

Utilizing LMS for EFL reading classes: A student survey approach

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ABSTRACT

This study explores students' perceptions of university Learning Management System (LMS) in English learning, particularly in supporting reading activities. Using a quantitative descriptive design, data were collected from 2nd, 4th, and 6th semester English education students through a structured questionnaire. The instrument consisted of closed-ended Likert scale questions and an open-ended question for suggestions. Data were analyzed using SPSS version 27 for descriptive statistics, and open-ended responses were thematically summarized. Findings indicate that students generally perceive LMS positively regarding usefulness, ease of use, ease of learning, and satisfaction. They found it helpful for managing assignments, accessing materials, and supporting independent learning. However, suggestions from students highlight areas for improvement, such as adding notification features, improving server reliability, simplifying the interface, and providing user training. These results reflect the importance of not only technical functionality but also user experience in educational technology. The findings contribute to the field of English language learning by emphasizing the role of LMS in facilitating reading comprehension and learner autonomy. This study also offers practical implications for LMS developers and educators, encouraging more user-centered design and continuous improvement to optimize digital learning environments in higher education.

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INTRODUCTION

Recent years have seen substantial changes in English language instruction, particularly due to the integration of technology into the educational process. As English functions as a global lingua franca, proficiency in the language is crucial for academic, professional, and social success. This has prompted the need for effective and adaptable learning strategies, especially in higher education, where the demand for flexible and innovative tools has led to the widespread use of e-learning platforms (Gilakjani, 2017). These platforms offer interactive and accessible learning environments that support student engagement and autonomy (Sun et al., 2008). Among the most impactful tools in this domain are Learning Management Systems (LMS), digital platforms that are structured and used to provide course materials, facilitating communication, and monitoring student progress (Almarabeh et al., 2014). Well-known LMS platforms such as Moodle, Canvas, and Blackboard have gained popularity due to their versatility and ability to address various learning needs (Al-Marroof & Al-Emran, 2018). These platforms should not, however, control all instructional strategies in online learning environments, despite their influence. Instead of merely adopting tools as they emerge, educators must critically adapt them to align with their specific pedagogical goals. This process of pedagogical control requires a thoughtful evaluation of the LMS itself, including its technical, ethical, and legal implications (Feezel, 2018), ensuring that the selected tools genuinely support meaningful and context relevant learning experiences.

E-learning, defined as the use of electronic devices to obtain instructional content outside of traditional classrooms, has become an important aspect of modern education (Indriani & Widiastuti, 2021; Moore et al., 2011). This strategy allows students to learn at their own convenience while also allowing instructors to personalize learning experiences to their specific needs (Redjeki & Hapsari et al., 2022). LMS, as a key component of e-learning, refers to software applications designed to manage, deliver, and evaluate instructional materials (Coates et al., 2005). LMS can help students learn English more effectively by providing multimedia resources, interactive exercises, and collaborative opportunities (Al-Marroof & Al-Emran, 2018). Nevertheless, However, the success of LMS in improving learning outcomes is largely influenced by the opinions and interactions of learners with the platform, which might vary across different educational environments (Tarhini et al., 2013).

Reading is a fundamental skill in English language education and is strongly supported through the use of LMS. As a receptive skill, reading enables learners to interpret and understand ideas, emotions, and arguments, while also serving diverse purposes such as academic success, personal enrichment, and daily survival (Mamo & Regassa, 2025). It is crucial in second language acquisition by supplying vital input for vocabulary expansion and linguistic understanding (Oetomo et al., 2022). Reading is

not merely decoding words but involves constructing meaning from the text, which is influenced by the reader's background knowledge and mental framework. Thus, comprehension varies among individuals and requires understanding the text as a whole rather than in isolated parts (Amelia & Delfitra, 2020). For Indonesian students, reading in English is not only a key part of learning the language but also a tool to gain knowledge, broaden experiences, and support their academic or career goals. Regular reading activities contribute to developing critical thinking and fostering lifelong learning habits (Erya & Pustika, 2021).

Recent studies show the effectiveness of LMS across many educational context (Tirtanawati & Prastiwi, 2022) found positive student perceptions regarding usability and effectiveness in a qualitative study at IKIP PGRI Bojonegoro. Similarly, Qaddumi and Smith (2024) reported higher academic performance in Moodle-based classes compared to traditional ones through a quasi-experimental design. Moreover, Agustyas et al. (2024) and Prasetya (2021) highlighted LMS as user-friendly and adaptable through qualitative research. Despite these strengths, Tarhini et al. (2013) noted technical problems, training gaps, and change reluctance. Supporting the TAM model, Quansah and Essiam, 2021 reported a high average student acceptance score of 3.2 but emphasized a preference for hybrid learning. In addition, Agustina et al. (2020) showed that LMS use significantly improves writing and reading through quasi-experimental research, while Satriani and Zaim (2021) confirmed strong student motivation and interest via a mixed-method study. Additionally, Wijayanti et al. (2023) found that satisfaction, perceived effectiveness, and credibility had a positive impact on students' intentions to utilize Moodle. The effectiveness of LMS in improving student achievement had been reported by Amalia et al. (2024) through their experimental research.

The adoption of LMS for English learning reflects a commitment to leveraging technology to improve educational outcomes. However, there has been limited investigation into the views of learners of LMS within this particular context. Gaining insight into students' perceptions of LMS usage, particularly within the context of English language education, is essential for optimizing its effectiveness and identifying potential barriers to its successful implementation. Prior research has stressed the significance of user satisfaction, ease of use, and perceived utility in determining LMS performance in educational settings. These variables are consistent with the Technology Acceptance Model (TAM), which proposes that individual's acceptance of technology is impacted by their judgments of its usefulness and simplicity of use (Davis, 1989).

At one of private university in Kediri, the LMS is commonly used by lecturers to distribute English reading materials, manage assignments, and facilitate independent learning activities. Students are expected to access and read course content through the platform, complete comprehension tasks, and submit their responses online. This

study aims to investigate students' perceptions of LMS in relation to English language learning, specifically in the context of reading activities, addressing a critical gap in the current research landscape. By assessing their experiences, obstacles, and levels of satisfaction, this study seeks to provide meaningful insights into how LMS can be improved to better support English language education. Furthermore, this study addresses the following research questions:

(1) How do students perceive the use of LMS in facilitating their English reading learning?

(2) What are the challenges and benefits of using LMS in this context?

The findings are expected to contribute to the advancement of e-learning and LMS implementation in language instruction, offering practical recommendations for educators and policymakers.

RESEARCH METHODOLOGY

This study adopts a descriptive quantitative research design, which seeks to characterize the features of a phenomena or population without altering any variables (Creswell & Poth, 2018). The central objective is to examine students' perceptions of the use of LMS in the context of English language learning. A quantitative approach is chosen to facilitate the collection of measurable data that can be analyzed statistically to identify patterns, trends, and generalizable conclusions related to the research topic.

The study participants consist of students from the English education study program at a private university in Kediri, specifically those enrolled in the second, fourth, and sixth semesters. These students were selected based on their previous experience with the E-learning platform, especially when used in the context of English language acquisition, such as reading courses, ensuring they have relevant and adequate exposure to provide meaningful feedback. To ensure representation across different semesters, the sampling method used is proportionate stratified random sampling, targeting students who have actively used LMS for at least one semester.

The primary research instrument for data collection was a structured questionnaire designed to analyze students' perceptions of LMS in terms of its usefulness, ease of use, ease of learning, and overall satisfaction. The questionnaire consisted of 30 closed-ended items, divided into four main categories: usefulness (8 items), ease of use (11 items), ease of learning (4 items), and satisfaction (7 items). These items were measured using a 5-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), allowing the researcher to quantitatively assess students' attitudes and experiences. Additionally, the questionnaire included one open-ended question to collect qualitative suggestions and feedback, enriching the quantitative data with contextual insights.

Responses were grouped and analyzed according to these thematic areas. Additionally, one open-ended question was included to gather qualitative feedback and suggestions, providing space for students to share their opinions, suggestions, or personal experiences with LMS. This aims to enrich the data with qualitative insights that may not be captured through scaled questions alone. The data collection process conducted through an online survey distributed via Google Forms or a similar digital platform. The survey link will be disseminated through official university communication channels, such as email or student WhatsApp groups. This online method is chosen for its convenience, efficiency, and ability to reach a wide range of participants. Participants will be presented with an informed consent form prior to completing the questionnaire, detailing the study's objectives, their rights as participants, and the measures taken to maintain data confidentiality.

The analysis in this study involved the use of descriptive statistical techniques, including the calculation of frequencies, percentages, means, and standard deviations, to effectively summarize both the demographic profile of respondents and their perceptions of LMS. These statistical tools will offer insights into the general trends and patterns within the dataset. The analysis will be performed using SPSS version 27, a statistical software application chosen for its accuracy and efficiency in processing quantitative data. In addition to the closed-ended items, the questionnaire also includes one open-ended question designed to gather participants' suggestions and feedback. The responses to this question will not be statistically analyzed but will be reviewed thematically to identify recurring comments or noteworthy insights that can support and enrich the quantitative findings.

RESULTS

Following data collection, the responses were analyzed to gain a deeper understanding of students' attitudes toward the use of LMS in the context of English language learning. The results reveal that a substantial proportion of students perceive LMS as easy to navigate and learn. Additionally, the majority of respondents expressed a high level of satisfaction with the platform. The subsequent section reports the findings derived from the questionnaire data, with a focus on identifying prominent trends, patterns, and statistical results that reflect participants' experiences and perceptions.

Students Perceptions the Use of LMS

Close-Ended Question:

This section presents the quantitative results derived from the close-ended items of the questionnaire, which aimed to measure students' perceptions of LMS across four key indicators: usefulness, ease of use, ease of learning, and satisfaction. These

indicators are adapted from TAM, which emphasizes that a user's acceptance of technology is influenced by their perception of its utility and usability (Davis, 1989). The questionnaire items were adopted and adapted from a previous instrument developed by Hirval and Zaim (2021), ensuring relevance to the context of English language learning. Each construct provides insight into how the LMS supports students in managing their academic tasks, navigating the platform, acquiring necessary skills, and experiencing overall satisfaction. The following subsections elaborate on the trends, strengths, and areas needing improvement, based on students' responses using a 1–5-point Likert scale.

Usefulness

Table 1. The data of the usefulness indicators

No	Items	Score				
		SD	D	N	A	SA
1	It helps me be more effective	5%	13%	37%	34%	11%
2	It helps me be more productive	4%	19%	36%	35%	6%
3	It is useful	2%	11%	37%	38%	11%
4	It gives me more control over the activities	4%	13%	37%	34%	12%
5	It helps me to accomplish the tasks easily	3%	10%	36%	37%	14%
6	It saves my time when I use it	3%	9%	29%	42%	18%
7	It helps to fulfill my learning needs	3%	11%	46%	29%	11%
8	It does everything I would expect it to do	3%	14%	44%	31%	9%

This indicator examines students' perceptions of the usefulness of LMS in enhancing their effectiveness, productivity, time management, and learning outcomes in English language learning. Usefulness, as defined in TAM, reflects how well a system supports users in completing tasks efficiently. In the context of English reading activities, this refers to how effectively LMS helps students manage learning tasks and access materials. The data in Table 3 show that most students responded positively, with the highest agreement recorded on the item "LMS helps me save time" (18%), followed by "LMS helps me complete tasks easily" (14%). These results suggest that the platform is perceived as efficient and supportive of academic workload management.

However, the item "LMS improves my productivity" received a slightly more diverse response, with 19% of students selecting Disagree, indicating some variation in how productivity benefits are experienced. Overall, the findings suggest that students view LMS as useful, particularly in helping them manage assignments and

learn independently. This supports the overall aim of the study, which is to explore how LMS contributes to students' English language learning, especially in reading-based contexts.

Ease of Use

Table 2. The data of ease-of-use indicators

No	Items	SD	D	Score		
				N	A	SA
1	It is simple to use	6%	10%	25%	28%	31%
2	It easy to use	5%	14%	25%	26%	30%
3	It is user friendly	5%	9%	31%	33%	22%
4	It requires the fewest steps possible to accomplish what I want to do with it	4%	8%	32%	44%	12%
5	It is flexible to use	6%	6%	34%	20%	34%
6	Using it is effortless	3%	12%	40%	24%	21%
7	I can use it without written instruction	5%	15%	40%	23%	17%
8	I don't notice any inconsistencies as I use it	9%	20%	45%	17%	9%
9	Both occasional and regular users would like it	4%	11%	46%	30%	9%
10	I can recover from mistake quickly and easily	3%	15%	45%	29%	9%
11	I can use it successfully every time	4%	10%	41%	29%	16%

This section discusses students' perceptions of the ease of use of LMS, referring to how simple, intuitive, and user-friendly the platform is to operate without requiring extensive effort or instruction. In the context of English language education, particularly in digital and self-directed learning environments, ease of use plays a crucial role in minimizing distractions and fostering student engagement. The data show that most students found LMS easy to use, with over 50% agreeing or strongly agreeing with statements such as "It is simple to use" and "It requires the fewest steps possible." These results indicate that the platform does not impose a high cognitive load, enabling students to focus more on learning than on system navigation. Low percentages in the 'Disagree' categories suggest minimal usability barriers, reinforcing that the LMS offers a smooth and accessible learning experience. These findings support (Putri et al., 2022), who emphasized the role of ease of use in supporting self-regulated learning, and align with Satriani and Zaim (2021), who found that a straightforward interface enhances student motivation and engagement in digital learning settings.

Ease of Learning

Table 3. The data of ease of learning indicators

No	Items	SD	D	Score		
				N	A	SA
1	I learned to use it quickly	3%	14%	27%	34%	23%
2	I easily remember how to use it	1%	15%	28%	34%	22%
3	It is easy to learn to use it	3%	16%	26%	33%	22%
4	I quickly became skillful with it	0%	14%	46%	28%	12%

This section explores students' perceptions of the ease of learning in using LMS, referring to how quickly and comfortably they were able to understand and operate the platform. The findings show that most students were able to learn how to use LMS quickly and efficiently, with over 55% agreeing that they became skillful without much difficulty. High percentages in the 'Agree' and 'Strongly Agree' categories suggest that the platform design supports intuitive learning and easy recall of functions, minimizing the need for repeated instruction. Only a small number of students reported difficulties, indicating that LMS is accessible even for those with varied digital skills. This is particularly important in online or blended learning contexts, where independent navigation is essential. These results highlight that LMS simplicity not only supports learner autonomy but also encourages sustained use, echoing (Coates et al., 2005), who emphasized the importance of user-friendly LMS design in higher education settings.

Satisfaction

Table 4. The data of satisfaction indicators

No	Items	SD	D	Score		
				N	A	SA
1	I am satisfied with it	6%	14%	39%	30%	11%
2	I would recommend it to friend	3%	11%	39%	30%	17%
3	It is fun to use	8%	12%	37%	32%	11%
4	It works the way I want it to work	3%	11%	45%	31%	10%
5	It is wonderful	6%	10%	36%	27%	20%
6	I really need to use it	3%	15%	41%	24%	17%
7	It is pleasant to use	4%	16%	35%	26%	19%

This section discusses students' satisfaction with LMS, which refers to their overall experience and emotional response to using the platform for English language

learning. The findings show that more than half of the students expressed positive satisfaction, with most responses falling in the 'Agree' and 'Strongly Agree' categories. Notably, items such as "I would recommend it to a friend" and "It is fun to use" received moderate to high agreement, suggesting that students not only found the platform functional but also enjoyable. However, a considerable number of 'Neutral' responses—reaching up to 41% in some items—indicates that while LMS is generally accepted, there may be room for improvement in areas like aesthetics, interactivity, or personalization. These findings align with Wijayanti et al. (2023), who emphasized that student satisfaction is influenced by both technical reliability and user engagement features.

Challenges and Benefits of Using LMS

Open-Ended Question:

In addition to the closed-ended items, students were asked to provide open-ended feedback to express their experiences and offer suggestions for improving LMS. The responses, gathered from students across the 2nd, 4th, and 6th semesters, provided rich qualitative data that offer deeper insights into both the strengths and limitations of the platform. The themes that emerged reflect students' practical encounters with LMS, pointing to both its utility and its areas in need of refinement.

A dominant theme in the feedback was the need for an improved notification system. Many students expressed difficulty in staying updated with assignment deadlines and lecturer uploads due to the absence of real-time alerts. Several respondents even proposed that LMS be developed into a mobile application to make such notifications more accessible and efficient. Server and accessibility issues were also frequently mentioned, particularly during high-traffic times when students encountered lags, crashes, or slow loading, especially when submitting assignments. This concern reflects the platform's current limitations in scalability and performance, leading to student frustration during critical moments of use.

Students also highlighted the user interface and overall user experience as areas needing improvement. Complaints about repetitive login steps, cluttered layout, and unintuitive navigation suggest that the current design may hinder usability. These findings align with common usability principles in educational technology, where simplicity and clarity are vital for learning continuity. Although less frequently noted, system stability and occasional login failures were also mentioned as barriers that reduce student trust in the platform. Suggestions for technical enhancements included increasing file upload limits and improving stability when switching between networks, which indicates a strong demand for better technical performance and flexibility.

Beyond functionality, students expressed interest in richer learning features. While most acknowledged LMS as useful for managing assignments, several believed that it

should be more integrated into classroom activities. They recommended tools like Zoom integration, discussion forums, or synchronous learning spaces to make the platform more dynamic and collaborative. A smaller group of students also mentioned the lack of training or guidance in using the LMS, particularly during their first encounters with the system. They noted that better orientation both for students and lecturers would promote smoother adoption and more effective utilization of its features.

Overall, while the feedback confirms that LMS is valued for its basic functionality, it also reveals that significant improvements are needed in terms of technical infrastructure, visual design, user support, and interactive learning tools. These student voices offer practical direction for future LMS development and instructional planning. Addressing these challenges through user-centered upgrades could enhance both the usability and pedagogical effectiveness of LMS, especially in supporting English language learning in digital and blended learning environments.

DISCUSSION

The findings of this study indicate that students perceive LMS positively in the context of English language learning, particularly in terms of its usefulness, ease of use, ease of learning, and overall satisfaction. These positive perceptions suggest that LMS has successfully supported students' academic tasks, especially in reading-based activities, by enabling independent access to materials, flexible time management, and enhanced engagement with learning content. This aligns with the constructivist theory of learning (Bruner, 1966 in Furqon et al., 2023), which emphasizes knowledge construction through active interaction with instructional materials. LMS, in this context, functions as a technological medium that fosters student autonomy and meaningful interaction in EFL learning environments.

These findings are consistent with previous studies. Tirtanawati and Prastiwi (2022) confirmed LMS effectiveness through student feedback, while Qaddumi and Smith (2024) demonstrated that Moodle-based classes yielded better academic performance than traditional formats. In addition, LMS use contributes to improved reading and writing skills as well as motivation (Agustina et al., 2020; Satriani & Zaim, 2021). Similarly, the importance of user satisfaction and credibility in ensuring sustained LMS engagement, especially in hybrid learning settings were underlined (Wijayanti et al., 2023; Quansah & Essiam, 2021; Utami et al., 2021).

The present study contributes theoretically by reinforcing these findings and highlighting the central role of platform usability and learner interaction in successful technology integration. It further supports Davis' TAM, particularly the role of perceived ease of use and usefulness in promoting acceptance and engagement.

Additionally, the challenges reported in open-ended responses, such as the need for a notification system, improved server reliability, enhanced interface design, and better orientation, offer practical insights (Lubaba & Andriani, 2025). These findings are consistent with those of Sun et al. (2008) and Al-Marroof & Al-Emran (2018), who found that real-time responsiveness and mobile-friendly features significantly influence student engagement and system usability. Similar emphasis on the importance of system quality and user-centered design was also evident in the work of Tarhini et al. (2013) and Coates et al. (2005).

Thus, from a practical standpoint, these findings highlight the need for LMS developers and university administrators to focus not only on core functionality but also on enhancing the user experience. Improvements such as push notifications, visual redesigns, technical stability, and proper user training will help reduce friction and increase system adoption and effectiveness. Moreover, integrating LMS more fully into learning activities beyond assignment submission can expand its role as an interactive pedagogical tool in English education (Pramono, 2023).

CONCLUSION

In conclusion, this study finds that students in the English Education Study Program at a private university in Kediri perceive LMS as a beneficial platform that supports academic engagement, especially in reading-related English learning activities. The results indicate that the system is generally considered useful, easy to use and learn, and satisfactory for supporting student needs.

The findings have several theoretical implications. They reaffirm the relevance of the TAM and support existing literature emphasizing the importance of usability, accessibility, and learner autonomy in digital learning environments. The students' positive perceptions and identified challenges both reflect and contribute to broader discussions on how LMS platforms influence language learning in higher education.

Practically, the results suggest that institutions should prioritize user-centered LMS development. Developers and administrators are encouraged to enhance system reliability, provide mobile-friendly features, integrate better notification tools, and offer structured orientation or training. Such efforts would significantly improve the student experience and increase long-term system usage.

As a contribution to the field of English language teaching, this study provides new insights into student interaction with LMS in the specific context of reading activities. By combining quantitative and qualitative findings, the research adds depth to current understanding of how digital tools can be optimized to support skill-based language instruction. This study advocates for ongoing refinement of LMS design, implementation, and pedagogical integration in response to direct student feedback.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interest related to the conduct of this research or the publication of this article.

AUTHOR (S) CONTRIBUTION

Umarlinda, S.T.: contributed to the conception and design of the study, data collection, analysis and interpretation, drafting of the manuscript, and final preparation for publication. Sulistyanto, I. and Kurniawan, E.H.: supervised the research process and provided critical revisions throughout the writing of the manuscript. All authors have reviewed and approved the final version of the article and agree to be accountable for all aspects of the work.

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