

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter presents the findings and discussion. The findings are design to answer the research problem about using learning management system (LMS) for assessing students' paragraph writing, the subject of this research is lecturer of paragraph writing, at English Education Department of UIN Antasari.

A. Findings

The result of this research and discussion are the analysis of data collected during the research process. Data collection was carry out based on interview and requesting several documents (such as paragraph writing syllabus, student grade lists, lecture journals, lecture attendance, materials, and student assignments) which were carried out outside the classroom by a paragraph writing lecturer at the English Education Department of UIN Antasari. Researcher conducted interview related to the use of a learning management system (LMS) in paragraph writing assessment, the following will be explain as follows:

1. The use learning management system (LMS) for assessing students' paragraph writing

Before becoming a lecturer in paragraph writing, was a lecturer English for Academic Purpose (EAP), Language Learning Assessment, Curriculum & Material Development (CMD) courses. To use a learning management

system (LMS) is not the first thing to use so, there is no comparison because it has previously made use of it.

For paragraph writing course, weekly meetings adjust to the material in the syllabus. Because there is COVID-19, the learning process is different from that in class. Every meeting there must be assignments for students and the assignments are carried out in stages, because here students are trying to be able to write a good paragraph. Therefore, not all material has been taught.

At each meeting, various types of features are available in the learning management system (LMS). This arrangement, what the lecturer wants to show for learning and who designs the learning process such as students having to watch video first, then conduct discussion. Here the lecturer's control how the designed for one module or lesson plan is accomplished. For example, a lecturer wants to teach cohesiveness and cohesion, what material should be posted, then what kind of discussion will it be, about what the project will be like.

When the lecturer wants to explain the material, for example the material on "paragraph writing process" after that gives assignments to the students. The deadline given is for example two or three weeks, means that, two to three weeks of work must be complete.

To write one paragraph student can spend more than one meeting. Therefore, students cannot be given too many assignments to write a few paragraphs. Even though, writing paragraph looks simple (like writing only

one paragraph) the lecturer want that student's experience the learning process.

Before start to write paragraph, students have a fill assignment or brainstorming. After that, the next meeting the result of writing paragraph did corrected and given suggestions by their friends. The final editing results are submission. Paragraph writing that are submit as result of suggestion by their friends, in addition for the final test.

For assignments, students can use google documents, which function as work on during assignments. If the assignments submit every meeting directly collects the results of writing the paragraphs, according to the lecturer, students do not have time to experience the learning process.

The paragraph writing assignment score system the lecturer in assessing students' paragraph writing by using Deborah's model (2001) of holistic scoring for writing. If the required value is fast it means that it must be assess as soon as possible, but the classes handled are quite a lot during online learning. The scoring system usually late/delay from the schedule it should be.

For the assessment in the learning management system (LMS), there are two columns. There is a column for assessing and a column for feedback. When the students submitted assignments using the PDF format there were notes feature, which functions to provide comments and suggestions, the lecturer can give notes such as suggestions. Unfortunately, if the students submit assignments in other forms it is rather difficult to give score student

assignments. The use of a learning management system (LMS) if the lecture has been completed the application cannot be opened. The research was conducted after the course ended, so it is not possible to provide an example of the column for the assessment.

For the final test, students write the plan of ideas in a discussion forum on the learning management system (LMS). Then, students make a draft, after the make draft have been completed, their friends can correction it. After that, their friend sends back the corrections and the students will correct the corrections from their friends. Eventually, it was correct again by the lecturer such as give suggestions. Finally, students do a final submission.

2. The benefits of the use learning management system (LMS) in assessing students' paragraph writing

Based on the results of interview, the researcher found that the benefits of used the learning management system (LMS):

- a. In assessing student's assignment, the score became more transparent, because students can monitor how many scores they get themselves from each assignment they get. It means that the lecturer does not only keep the student's score himself.

Usually, it is offline/face-to-face learning when students have collected the assignments then they are assess by the lecturer and after at the end of the semester they just know how many score the students get.

In the learning management system (LMS), the lecturer has given scores to students and the students can find out what score they got. Whereas the scores were not only known by the lecturer but students also knew the grades they got.

- b. For an internet connection network there are no problems, because for writing classes, especially paragraph writing, only one meeting is open per week and there is no limit to submitting assignments. That the assignment of writing paragraph must be submitted according to the schedule, but the limit in submitting assignments is limited to only one week for one assignment. If there are students delayed in submitting their assignments, there is still a deadline for collecting paragraph writing assignments.

The internet connection network will not have a problem if they try to find before starting learning, meaning that if there are students who do not have a good internet connection this week, it means that students must find a good internet connection network for the next weeks.

- c. To writing subject, especially paragraph writing, it focuses more on practice in writing paragraph. For discussion and submission assignments in the learning management system (LMS) it is quite helpful, because for material explanation, can spend one meeting or can use videos and then upload them via discussion forum in the learning management system (LMS). For learning, the rest will be more on student work/assignment such as uploading a draft assignment then submitting the final assignment.

From the results of interview also, the researcher found that the weakness of using a learning management system (LMS). In the use of learning management system (LMS) there are several obstacles:

- a. The first obstacle, as is one student who cannot log in into the learning management system (LMS). If this happens, the lecturer does not have control over the learning management system (LMS) application even though reported it to the admin section, which deals with learning management system (LMS) problems. The admin is not responsive / slow response, like it or not the learning process is implementation like the previous semester. This might happen because of the large number of users of learning management system (LMS).

For the assignment collect by electronic message (e-mail), because there are students cannot log in to the learning management system (LMS). Every time students submit an assignment (such as a discussion or individual assignments) students must send it to the lecturer electronic message (e-mail), likewise the scoring system must also be manual meaning that it is separate from friends who usually use a learning management system (LMS).

- b. The second obstacles in the use of a learning management system (LMS) such as if the lecturer have finished learning during the semester, the lecturer can no longer see the previous (missing) data or material in the learning managements system (LMS) and cannot preview again. There are only semester courses available now, for the previous semester courses

there are no longer in the learning management system (LMS). Maybe this is one of the guideline of the UIN Antasari Banjarmasin.

When using other applications such as canvas, anything like the previous semester or the current semester can still be access as long as the lecturer has never deleted it. Even if a lecturer takes the same course again, the lecturer still has access to the material. If the electronic learning (e-learning) of UIN Antasari Banjarmasin is like a learning management system (LMS), lecturer do not have full control or do not have access anymore beside the lecturer has to create new material or make new class arrangements.

Researcher also known, that the learning management system (LMS) is an online learning applications. That is worth it for using than other application (such as: zoom, google meet, google classroom, which is doing face-to-face applications), because it is seen from the use of cheaper data packages and also features of the learning management system (LMS) complete such as, modules, assignment submissions, and student assignment scores. Which not only seen by the lecturer but students can also see the scores of their assignments.

For several documents such as paragraph writing syllabus, student grade lists, lecture journals, lecture attendance, materials, and students assignment, the researcher found that the lecturer teaches for paragraph writing courses, there are two classes, TBI A 2019 class and TBI B 2019 class.

TBI A 2019 class consists of 31 students, consisting of 14 male students and 17 female students. TBI B 2019 consists of 30 students, consisting of 9 male students and 21 female students. TBI A 2019 for paragraph writing every Friday at 10.20 – 12.00, started on 11 September 2020 - 18 December 2020. For middle test paragraph writing on 06 November 2020 and final test paragraph writing on 18 December 2020. TBI B 2019 for paragraph writing every Friday at 08.30 – 10.10, started on 11 September 2020 - 18 December 2020. For middle test paragraph writing on 06 November 2002 and final test paragraph writing on 18 December 2020.

B. Discussion

After the data have processed in the form of description, this section presents a discussion of the findings from interview and documents with the theories collected in chapter two about paragraph writing assessment by using learning management system (LMS). The researcher discussed the findings into two objectives of this study: (1) How does the lecturer use the learning management system (LMS) for assessing students' paragraph writing? (2) What are the benefits of using learning management system (LMS) in assessing student's paragraph writing?

1. The use of learning management system (LMS) for assessing students' paragraph writing

According to Tasmania (2011, p. 15), assessment is an essential part of language teach and learning. It can be says that, it is a process a making judgment related to the students' achievements in their learning in a particular period. This process includes devising assessment tasks, writing the rubric, judging the students' achievement based on those tasks, giving feedback to the students, and deciding grades.

Under to Al-Huseiny (2015, p. 5), a learning management system (LMS) is a software application that provides a comprehensive set of tools for educators to manage learning resource, administrative functions, assessments, and grading.

Based on the result of data researcher gathered, the learning management system (LMS) is electronic learning (e-learning) of UIN Antasari

Banjarmasin, which is can only be use for one time use or one lesson during one semester and also in the learning management system (LMS) there are features that facilitate the learning process, such as for discussion and submission assignments.

And also based on the result of data researcher gathered, the assignments students can use google documents, which function as work on during assignments. For the assessment in the learning management system (LMS), there are two columns. There is a column for assessing and a column for feedback. The paragraph writing assignment score system the lecturer in assessing students' paragraph writing based on rubric by using Deborah's model (2001) of holistic scoring for writing.

2. The benefits of using learning management system (LMS) in assessing students' paragraph writing

From the find out the participant in the interview, with a lecturer of paragraph writing at English Education Department of UIN Antasari Banjarmasin, that the use of learning management system (LMS) in assessing student's paragraph writing have benefits.

Based on the result of data researcher gathered, the benefits of using learning management system (LMS) in assessing student's paragraph writing:

- a. In assessing student's assignment, the score became more transparent, because students can monitor how many scores they get themselves from each assignment they get.

- b. For an internet's connection networks there are no problem. The internet connection network will not have a problem if they try to find before starting learning, meaning that if there are students who do not have a good internet connection this week.
- c. For discussion and submission assignments in the learning management system (LMS) it is quite helpful, because for material explain, can spend one meeting or can use videos and then upload them via discussion forum in the learning management system (LMS).