

CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, research questions, objective of the study, significance of the study, and definition of key terms.

A. Background of the Study

Writing is one of four language skills students should encourage to master. The other three language skills are speaking, reading, and listening. In accordance with Harmer (2004, p. 17), speaking and writing involve language production and are therefore often referred to as productive skills. Listening and reading, on the other hand, involve receiving messages and are therefore often referred to as receptive skills. So, writing is one of four language skills that students must develop.

Allah the Almighty also said that in the holy Qur'an in Surah Al-Qalam verse 1:

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

The verse told us that the pen was a medium to write. By the pen as a medium, we had the opportunity to develop, expand and become means of transmission of knowledge from one generation to the next generation and make future progress. In the education aspect, the medium is an important tool to convey the material in the teaching and learning process in order to make the students master the material easily.

Based on Wallwork (2011, p. 3), writing skills had to be given more attention. When someone wants to speak, may ignore the grammar rules. If someone wants to write, must pay attention to the grammar rules, organization, diction, mechanics, etc.

According to the courses in the university curriculum, in learning writing, students are expected to write from several writings for example basic writing, paragraph writing, essay writing, academic writing. One of the projects from writing is making a paragraph. From this students can develop their skills especially in making good paragraphs.

Based on Sattayatham & Ratanapinyowong (2008, pp. 17-38), the paragraph is unarguably the most important thing to be discussed. Words come together to form sentences. From sentences join together to make a paragraph; and paragraphs combine to form letters, reports, essays, and other larger text.

Sattayatham & Ratanapinyowong (2008, pp. 17-38) also describes, paragraphs are the most important thing in forming a sentence, because the combination of a sentence can make a paragraph. Paragraphs are usually combined to form research proposals, essays, academic articles, thesis, letters, reports, and other text. Therefore, it is important to know how to make a good paragraph.

The sudden outbreak of a deadly disease called Covid-19 caused by a Corona Virus (SARS-CoV-2) shook the entire world. The World Health Organization declares it as a *pandemic*. This situation challenges the educational system across the world and forces the teacher to shift to an online mode of

teaching suddenly. Many academic institutions that were earlier unwilling to change their traditional pedagogical approach had no option but to shift entirely to online teaching-learning. This situation to prevent the spread of covid-19.

The implementation of an online learning course uses various technological devices or tools. Those can be digital mobile applications, video conferencing software, learning platforms, and a learning management system (LMS). According to Dahlstrom, Brooks, & Bichsel (2014, p. 5), a learning management system (LMS) has been used everywhere as a learning medium, around 99% of universities implement a learning management system (LMS).

In conformity with Al-Huseiny (2015, p. 5), a learning management system (LMS) is a software application that provides a comprehensive set of tools for educators. The aims learning management system (LMS) is to manage learning resources, administrative functions, assessments, and grading. Researchers focus on using a learning management system (LMS) to assess students' especially paragraph writing.

According to Tasmania (2011, p. 15), assessment is an essential part of language teaching and learning. Assessment can be seen as the engine that drives student course activity, online or offline. It is particularly important in encouraging and shaping collaborative activity online. As a result, critics of objective exams and standard tests assert that such assessments measure surface learning. Examining only at the level of unrelated bits of memorized information, usually involves deeper levels of learning.

The researcher found a study relate to this research from Jurnal Teknologi Pendidikan. Sundari and Leonard (2020, pp. 140-150), researched academic writing in the English Education Department, Faculty of Postgraduate at one private university in Jakarta. This present study was a need analysis as an initial stage in developing Moodle LMS-based EFL Materials for academic writing courses at university. The result shows the need for academic writing courses and the proposed EFL materials through Moodle LMS.

Depending on the current situation, all teaching and learning activities including assessing are done online. For online learning activities can use online media such as a learning management system (LMS). Therefore, this proposes study attempts to analyze the lecturer's use learning management system (LMS) for assessing students' paragraph writing and to find out the benefits of using a learning management system (LMS) in assessing students' paragraph writing.

From the statements above, the researcher does not want to miss the opportunity to know more closely about assessment using a learning management system (LMS), especially in paragraph writing. This research was conducted in the English Education Department of UIN Antasari Banjarmasin. The researcher has conducted a research assessment in a paragraph writing class in the third semester. Lecturer use a learning management system (LMS) for assessing paragraph writing.

B. Research Questions

1. How does the lecturer use a learning management system (LMS) for assessing students' paragraph writing?
2. What are the benefits of using a learning management system (LMS) in assessing students' paragraph writing?

C. Objective of Study

The objective of this research study are:

1. To analyze the lecturer use learning management system (LMS) for assessing students' paragraph writing.
2. To find out the benefits of using a learning management system (LMS) in assessing students' paragraph writing.

D. Significance of Study

The significance of the study hopefully for:

1. For the English teachers, this study will provide a way of writing subject assessments online.
2. For the researcher, this study hopefully can give early information and reference who wants to conduct the study on a similar topic with a different discipline.

E. Definition of Key Terms

The key terms, which are necessary to clarify briefly in order to avoid miss understanding, can be mentioned as follow:

1. Assessment

Assessment is what a lecturer can do, especially in the paragraph writing course in the English Education Department of UIN Antasari Banjarmasin. The assessment here is in the form of student assignments, especially the results of writing paragraphs.

2. Paragraph Writing

Paragraph writing is a kind of writing course, focuses on the students writing paragraphs. So, from this, it is hoped the students can make a good paragraph.

3. Learning Management System (LMS)

In keeping with McIntosh (2008, p. 70), learning management systems (LMS) are electronic platforms that can be used to launch and track e-learning courses and enhance face-to-face instruction with online components. Some also manage classroom instruction. Al-Huseiny (2015, p. 5) also describes, a learning management system (LMS) as a software application that provides a comprehensive set of tools for educators to manage learning resources, administrative functions, assessments, and grading.

The learning management system (LMS) used by students is similar to Google Classroom. The difference between google classroom and learning management system (LMS) is that the learning management system (LMS) can find out who is still staying or leaving the class and there is also an

explanation of how long to be online during class. For the learning management system (LMS) there is a special classroom, the course consists of the name of the course, the name of the lecturer, and a set of lessons for one semester.

The research focuses on assessing the use of a learning management system (LMS). In the learning management system (LMS) there is a special column for assessment. So, after giving assignments to students in the form of making paragraphs, the lecturer can make an assessment in that column.