

## A Mixed-Methods Study of ED and NED Students' LMS Experience in English Language Learning

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### Abstract

*This study examines the differences in the experiences of English Department (ED) and non-English Department (NED) students in using a Learning Management System (LMS) for English language learning (ELL) and investigates how LMS use contributes to the improvement of English language skills in ED and NED students. Using a mixed-method approach based on explanatory-sequential design, this study involved 185 students from Brawijaya University. The research began with quantitative data collection through a Likert scale questionnaire, followed by qualitative data collection through semi-structured interviews with seven students. This study showed that, although ED and NED students have excellent technological skills in using LMS, their application to English language skill development is uneven. Reading, writing, and listening skills show significant improvement, but speaking skills did not develop rapidly across all students. The results revealed that the differences in LMS usage experiences were not due to differences in major but were caused by limitations in the learning design of the LMS, particularly its inability to adequately support speaking practice. To address this gap, educators need to integrate synchronous communication tools and interactive speaking activities into the LMS. This will create a more balanced and comprehensive English learning experience through pedagogical innovation and appropriate use of technology.*

*Keywords: English language learning, learning management system, students' experience*

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## **1. Introduction**

The 21st-century learning environment is increasingly sophisticated, influenced by developments in Information and Communication Technology (ICT), which encourages adjustments in material presentation and learning intervention strategies (Tseng, 2020). The influence of ICT has given rise to online learning platforms that facilitate interaction between lecturers and students without location constraints. Lecturers in developed countries are even optimizing the use of existing digital platforms to match the platforms used by students and create comfortable learning spaces (Febrianto et al., 2020). Furthermore, the integration of technology in education, particularly through LMS, has revolutionized language learning, making it a fundamental tool in modern English language teaching. LMS development is directly influenced by the idea of delivering education through digital platforms.

LMS serves as an electronic tool for administering classes, including features like attendance tracking, exams, grading, evaluations, online courses, and digital learning materials (Ismailia, 2022). Several experts believe that LMS facilitates effective learning due to its comprehensive and easily accessible features (Gunawan & Fathoroni, 2020). Platforms such as Blackboard, Moodle, and Google Classroom facilitate interactive learning by providing structured content delivery, automated assessment, and collaborative spaces (Al-Adwan et al., 2023). The COVID-19 pandemic has caused a major transformation in education, shifting learning to distance learning systems, leading to a rapid increase in the use of LMS in both online and blended learning environments (Binyamin et al., 2019). Blended learning pedagogies integrate synchronous and asynchronous instructional modalities within a structured digital environment, facilitated by an LMS to optimize learner engagement and educational outcomes (Bradley, 2021).

Although Learning Management Systems have been discussed in the context of general education, their application to English Language Learning (ELL) remains underexplored, particularly regarding students' experiences, their understanding of the system, and its benefits. Existing research tends to treat students as a single population and ignores how linguistic identity and academic background shape technology-mediated learning experiences. According to Demir et al (2021), approaches to LMS design have tended to be one-size-fits-all, which does not address specific pedagogical needs. This study found that Blackboard, a well-known LMS, did not significantly improve students' English skills. These results suggest that systemic design has limitations, as LMS features do not adequately address specific pedagogical needs. More interestingly, Demir et al (2021) emphasize that LMS evaluations have focused solely on general user satisfaction. Studies on the perceptions and use of specific features by teachers and students across disciplines are still rare. Understanding the overall suitability of these features is crucial for creating meaningful learning experiences.

Chtouki & Boutahar (2025) revealed an implementation gap between the significant potential of LMS to support Self-Regulated Learning (SRL) and the reality on the ground. Instructors struggle to foster student learning independence, not because of a lack of competence, but because of underdeveloped LMS functionalities. Existing platforms are not designed to facilitate SRL strategies, so the constraints are structural because the LMS design itself does not address complex pedagogical needs, including teaching speaking skills that require interaction and hands-on practice.

Despite the extensive research on LMS, significant gaps remain. Previous studies have largely focused on technology acceptance models, such as perceived usefulness and ease of use (Fuady et al., 2021). As Nuryanti (2025) points out, there is a significant gap in understanding how digital technology is adapted to the unique linguistic and communicative needs of various academic fields. Most LMS research fails to examine what it overlooks, the holistic learning experience, including

the challenges and adaptation strategies of users from diverse backgrounds. Chtouki & Boutahar (2025) further highlight this by revealing an implementation gap where underdeveloped LMS functionality, rather than instructor competency, limits pedagogical strategies such as encouraging Self-Directed Learning and teaching interactive skills. Consequently, the literature lacks a comparative perspective that explicitly places disciplinary background as a central variable, leaving the crucial question of whether the learning experiences of ED students using LMS for English language learning fundamentally differ from those of NED students unanswered.

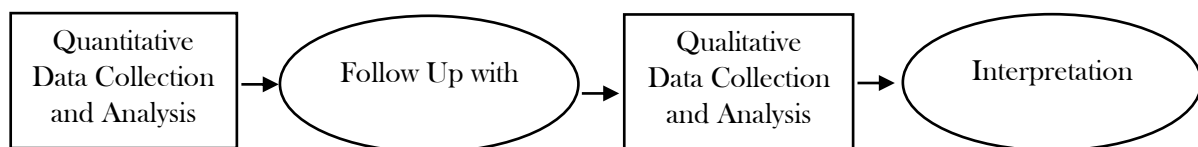
This study offers a unique perspective by attempting to fill this research gap by analyzing students' English language learning experiences using LMS. This will reveal whether their disciplinary background influences how students experience and utilize LMS for ELL (Alturki & Aldraiweesh, 2021). Furthermore, this research is also crucial for answering whether LMS can support students' English language learning, given the complex needs of English language learners.

The main focus of the current research is that differences in LMS learning experiences are driven by pedagogical design limitations, not academic backgrounds. Therefore, this claim challenges the assumption that user experience is determined by students' technical skills and competencies, as well as their desires. The purpose of this study was to examine differences in LMS usage experiences of ED and NED students in ELL and to investigate how LMS use contributes to English language skill improvement in ED and NED students. By comparing ED and NED students, this study provides a deeper understanding of how LMS features interact with learners' academic identities and linguistic needs. This comparative analysis is crucial for evaluating and informing the development of more efficient LMS that pedagogically meet the diverse needs of all language learners.

## 2. Research Methods

### 2.1 Research Design

This research uses a mixed methods approach with an Explanatory Sequential Design. Mixed methods research systematically collects and integrates quantitative and qualitative data to generate comprehensive insights. Quantitative data typically involves closed-ended formats commonly used in questionnaires or psychological instruments, while qualitative data consist of open-ended data without predetermined responses (Creswell, 2023). By integrating both types of data, researchers gain deeper insights (meta-inferences) than either method could provide alone. This approach treats both quantitative (statistical trends) and qualitative (personal experiences) data as equally valuable, ensuring a more comprehensive understanding of the research problem (Creswell, 2023).



**Figure 1.** Explanatory Sequential Design

### 2.2 Data and Source of Data

The purposefully chosen research location at Brawijaya University aligns with a unique phenomenon, formal criteria requiring the institution to utilize an LMS as the primary platform for optimizing adaptive learning implementation. This aligns with the primary objective of the study, to deeply investigate student learning experiences and evaluate the extent to which the current digital ecosystem supports the optimization of the English language learning process. The study

population included both English and Non-English Department students at Brawijaya University. The sample of this research is active students who are willing to fill out the questionnaire. For quantitative data collection, this study used convenience sampling. A total of 185 participants completed the questionnaire. All were active Brawijaya University students who had taken English language courses and used the LMS for ELL. Creswell & Plano Clark (2018), assert that quantitative samples are generally large enough to identify statistical patterns or trends, whereas qualitative samples tend to be smaller to enable in-depth exploration of the phenomenon under study. After the quantitative data analysis was completed, the qualitative sample was selected through convenience sampling. Seven participants were selected based on their willingness to participate, English Department and non-English Department students who have used a Learning Management System for English language learning.

This study examines and investigates the experiences of ED and NED students at Brawijaya University in using LMS for English Language Learning to contribute to the improvement of future teaching methods. This study used interviews to obtain more in-depth information about students' experiences with the Learning Management System. By combining quantitative and qualitative data, this study offers a comprehensive assessment of the factors influencing LMS ease of use, perceived usefulness, English language competency gained, and its effectiveness during the implementation of English classes.

### 2.3 Instruments

In this research, researchers used two instruments, questionnaires and an interview guide to collect data. This questionnaire and interview guide to collect data. This questionnaire aims to gather quantitative perspectives on experiences using an LMS in ELL. The questionnaire instrument used was adapted from Ramadania (2021). The survey questionnaire used in this study was written in English and Indonesian so that it is easier for students to understand and avoid misunderstanding. 12 statements on the questionnaire using a four-point Likert scale, with a range of 1 (strongly disagree) to 4 (strongly agree). These statements are related to Students' Experience on the Use of LMS in ELL. Section A contains questions about participants' demographic information, including name, email address, gender, year, faculty, major, and questions about the LMS used in English classes. Section B contains seven dimensions, including: Perceived Ease of Use, Perceived Usefulness, Confirmation, Attitude, English Competence, Satisfaction, and Continuance Intention. Reliability was evaluated using Cronbach's alpha in SPSS version 27. A Cronbach's alpha value of 0.880 indicated excellent reliability for the questionnaire. This is indicated by the output value of a questionnaire of 12 items.

**Table 1.** Cronbach's Alpha Reliability Statistics

Cronbach's Alpha	N of Items	Description
.880	12	Reliable

Qualitative interviews aimed to gather targeted information about the implementation, effectiveness, and English language competence, specifically the four skills, while using an LMS for ELL. For qualitative data collection, the researcher used semi-structured interviews with seven selected students to clarify the answers from the questionnaire. In this interview session, the researcher asked questions based on a questionnaire, selecting questions that could help the researcher obtain further explanations of the questionnaire results, reveal respondents' concrete experiences, and provide an in-depth understanding of LMS in English Language Learning.

## 2.4 Data Analysis Techniques

The data used for analysis in this study were scale-based questionnaires, and interview data were used to complement the research findings from the questionnaire data analysis. According to Creswell et al. (2023), an explanatory sequential design was conducted in two phases. This approach combines quantitative (as the primary stage) and qualitative (as a follow-up stage) methods, where qualitative data was developed based on previous quantitative findings.

The analysis aimed to examine significant relationships in the data, where the resulting findings would form the basis for the next research stage. The second stage involved purposive participant selection based on initial quantitative findings. Qualitative data were collected via interviews and analyzed using predetermined methods. The study concluded with an exploration of the relationship between quantitative and qualitative findings to gain a holistic understanding. The results of semi-structured interviews recorded in audio were transcribed into written text, aiming for in-depth data analysis.

The resulting themes were reviewed for suitability with the research objectives, then categorized with clear and consistent labels and descriptions. The data reduction process was carried out using selection techniques, focusing, and simplifying the raw data into a more essential form without losing the meaning of the research. From the data that has gone through this transformation process, the researcher then draws conclusions that are supported by evidence and presented logically to strengthen the findings of the questionnaire evaluation.

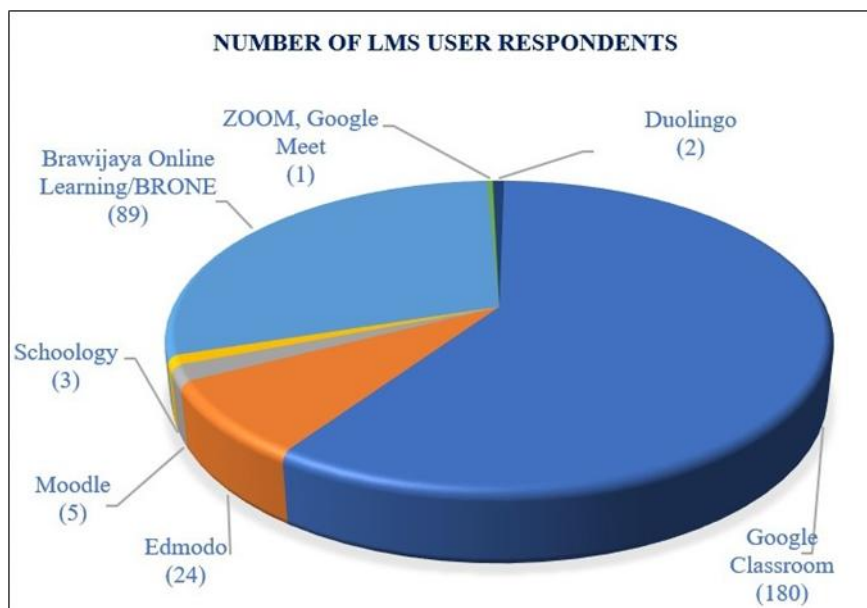
## 3. Results

Researchers present findings from data collected using two instruments. Using a closed-ended questionnaire, quantitative data were collected from 185 respondents, 99 respondents were from the English Department, and 86 respondents were from non-English Department students. This distribution reflects a sampling strategy that focuses on students with active LMS experience in English language learning. At the same time, qualitative data were collected from semi-structured interviews with seven participants selected (4 from ED and 3 from NED students) based on their willingness to be interviewed. The quantitative data are presented using descriptive statistics; each item was rated on a 4-point scale (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree). Qualitative interview excerpts are provided to illustrate the range of student experience and perspective. The results of the questionnaire and interviews regarding the use of LMS in English language learning are presented in the table and diagram below.

**Table 2.** Distribution of the number of LMS used by respondents

Number of LMS	Number of Respondents	Percentage (%)
1 LMS	91	49,19%
2 LMS	70	37,84%
3 LMS	23	12,43%
4 LMS	1	0,54%
Total	185	100%

Respondents reported using between one and four different LMS for English Language Learning. As shown in Table 2, 91 students (49.19%) used one LMS, 70 students (37.84%) used two LMSs, 23 students (12.43%) used three LMSs, and 1 student (0.54%) used four LMSs.



**Figure 2.** Number of LMS User Respondents

In this study, Brawijaya University students used various LMSs in their English Language Learning (ELL). The most commonly used LMS was Google Classroom (180), followed by Brawijaya Online Learning (BRONE) (89), Edmodo (24), Moodle (5), Schoology (3), Duolingo (2), Zoom, and Google Meet (1). These findings shed light on students' understanding of their experiences using an LMS in the context of ELL. The researcher utilized a mixed-method approach. First, data from a 12-item questionnaire were analyzed with SPSS version 27. Following this, the researchers selected seven participants based on their willingness to be interviewed.

**Table 3.** Level of understanding of LMS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	1	.5	.5	.5
	Moderate	54	29.2	29.2	29.7
	High	130	70.3	70.3	100.0
Total		185	100.0	100.0	

A composite score is created from 12 Likert scale items (Items 1–12) that measure various LMS capabilities, such as feature utilization and material access. This score is used to evaluate students' level of understanding of the LMS. Each item is rated on a 4-point Likert scale, where 1 point indicates Strongly Disagree, 2 points indicate Disagree, 3 points indicate Agree, and 4 points indicate Strongly Agree. The total composite score is calculated by summing all responses across the twelve items, resulting in a score ranging from 12 to 48.

Based on the composite score distribution, participants were classified into three categories using the following thresholds: low, moderate, and high composite scores. Table 3 shows the results from 185 respondents, grouped into three levels: 0.5 per cent of students had a low level of LMS understanding, 29.2 per cent had a moderate level of LMS understanding, and 70.3 per cent had a high level of LMS understanding. Based on these results, EFL students at Brawijaya University have a relatively high level of LMS understanding.

**Table 4.** Perceived ease of use

No.	Item	Scale	F	N	Mean
1	I find it quite easy to learn English using LMS	SD	1	185	3.34
		D	4		
		A	111		
		SA	69		
2	I find it quite easy to understand English material presented in the LMS.	SD	1	185	3.17
		D	7		
		A	136		
		SA	41		
3	The LMS platform I use to learn English is quite stable and easy to access.	SD	0	185	3.35
		D	11		
		A	98		
		SA	76		

As presented in Table 4, 180 of the respondents responded very positively, stating that the LMS is easy to use in English language learning. This is reflected in an average score of 3.34, while only 5 respondents disagreed or strongly disagreed with the use of LMS. With an average perception score of 3.17, it can be concluded that the vast majority of respondents found the English material on the LMS easy to understand. Data shows that 177 of the respondents agreed, while only 8 disagreed. The stability and accessibility of the platform received the highest mean score in this section (mean = 3.35), with 174 respondents in agreement. Meanwhile, 11 of the respondents said the opposite. This finding is also supported by interview responses, with participants stating that their experience using an LMS was highly accessible and therefore very efficient. As shown below:

*“Yes, definitely. Using an LMS helps me manage my time better and study more efficiently. I can access the materials anytime I want, and that really helps me review lessons at my own pace. Overall, it makes learning English feel easier and more enjoyable.” (P1)*

*“Yes, I can understand the material better through LMS and understand the lecturer’s explanation better because the material provided can be reviewed at any time and is well structured.” (P2)*

*“...I can access the learning materials anytime and anywhere without having to meet face-to-face. I also think this LMS allows me to learn more independently and review material I don't understand. I can review it wherever I am and can manage my time according to my needs.” (P6)*

**Table 5.** Perceived usefulness

No.	Item	Scale	F	N	Mean
4	The quality of teaching and learning English through LMS is as good as face-to-face.	SD	8	185	2.64
		D	72		
		A	83		
		SA	22		
5	Features available on LMS for learning English (materials, assignments, quizzes, forums/chats, audio, video, live chat) are complete and adequate.	SD	1	185	3.13
		D	19		
		A	120		
		SA	45		
6	When using LMS, assignment submission and completion of English quizzes become faster, more effective, and more efficient.	SD	1	185	3.34
		D	5		
		A	109		
		SA	70		

With an average score of 2.64, the majority of respondents felt that the quality of English teaching and learning through an LMS was as good as face-to-face learning. More than 105 of respondents agreed or strongly agreed, while only 8 disagreed. According to Pham (2023), the combination of face-to-face and LMS learning activities enables students to become more autonomous as they have more chances to choose their own time and place to study and access various learning materials at their own pace.

This finding enables students to develop effective skills in operating an LMS, building on their experience learning English. On the other hand, the features in an LMS also play an important role in supporting English learning needs. The average score of 3.13 indicates that 165 students agree that the features available in the LMS are comprehensive and adequate. However, 20 students disagree because not all LMSs have adequate features. Based on the interview results, participants revealed various experiences in integrating the LMS:

*“In my opinion, the quality of learning through an LMS isn’t completely superior to face-to-face classes, but they can complement each other. LMSs excel in flexibility and variety of learning media, while face-to-face classes are stronger in direct interaction, especially in speaking practice and spontaneous discussions.” (P3)*

*“I think using an LMS is better for providing material, feedback, and assessments. However, for interaction, it’s better to meet the lecturer in person, because miscommunication often occurs with the LMS; sometimes, the lecturer doesn’t respond to our chats. While LMS is good for material, face-to-face communication is better for communication.” (P5)*

*“I think the features are very convenient, such as quizzes and online exercises for grammar, vocabulary, or reading comprehension. The most important thing is the video or audio materials that really support our listening skills and can be accessed anytime. For example, Google Classroom, where you can submit assignments and receive feedback from a lecturer, helps us correct our mistakes more quickly. Furthermore, the most important features are the scheduling and reminder systems, which help me as a student manage my study time and avoid missing assignments.” (P6)*

Additionally, 179 respondents, with an average score of 3.34, agreed that using the LMS made submitting assignments and completing English quizzes faster, more effective, and more efficient. Only 6 of the respondents disagreed with this statement. Learning Management Systems (LMS) equipped with interactive features have proven to be effective as flexible, collaborative, and participatory learning support tools that are beneficial for students and lecturers (Nisak, 2024).

**Table 6.** Confirmation

No.	Item	Scale	F	N	Mean
7	I have got a new experience learning English using LMS.	SD	1	185	3.12
		D	21		
		A	118		
		SA	45		
8	I feel that my English skills improved after learning to use LMS.	SD	1	185	2.92
		D	34		
		A	129		
		SA	21		

According to Table 6, 163 of the respondents agreed (average score: 3.12) that they felt they had a new experience learning English using an LMS, while 21 disagreed, and 1 strongly disagreed.

This perspective was reinforced by interview respondents, who agreed that students gained new experiences learning English using LMS.

*“Using an LMS has made me more productive and improved my English learning experience. It allows me to access BIG learning materials flexibly, anytime and anywhere, and I find it more effective.” (P4)*

*“Yes, because lecturers usually deliver material through an LMS, and my lecturer mostly uses Google Classroom. I think it makes me more productive because I can access the material anytime, anywhere, making it more flexible. Our knowledge also increases because lecturers don't usually provide material in a single chapter, usually in an e-book consisting of several chapters.” (P5)*

*“This LMS provides a more engaging and modern learning experience than traditional methods because it integrates media such as video, audio, and other media. This method makes my learning experience more engaging and productive.” (P6)*

Furthermore, this belief is further strengthened by the fact that 150 respondents agreed or strongly agreed that using an LMS can improve English language skills, with an average score of 2.92. Meanwhile, 35 of the respondents disagreed. Certain factors contribute to the high level of understanding of this LMS, particularly the dominance of Google Classroom as the primary platform considered the easiest for students to use. These factors of ease of access and use not only support technical understanding of the LMS but also indirectly create a conducive environment for improving students' English language skills. According to Taufik et al (2021), utilizing Google Classroom in the English classroom facilitates the development and improvement of students' English skills.

**Table 7.** Attitude

No.	Item	Scale	F	N	Mean
9	LMS I use is good and interesting.	SD	0	185	3.06
		D	18		
		A	138		
		SA	29		

Based on Table 7, with an average score of 3.06, 167 students agreed or strongly agreed that the LMS used for learning English was good and interesting, while 18 students disagreed. These findings suggest that although LMS provide benefits, external and internal factors, such as personal interests and attitudes toward LMS use, significantly influence students' perceptions. This perspective was reinforced by interview respondents, who stated that the effectiveness of LMS directly depends on the LMS used by students.

*“Based on my personal experience with the various features provided by the LMS, it makes the LMS good and interesting.” (P1)*

*“If used effectively, I think LMS can improve the quality of English learning because LMS itself has more interactive and interesting materials that are also accessible and can be accessed anywhere and anytime.” (P4)*

*“In my opinion, Google Classroom has both strengths and weaknesses. One of its weaknesses is that it is not as comprehensive as other LMSs, such as Edmodo, which can analyze details and interactive quizzes. However, the advantage of Google Classroom is its integration with Google services. It can directly connect to Google Docs, Drive, Meet, Calendar, and Gmail.” (P7)*

**Table 8.** English Competence

No.	Item	Scale	F	N	Mean
12	My English skills (listening, speaking, reading, writing) improved after learning using LMS.	SD	4	185	3.14
		D	13		
		A	121		
		SA	47		

With an average score of 3.14, almost all students agreed that their English language skills improved after learning using LMS. Meanwhile, 17 students disagree or strongly disagree with this statement. The integration of various media in LMS contributes to the development of learners' language skills, which is in line with their positive perceptions of the learning platform (Taysı & Başaran, 2018; Terzioğlu et al., 2022). Interview results clarified the abilities of ED and NED students in operating and utilizing technology in learning. This is evidenced by the different statements from all participants:

*“In my opinion, it has improved, and in terms of order, the first is reading skills because I read more texts and articles through the LMS. Second is writing skills, as I have to write answers, comments, and assignments. Third is listening, as I listen to video or audio material uploaded by lecturers, and last is speaking. I think some LMS platforms don't provide features that allow us to practice speaking, unless we use video or Zoom. So I put speaking last.” (P1)*

*“Yes, the skills that have improved significantly are reading because I can study independently easily, followed by listening and writing skills, but speaking has not improved significantly.” (P2)*

*“The skill that improved the most was listening, as much of the material consists of videos, podcasts, and audio listening. This helps me get used to the various accents and speaking speeds of native speakers. The second skill is reading, as much of the material in the LMS is presented in the form of texts, articles, and e-books, which encourages me to read more. Furthermore, there are reading comprehension exercises that help me practice skimming and scanning. Thirdly, writing as I am used to completing writing assignments on the LMS. While not as extensive as reading and listening practice, there was still improvement in structure and vocabulary. Lastly, speaking improvement occurred, but not as much as other skills, because speaking activities in the LMS are limited and not as interactive as conversation in the classroom.” (P3)*

*“My English skills have improved considerably using the LMS. In order of importance, I can improve my reading skills by reading learning materials through the LMS itself. Secondly, I can improve my writing skills because I can complete writing assignments through the LMS. Next, listening skills, if the lecturer provides videos or audio within the LMS, can improve my listening skills. Lastly, speaking, because I rarely have online discussions or conversations with lecturers through the LMS.” (P4)*

*“I've definitely improved because I can learn English at my own pace. I feel more comfortable and more focused on improving my English skills. The skill that has improved the most is reading, as lecturers often provide materials digitally or in e-books. This helps us to practice reading techniques like skimming and scanning. Secondly, writing skills, there are often assignments from lecturers where we have to answer questions and must be submitted immediately, so it trains us to write quickly. Third, listening, because lecturers deliver material via YouTube and podcasts, which helps me improve my listening and understand the meaning of the videos. Lastly, speaking, because lecturers rarely give speaking assignments.”*

Furthermore, because it's through LMS, there's automatically no interaction. So, we're like talking to ourselves, not having a two-way conversation with the lecturer. Therefore, using LMS doesn't improve my speaking skills. (P5)

“I think the most significant improvement occurred in listening skills due to the large amount of video and audio materials uploaded by lecturers in the form of videos and audio files that sharpened my oral English comprehension. My reading skills also improved because lecturers often uploaded modules, articles, and assignment instructions in English. Thirdly, writing. My writing skills have improved because I practised through written assignments that must be completed on the LMS. Lastly, speaking. The improvement in speaking has been minimal because assignments rarely require speaking practice, and there was no one to talk to. In my experience, lecturers rarely combine the LMS with video conferencing or speaking-based applications.” (P6)

“I think writing has improved the most, because by learning English using LMS, I can access materials and questions to learn grammar, structure, and other things. Second is listening, because by learning using an LMS, I can access audio listening, video stories, or even music. This allows me to clearly hear the tones or accents that are often used in English. Third is reading, because by learning using the LMS, I have access to many articles, journals, and e-books in English. So I can easily access them and practice reading. Lastly, speaking. Learning using LMS can improve my speaking skills, but it's still less than optimal due to its limitations and lack of interactivity.” (P7)

**Table 9.** Satisfaction

No.	Item	Scale	F	N	Mean
10	I am satisfied learning English using LMS	SD	0	185	3.06
		D	22		
		A	130		
		SA	33		
11	I feel motivated to learn English using LMS.	SD	3	185	2.91
		D	30		
		A	132		
		SA	20		

Based on Table 9, 163 of the respondents agreed (average score: 3.06) that they were satisfied learning English using an LMS. While this result indicates high acceptance of LMS, 22 students disagreed. Students' perceived ease of use of the Learning Management System (LMS) will have a positive effect on their overall satisfaction (Ashrafi et al., 2022). Interview responses provided illustrative examples of student satisfaction and motivation:

“Yes, I'm satisfied because using the LMS has been incredibly helpful for learning English. Of course, I'm very motivated to use the LMS and really want to continue using it in the future for my English learning.” (P1)

“Lecturers usually provide material through the LMS, not just one chapter, but usually an e-book consisting of several chapters. So, we don't just learn from one chapter, but we can also study other chapters, which helps me be more productive and motivates me to learn.” (P5)

“I am quite satisfied with learning English interspersed with an LMS. Using an LMS makes learning easier and more practical, allowing us to do it anywhere.” (P7)

Student perceptions of online learning are strongly correlated with motivation, which is regarded as a primary determinant shaping their attitudes toward the platform (Bervell et al., 2020; Valdez & Maderal, 2021). With an average score of 2.91, it indicates that although students are motivated to learn English using an LMS, 30 disagree and 3 strongly disagree. Students who disagree with this statement stem from various factors, and are in line with Juhary's (2014) findings that students often highlight technical issues with LMSs, such as limited access, system issues, and slow internet speeds. These doubts, in fact, reflect students' interest in the LMS, demonstrated by their willingness to try the platform and provide constructive feedback for future development.

*“So far, using an LMS to learn English has motivated me to study harder. Moreover, it can be used anywhere and anytime. I believe using an LMS to learn English could be an efficient solution in the future. With an LMS, we can review material that we don't quite understand yet.” (P7)*

The results of this study are also important in determining whether an LMS can support English learning, given the complex needs of English learners. Interviews revealed that four of the seven respondents had used an LMS to its full potential, while the others had used it but not to its full potential. Therefore, the use of an LMS significantly supports English learning because all students use it. This is evident from the following interviews with seven respondents:

*“I think it's been very effective because I can utilize the various features provided by the LMS. This allows me to engage in more interactive activities and have discussions with my peers and teachers, which is really helpful.” (P1)*

*“Already, LMS has been frequently used for quizzes, uploading materials, and exams.” (P2)*

*“Not yet fully utilized. There are still features that are rarely utilized, such as the discussion forum, which is sometimes quiet. However, the LMS has been quite helpful in providing structured materials and assignments.” (P3)*

*“In my opinion, the LMS isn't fully utilized in class because not all English courses in my class use an LMS, and even if they do, they don't always use it in every session. So, perhaps it needs improvement or even more optimization to enhance learning, such as online discussions and more engaging assignments.” (P4)*

*“Based on my experience, the LMS has been used optimally, because several lecturers I met have good skills in the field of technology and also really understand the features in the LMS, so it can be said that the lecturers have maximized the use of the LMS and in learning English.” (P5)*

*“Not completely, even though the LMS is used in my class, it's still quite limited to uploading materials and submitting assignments, and its features are also underutilized. Perhaps during the COVID-19 pandemic, the LMS was utilized to its full potential, but I think it's currently underutilized once again.” (P6)*

*“In my class, LMS has begun to be implemented with significant progress. This is due to the rapid advancement of technology and the increasing ease of English language learning.” (P7)*

#### 4. Discussion

The purpose of this study was to examine differences in the experiences of ED and NED students using an LMS in learning English, and to investigate how LMS use contributes to the improvement of English skills in ED and NED students. The results revealed a critical paradox: although students demonstrated high technological acceptance and proficiency, the development of

students' core language skills, particularly speaking, remained uneven due to pedagogical limitations and systemic design. It also acknowledges the limitations of this study and suggests future research that directly addresses gaps in the literature.

Quantitative data revealed remarkable technological proficiency among Brawijaya University students, with 70.3% demonstrating a high level of LMS familiarity, particularly through Google Classroom, which 180 respondents (97.3%) used in ELL. The vast majority of respondents found the English material on the LMS easy to understand. This statement is also supported by Prahani et al (2022), who stated that LMS offer benefits, including the ability to efficiently manage online courses, administer online exams and provide easily accessible learning materials. Furthermore, using an LMS saves time and money while increasing communication and interactivity for all users. Cao (2023) stated that an LMS serves as a centralized digital platform that makes it easy for lecturers and students to share, organized and access all courses. Panergayo (2021) also showed that perception of ease of use and learning influence students' continued use of the platform. Students reported very positive perceptions of LMS, praising their accessibility, stability, and ease of use. According to research and technology acceptance (Sayaf et al., 2022), digital learning adoption is influenced by user-friendly interface design and platform navigation.

However, qualitative results indicate that adoption does not always lead to effective pedagogical outcomes for all language skills. LMS like Google Classroom facilitate written interactions rather than spontaneous oral communication. This reflects the limitations of text-centric platforms. Qualitative results show consistent responses in English language skill development among participants, regardless of differences in academic background. All participants identified speaking as the least developed skill, while reading, writing, and listening showed improvement. This occurred despite the specific order varying slightly among participants. This hierarchy directly reflects the inherent limitations of LMS. This is relevant to the first Participant statement, "Some LMS platforms don't provide features that allow us to practice speaking, unless we use video or Zoom." This finding supports Moorhouse & Kohnke's (2023) assertion that LMS design significantly impacts pedagogical possibilities and learning outcomes.

The six's Participant indicated that "lecturers rarely combine LMS with video conferencing or speaking-based applications, due to the limited integration of LMS with video conferencing tools," and the seventh participant's statement indicated "limitations and lack of interactivity," related to the lack of interactivity of the platform. This condition reflects a gap in technology-based learning design for overall language proficiency. According to research conducted by Hsu and Chen (2022), the use of technology in language learning requires comprehensive instructional planning and equal consideration of the development of all aspects of the language. Even though students have good technological skills, they are unable to use the LMS to improve their speaking skills. This suggests that the real problem is not student readiness, but how they use technology, which does not support speaking skills.

The interpretative insight from this study is that barriers to improving speaking skills are not a function of students' abilities or their home departments, but rather a systemic issue stemming from how technology is implemented in education. This shifts the framing of the primary problem from a lack of technology and instructional design. These results are in line with the concept of technological pedagogical content knowledge (TPACK) (Mishra & Koehler, 2006), which states that effective technology integration requires a sophisticated interaction between technological, pedagogical, and content knowledge. Research shows that although students have technological knowledge (TK) and lecturers have content knowledge (CK), there is still small progress in terms of pedagogical knowledge about how to use LMS to improve all language skills. As reported by participants in the interviews, one example of a gap in the domain of technological pedagogical

knowledge (TPK) is the failure of lecturers to integrate LMSs with video conferencing or speech-based applications (Koehler & Mishra, 2009). In this interpretation, attention shifts from user satisfaction and general functionality in previous research to the important but often undiscussed pedagogical elements of LMS integration. This study suggests that LMSs have shortcomings in overall language development, challenging implicit beliefs about their effectiveness. While Asyari (2024) found that students viewed LMSs favourably in some areas, such as usability, pedagogical design, and learning materials, this study suggests that these positive perceptions can coexist with significant shortcomings in skill-based learning.

The findings of this study have significant theoretical, methodological, and practical implications. The study suggests that technology acceptance (TAM) is insufficient to predict language learning outcomes. To more comprehensively evaluate the success of computer-assisted language learning (CALL) environments, future theoretical models should integrate the TPACK framework (Mishra & Koehler, 2006; Koehler & Mishra, 2009). The concept of a hierarchy of skill development proposed here offers a new perspective for considering the pedagogical shortcomings of asynchronous learning platforms.

Methodologically, this study emphasizes the benefits of mixed methods. Relying solely on self-reported satisfaction and ease of use data, common in LMS research, would provide an incomplete and overly positive picture of the learning environment. Qualitative data is crucial for uncovering important details that might otherwise go unnoticed, although extensive technology use does not guarantee balanced skill development. While providing insight, reliance on self-reported student practices may not fully reflect actual classroom dynamics. Therefore, further research involving direct classroom observations and critical thinking sessions is needed to identify the realities of technology integration and LMS instructor interactions. These findings suggest an urgent need for instructional redesign. Institutions must go beyond simply providing an LMS to TPACK-based professional development. To ensure that speaking is not marginalized, LMS and pedagogical planning must explicitly balance all four language skills.

This study has limitations that open up opportunities for future research. First, the sample was limited to students at a single university and selected based on their willingness, so the generalizability of the findings may be limited. Second, the study focused on user satisfaction, ease of use, and perceived functionality, which relied heavily on self-reported data. Third, the perspective was limited to students; incorporating instructor perspectives and investigating course-specific implementation patterns would provide a more complete picture of LMS-based learning.

## **5. Conclusion**

The results of this study indicate that although students demonstrated good acceptance and proficiency with technology, and even proficiency in its use, the development of students' English skills, particularly speaking, did not significantly improve due to pedagogical limitations and systemic design issues. Regarding this issue, qualitative results indicate that some participants noted that the LMS played a significant role in successful English language learning. However, not all English skills improved; reading, writing and listening skills improved significantly, but speaking skills did not improve for ED and NED students.

This research is relevant because it addresses the research problem, gaps in speaking skills related to limitations in learning design, rather than differences in students' academic backgrounds. Therefore, educators need to integrate live communication tools, such as video conferencing, into their LMS to create interactive speaking assignments. Future implementation should leverage students' technological capabilities to create a more balanced learning experience that effectively

improves all language skills, especially speaking, by appropriately combining pedagogical innovation and strategic technology. This study also acknowledges its limitations and suggests further research that directly addresses gaps in the literature. Future research should include objective assessments of learning outcomes, such as effectiveness and efficiency on predetermined tasks, to complement the perception data. Furthermore, a deeper understanding of LMS-based English language learning can also be obtained by considering the teachers' perspectives and examining implementation patterns.

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