integration involves teachers using technology to enhance everyday tasks and modify teaching methods. Technology use is a fundamental part of the education system, especially in Indonesia, which has been increasing speedily since the Covid-19 pandemic. Technology that can help manage and organize online classes led to the development of the Learning Management System (LMS).

LMS is software that facilitates online learning (Simanullang & Rajagukguk, 2020). It is an online content management or online content delivery platform that delivers training and educational content to users via the Internet (Irfandi et al., 2023). LMS is a result of technological innovation that allows the learning process to be carried out online. LMS is used to manage, deliver, and track learning activities, both in the context of formal education and professional training. LMS makes it easier for teachers to distribute materials, manage assignments, quizzes, and exams online. In addition, LMS also provides a dynamic interaction space between teachers and students through features such as discussion forums and chat, thus facilitating collaborative learning. According to Wicaksono et al. (2021), LMS is typically a software application and web-based technology that offers various features, such as designing learning plans, managing the learning process, and assessing or evaluating the learning outcomes.

2.1.1.1 Vclass as LMS

One of the universities in Tasikmalaya created an innovation in the form of an LMS called Vclass which can be used as a teaching medium. In this theoretical framework, the researcher focused on how Vclass as an LMS with its features supports the learning process in modern education. Marquesi stated that LMS is a web-based systems that enable teachers and students to share materials, submit and return assignments, and communicate online (2009, as cited in Oliveira et al., 2016). From that statement, LMS is a platform that shares similarities with real classrooms such as doing an assignment, having a discussion, and sharing material. In Vclass, lecturers can also upload learning materials in various formats, such as PPT, PDF, and Ms. Word, which facilitates student access to learning resources. Vclass also supports social learning by allowing interaction between students through discussion features on that platform. Araka et al. (2021) stated that in order to effectively participate in online learning, students should communicate with their teachers regularly and work together on discussion forums. Another LMS function allows the lecturers to assign tasks to students online, enabling students to complete and submit their assignments through the platform (Wicaksono et al., 2021). Through Vclass, lecturers can give assignments by setting deadlines that can be adjusted.

Vclass itself is an LMS platform that is specifically made by the university in Tasikmalaya for their student and can be accessed anywhere. Vclass can be used in any subject including English language learning. It is also used in the Additional Language Development course to help the students with a variety of activities such as submitting the assignment, accessing the material, and doing a discussion. Those activities can be done using the features available on Vclass that can be seen in the following picture below.

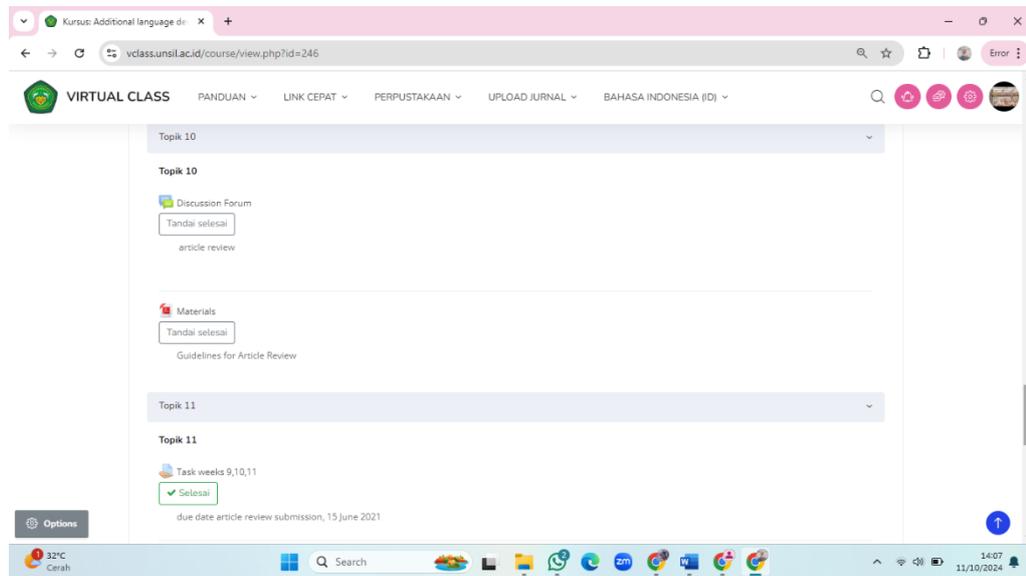


Figure 2. 1 *Vclass Homepage*

The students can access Vclass through the following link; <https://vclass.unsil.ac.id/>. After accessing the link, students can choose their course from the listed options. Students can log in to their classes using the email provided by the university. After entering the course, students can do several activities using the features available in Vclass. As seen in Figure 1, there are several features such as discussion features, downloading materials, and uploading assignments.

2.1.2 Students' Perception

Perception is a process of organizing, and interpreting the stimulus received by the organism or individual. This idea is supported by the research from Kelendonu and Katemba (2023), who stated that the process of observing or interpreting an object or information based on an individual experience can be called perception. Priyetti further distinguishes two types of perception: positive and negative. Positive perception involves viewing an object positively, which helps students better understand the teaching-learning process, while negative perception involves viewing the object negatively (2010, as cited in Mularsih & Maudy, 2020).

The perception received by each individual will always be different, this is influenced by several factors stated by Walgito (2010), individuals can take responses as a result of perception in various kinds of forms, which stimulus will get a response depending on the individual's concern. It can be based on things, feelings, thinking abilities, and experiences and the result of perception may be different from one individual to another individuals. However, students' perception is defined as an opinion from the students based on their experience. Patton (2014) added a variety of aspects related to their experiences. One of the aspects is based on the knowledge: what the participants know. He pursues to recognize people's cognitive and interpretative processes by questioning their opinions, emotional states, and responses to their experiences and thoughts. Accordingly, this aspect later helps the researcher in selecting the participants based on their knowledge in the process of learning a specific subject.

In the context of education, students' perception is important because it is directly related to how students assess their learning experiences. Students' perception can be defined as the opinion they develop following a specific experience, which may call for adjustment (Oktaria & Rohmayadevi, 2021). Thus, student perception refers to how they respond to various aspects of the learning process, which can affect their motivation, engagement, and learning outcomes in school. When students have a positive perception of the learning media utilized, they are likely to engage in the learning process positively and consequently achieve better educational outcomes (Febriyanti et al., 2024).

2.1.2.1 Gaining the Students' Perception Using Technology Acceptance Model

To determine students' perceptions of accepting technology in learning activities, the researcher used TAM (Technology Acceptance Model) from Davis. TAM was identified as the most commonly used theory in research on e-learning acceptance (Balkaya & Akkucuk, 2021). TAM itself is a model to predict and explain how technology users accept and use technology related to the user's

work. This is in line with the statement from Khee et al. (2014), who said that the Technology Acceptance Model is a model that can be used to analyze how technology users will accept and use the technology.

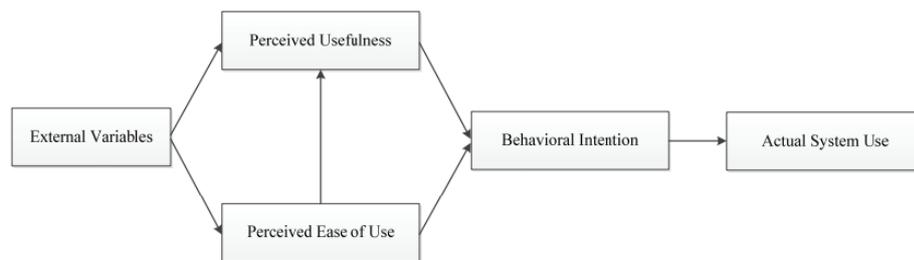


Figure 2. 2 *Basic Concept of TAM*

Davis divided TAM into two categories, the first is perceived ease of use and the second is perceived usefulness. Davis (1989) claimed that perceived usefulness is the extent to which an individual believes that using a specific system will improve their job performance. In this context, if someone considers the technology useful and can help them work more efficiently or effectively, then they are more likely to accept and use the technology. On the other hand, perceived ease of use means the level of a person's belief that using a particular system will be easy and does not require much effort (Davis, 1989). In other words, the technology is considered easy to learn and use, so it does not require much energy or effort to use it. Perceived ease of use is one of the key factors in TAM that influences user acceptance of technology, in addition to perceived usefulness. The easier a system is to use, the more likely someone is to accept and use it.

2.1.3 Additional Language Development Course

According to Supriyono in 2021, additional Language Development: From Theory to Practice is a course that focuses on understanding the acquisition second language (i.e., English), especially in the four areas of language development, namely phonology and morphology, syntax, semantics, and pragmatics. Students are required to understand several theories of language acquisition such as nativistic theory, learning theory, and interactionist theory, and

their implications for learning English. That is how the existing theory becomes a basic understanding of English language acquisition. The second language acquisition itself is the process of learning a language with a focus on expressing ideas in a natural environment without having to consider the grammatical aspect of the language being learned. Acquisition is different from learning, the function of acquisition is to monitor and manage the output information of a learner (Krashen, 1982).

Additional Language Development itself was a compulsory subject that the students should take during their undergraduate study. The participants took the course in the sixth semester. The subject consisted of 16 meetings with the period of the study being one semester. The duration for each meeting was 150 minutes or three SKS which meant each SKS was 50 minutes. The meeting included two kinds of exams: mid-test and final test. In this course, the lecturer usually gives the assignments through Vclass, also the students have to submit their work in Vclass before the deadline comes. Besides, the lecturer usually shares the instructions on that platform so the students can download that file and do the assignment individually or in a group.

The purpose of this course is to construct a scaffold of language understanding on which students may hang the multitude of vocabulary, concepts, components, and theories of normal language development as well as the myriad of language variations across the lifespan. This course is designed to increase awareness and appreciation of the complexity and magnificence of the symbolic system of language that allows the transforming experience of communication for human beings (Martin, 2014).

2.2 Studies of the Relevant Research

One of the studies related to this research was conducted by Al-Qahtani (2019), the study explores the perceptions of teachers and students regarding the use of virtual classes in their learning activities. It also aims to assess the effectiveness of these platforms in improving communication skills in an English as a Foreign Language (EFL) context. The participants included 30 individuals,

split evenly between two groups. Conducted at the Female English Department of King Khalid University, the results showed that most students and teachers have a positive attitude towards EFL virtual classes and recognize their important role in enhancing communication skills.

Another research was conducted by Islam (2018), the study focuses on the potential of Google Classroom for learning English and students' perceptions of its usage and challenges. Sixty students from the Departments of Pharmacy and Business Administration participated, evenly split by gender. Data was collected through a questionnaire with two sections and analyzed using narrative analysis. The study found that, in addition to technical issues, students' limited practical knowledge was a key factor contributing to difficulties using the platform effectively.

Ansong-Gyimah conducted a study analyzing factors influencing students' intention to continue using Google Classroom. The quantitative research, involving 749 students from three universities in Ghana, used descriptive statistics and Partial Least Square Structural Equation Modelling (PLS-SEM). The results revealed that Attitude towards Use mediates the relationship between Perceived Usefulness, Perceived Ease of Use, and Continuous Intention to use the platform. The study recommends implementing computer literacy programs for adult learners and improving accessibility features for visually impaired users, aimed at relevant stakeholders.

There are a number of differences among the studies mentioned above, including the aim of the research, the research participants, and the methods used to analyze the data. Therefore, in this study, the researcher examines the students' perceptions toward the use of Vclass in the English education department located in Tasikmalaya, Jawa Barat. The study using different participants, methodology, and the platform used is initially made by the university for their students.