

THE USE OF LEARNING MANAGEMENT SYSTEM ON ESP COMPUTER STUDENTS' WRITING SKILLS DEVELOPMENT: A CASE STUDY IN INDONESIA

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Abstract: With the advancement of computer program and Internet-based technology, many higher education institutions provide Learning Management Systems (LMS) to facilitate online teaching and learning. This study was intended to explore students' experiences during the use of the LMS of *WeLearn* as a tool for writing skills development. It used a case study design and involved two online classes consisting of 24 freshmen ESP computer students in a private higher education institution of Informatics and Computer Management in East Kalimantan, Indonesia. It used self-report and observation in the data collection. The findings showed that the students actively used the *WeLearn* system to accomplish the online course. They had positive experiences and perceived the benefits on the use of the *WeLearn* system. The benefits were easy to use and access as well as was cost-effective. Additionally, the *WeLearn* system could develop students' writing skill, linguistic competence, technology skill, high learning motivation, self-management, time management, responsibility, self-confidence, accountability, independence, and creativity. However, the students encountered some challenges such as unstable internet connection, distracted learning concentration, unenthusiastic learning interaction, absence of alert information, and writing plagiarism.

Keywords: *Learning Management System, Online Teaching and Learning, Writing Skill, English Sentences*

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INTRODUCTION

Due to the rapid development of information and communication technologies (ICT) in the education field, most higher education institutions use ICT by providing Learning Management Systems (LMS) to organize the online teaching and learning process. Perveen (2016) defined LMS as "a set of tools that houses course content and provides a framework for communication between students and teachers like a classroom" (p.22). Its features provide content management, learning activity,

teaching material, assessment, collaboration, and communication between instructors and students (Osman, 2022). This echoes that LMS facilitates teachers/lecturers and students with online instructional learning activity.

Meanwhile, in the context of this study, it is a developed higher educational institution in East Kalimantan, Indonesia that concerns computer science study and ICT development. It provides LMS to facilitate the online teaching and learning courses, named *WeLearn*. It stands for *Wicida* E-learning system that facilitates lecturers, students, and related academic parties of an institution to attend, communicate, and interact with each in online teaching and learning courses by accessing it at <https://welearn.wicida.ac.id>. As an asynchronous electronic learning system, *WeLearn* serves lecturers and students to involve in online teaching and learning by uploading and downloading materials in the forms of audio, video, power-point presentation, handout, doc, pdf, mp4, and url YouTube anytime and anywhere (Yusnita et al, 2021).

One of the online courses in the *WeLearn* system is English course as a compulsory subject to be equipped by new students for two semesters. This course is aimed to develop students' English communicative competences both oral and written communication forms in the fields of computer, information, and communication technologies. Therefore, it is designed as English for Specific Purposes (ESP). It is "an approach to language teaching that targets the current and/or future academic or occupational needs of learners, focuses on the language, skills, discourse, and genres required to address" these needs, and assists learners in meeting these needs through general and/or discipline-specific teaching and learning methodologies" (Anthony, 2015, p.2). It means that the instructional learning objective of ESP is focused on students' needs to perform communicative language skills on a particular job.

Numerous studies have demonstrated the effectiveness of LMS in English language teaching and learning. The students positively responded to the use of LMS of *Schoology* as an asynchronous online discussion tool in learning English because of the flexibility of time, place, instruction or guidance, and flexibility of perceived topic (Dewi et al. 2018). Maulana and Lintang Sari (2021) also reported the effectiveness and necessity of LMS of *Moodle* in English language learning in the Covid-19 era. The findings of previous studies implied that the LMS of *Schoology* and *Moodle* was beneficially used in online English courses.

Further, the application of LMS is also effective in students' writing skill improvement. Nggawu and Alam (2022) investigated the effectiveness of asynchronous Google Classroom with video teaching tutorials to improve senior high school students' writing achievement. It was reported that the mentioned media improved the senior high school students' achievement in writing paragraphs of recount text. Sholihah (2022) analyzed the effect of the asynchronous learning management system of *Schoology* on EFL university students' paragraph writing ability. It shows that *Schoology* had a significant effect to enhance students' paragraph writing skills. These previous findings indicate that LMS is effective to be used in the process of online English learning as well as improves students' paragraph writing ability.

Despite the effectiveness of LMS, Indonesian students also have problems in using LMS. Their problems are not only related technical issues of internet connection (Agustina & Nandiyanto, 2021; Multazam et al., 2022; Andayani et al.,

2023) but also limited capability in using technology of LMS (Agustina & Nandiyanto, 2021; Maliki et al., 2021; Yunus, 2021). This affects on the successful online learning.

Previous studies have demonstrated the effectiveness of LMS in the online English course and students' paragraph writing ability by involving Indonesian high school and EFL university students, and their problems. However, there have been limited studies investigating obstacles of using LMS, especially in the field of English for specific purposes with the focus of writing skill, as perceived by computer science students who have skills and ability in both ICT and English. Putrayasa et al., (2018) claimed that understanding and mastery of sentence structures become an important part to convey ideas in writing. A sentence should express a complete thought and use correct grammar and structure (Rahmi et al., 2016). The mastery of various types of sentences is also needed to produce a longer text and a good writing style (Rustipa, 2017). As a result, the conveyed ideas and meanings in a sentence can be well-structured and understood. This indicates that the knowledge and ability of sentences are the basic unit in writing to achieve a written communicative competence that would be further used in social correspondence. The current study addresses the ESP computer students' experiences in online learning. It specifically concerns investigating the benefits and the challenges encountered by the ESP computer students during the use of LMS of the *WeLearn* system as an asynchronous e-learning tool for developing their writing skills in English sentences.

METHODOLOGY

Subjects

This study was conducted at STMIK Widya Cipta Dharma Samarinda, Indonesia. It involved 24 ESP computer freshmen consisting of two online classes with two different study programs, as it is presented into the following table.

Table 1. Characteristics of participants with demographic background

Variables	Sub-Variables	Total (N)
Study Programs	<input type="checkbox"/> Information System (IS)	11
	<input type="checkbox"/> Engineering Informatics (IE)	13
Gender	<input type="checkbox"/> Male	16
	<input type="checkbox"/> Female	8
Age	<input type="checkbox"/> 17 – 20	12
	<input type="checkbox"/> 21 – 24	10
	<input type="checkbox"/> > 25	2
Educational background of high/secondary school	<input type="checkbox"/> ICT & computer major	7
	<input type="checkbox"/> Non ICT & computer major	17
Status	<input type="checkbox"/> Full-time students	3
	<input type="checkbox"/> Part-time-employment students	21

Design and Procedures

A case study approach was used to examine a particular location and teaching writing program using the *WeLearn* system as a tool for developing the ESP computer students' writing skills. Using this design allowed the researchers to

investigate real phenomena in a classroom (Mills and Gay, 2019) and to provide an in-depth analysis of a case of a program, event, activity, and process by involving one or more individuals (Creswell & Creswell, 2018). The phenomena of using LMS become an interesting issue to be explored by involving the students who are interested and capable of using ICT in this study.

The WeLearn system was used for six meetings in the online learning. For every meeting, the system was opened for a 24-hour in a single day. This facilitated students to access the online course at a specific time for their pleasure. Within the range time, they accomplished one topic of materials. Firstly, the ESP computer students were theoretically and practically trained to differentiate and write parts of speech, then followed by phrases, clauses, and finally sentences, including simple sentences, compound sentences, complex sentences, and compound-complex sentences.

In conducting the online learning activities for the ESP computer students' writing skill development, one of the researchers acted as a lecturer and instructed the ESP computer students to do the learning activities asynchronously by implementing the following procedures. Firstly, the lecturer designed the writing materials in the forms of video, power-point presentation files, handouts, and e-books. The materials and the learning activities were published into the *WeLearn* system. As a result, the registered students received the information and joined the online course based on the sequenced times. They further downloaded the materials and watched the teaching video as well as studied the digital materials. Furthermore, they actively discussed it via the features of the forum and private chatting box by posting questions and answers. Then, they accomplished writing assignment. Finally, the writing results were evaluated and scored, and feedbacks/corrections by the lecturer were also given for writing skill improvement of the students.

Data Collection and Data Analysis

The data of this study were mainly gathered from observations and a self-report. The observations were conducted for six meetings for each class based on the schedule. Observation checklist and field note were used to record the students' activity, participation, and writing task. The observation was also used to monitor and respond to every single question/ comment asked by the students in the forum and chatting box. The self-report of each student was completed to report experiences related in the benefits and the challenges encountered by the ESP computer students in practicing the *WeLearn* system in developing writing skills in English sentences.

The collected data were then analyzed using thematic analysis. This permits researchers to describe and interpret the data by creating a theme (Majumdar, 2022). This thematic analysis was firstly used to analyze the result of self-reports as the primary data source. Its procedures were described as follows; all data were read to gain familiarity of data, followed by categorizing data into some categories, creating themes, evaluating the data, labelling the existing data, and finally identifying the data (Scharp & Sanders, 2019). The data of observation as supported data source which focused on the activities in how the students used *WeLearn* system to actively participate and improve their writing skills in English sentences were in the forms of checklist and field note. Its procedure analysis was similarly described in the analysis of self-report.

FINDINGS AND DISCUSSION

Findings

The findings from the self-report showed that the ESP computer students generally had a positive experience with the use of the *WeLearn* system in online English learning. The *WeLearn* system was easy to use and access and cost-effective. It also developed writing skill and linguistics, facilitated technology skill practices, improved high learning motivation, developed self-management, and developed creativity.

Ease of Use and Access

All students reported that the use of *WeLearn* system during the English writing course was easy to use and access as one of the students wrote:

The system of WeLearn is helpful and easily used. It is flexible and comfortable learning atmosphere because it can be accessed in any time and place in my convenience. Then, the instructions, features and activities in the system are easy to follow and they are set up procedurally. I need to click any instruction to process my needs in studying English. It also provides Indonesian language and English. So, I can understand the instruction easily. And it is easy to submit the exercise of writing sentence and to have quiz, middle test and final test. (S.IS-1)

The student's report indicated that the features and given learning instructions in the *WeLearn* system were easily and procedurally followed since it used bilingual language of student's native language and English. Additionally, he enjoyed the course because *WeLearn* system was not only beneficially and flexibly used at his pleasure moment but also it was easy to handle the given evaluation. Further, the students could function their technology tools to access and process the online learning as one of them reported:

I think that WeLearn is easy to access the online English course by using computer, laptop, tablet, and hand phone that are equipped with an internet network. I use my smart phone to come in the course, record attendance, and download the material. (S.IE-3)

The quote shows that the technology devices owned by students could be used to participate in and accomplish the activity in the online course. As a result, the course could be simply accessed.

Cost Effective

The reports also specified expenses fees during the online English writing course as it was economically expended. This could be seen in the following reports:

In my opinion about the use of WeLearn in online English course is cheap cost. It can reduce costs because it is able to attend the lessons without spending money on travel or without compromising on travel expenses. It is different when I go to campus. I need more fresh money to online transportation and meal. And also, I only access the site to attend the course and then get the

information of the English lesson. Of course, it saves my quota of internet data because I only use it when I recorded my attendance, download the material, and publish the writing exercise. (S.IS-3)

The statement above shows that the student expended lower cost by using *WeLearn* to connect to the online English course rather than physically attending to campus since it neglected transportation and meal fees. This implied that allowing students to use the *WeLearn* system was tightly cost and effectively reduced unnecessary expenses.

Writing Skill and Linguistic Development

The *WeLearn* system facilitated students to develop their writing skills in English sentences. One student wrote that:

I can practice writing English sentences structurally by involving active discussion in the features of chatting and forum that are provided in the system of WeLearn. I can read and study the statements that are published by other students in asking and responding questions in the forum. It improves my knowledge and ability to write the sentences. (S.IS-8)

The statement of the student above shows that the features of the chatting box and forum in the *WeLearn* system were useful to learn and practice writing skill by having written communication. As a result, the knowledge and ability to write good English sentences were achieved. Additionally, the perceived comments and feedback from the lecturer in the system were effective to develop students' linguistic competence as one reported below:

I can know my writing score privately in the WeLearn system by downloading the lecturer's feedback. The comments that are provided by lecturer in my writing file helps me to study and increase my knowledge about the structures of English sentences. I can study from my errors. Then, these comments are helpful to understand the tenses, subject-verb agreement, words form or change, capitalization, punctuation, and transition words to link clauses or join sentences with correct structure. (S.IE-12)

The statement above reveals that the student's linguistics competence improved due to the lecturer's commentary provision. The comments indirectly taught the student to improve grammar, vocabulary, mechanics, and conjunctions that would be used to structure English sentences.

Technology Skill Practice

The use of the *WeLearn* system had offered the students to practice the technology skill as one of the students reported as follows:

As a computer student, I obligated to study and use the system of WeLearn. It was used to get information, communication, and interaction in the online English learning. It pushed me to deeply recognize all features and its functions of the system as well as to practice my technology skills such as

fulfilling database, corresponding information, creating assigned video, and handling quiz. As millennial generation, this system is suitable for online learning and practicing technology skills. (S.IE-6)

The quotation above indicates that as a student who studied computer science, he/she realized about the use of the *WeLearn* system as the practice of technology use in education. In other words, students could not only study the technology development but also practice their technology skills.

High Learning Motivation

The students have high motivation to join the online English course as they perceived ease of use of the system with their technology device, involved activity, and lecturer's feedback, as one said below:

I felt more comfortable to join the online English course via WeLearn. It is easy to access from my home with the internet connection by using tablet. Therefore, I am enthusiast and motivated to join the process of online learning because I directly involve in obtaining information and learning material. I can also practice writing good English sentences in the chatting box or in the discussion forum. It is practically improved my ability to write English sentences correctly because the lecturer also provides the feedback and locates my writing errors. (S.IE-9)

Using the tablet, the student is comfortably and highly motivated to involve in the online course. The features in the *WeLearn* system also facilitated him to enthusiastically practice and improve his writing skill performance as well as perceived feedback from his lecturer.

Creativity Development

The students also developed their creativity through accomplishing the writing assignment as one of the students argued as follows:

The task creates and develops my creativity to design interesting project. I need to think how to use appropriate color, theme font, and font size as well as to structure the English subtitles or captions in my video project that attracts lecturer' and viewers' attention. And I select interesting back sound or audio-visual of computer themes to support my video performance. I can create the link of video and publish it into WeLearn that can be accessed by the lecturer. (S.IS-11)

The student's report above clearly stated that the writing assignment facilitated him to think creatively as he considered many aspects of text performance and multimedia use to produce creative project. This implied that asking students to accomplish digital assignments could develop students' creativity.

Self-Management Development

The system of *WeLearn* in the online English writing course had offered the students to develop their self-management. It could be seen from the student's report below:

To access the online English course via Welearn, it is beneficial. I can manage myself properly and time. I am not only a student but also a worker. I try to manage all my responsibilities both as a student and a worker. The given writing task trains me to build myself development and self-confidence to do and submit the task on time because the system cannot accept the task if it is lately submitted. (S.IS-6)

The quote above shows that as a part-time job student, she could manage herself, time, responsibility, and self-confidence as the system of *WeLearn* was automatically set up on the student's task and activity. Moreover, this system also trained the students' accountability and independence, as one said as follows:

The provided time for the online English course is satisfied. I can manage my time to work in my job and study the material as well as to complete the writing assignment. The submission of writing assignment facilitates me to train my time management, accountability, independence, and responsibility for writing and submitting the assigned task. (S.IE-4)

The student's self-management of accountability and independence could be formed through writing activity and assignment submission in the *WeLearn* system. This shows that the role of students' activity was significant to successful students' self-management improvement.

Despite the positive responses, the self-report had pointed out the drawbacks and challenges about the utilization of the *WeLearn* system in the online English learning. They were unstable internet connection, distracted learning concentration, limited learning interaction, and lack of alert information.

Unstable Internet Connection

All students similarly responded that the system could not be accessed when the internet was not stable. It could be seen in the following report:

The main challenge is unstable internet connection. It is difficult to access the system. When I was at my village, the system was difficult to access with unstable internet. Not all places such as remote areas in East Kalimantan have internet facilities. Then, the web of WeLearn is sometime error and cannot be accessed due to maintenance service. However, it is sometime a rumour. I hope that the lecturers or related parties of campus can officially inform us if there is any maintenance. (S.IS-7)

The report signifies that the unstableness of internet network and unknown maintenance service caused student's difficulty to access *WeLearn*. It required an adequate internet connection and proper place to join the online course.

Distracted Learning Concentration

The students were difficult to focus on learning as they used device not only for learning but also for having social media interaction, as one of the students reported:

One of the biggest challenges in using WeLearn is the struggle to focus on the screen for long periods of time. I used my phone to access it. In similar time, I don't only use it to study English but also to communicate and respond my WhatsApp, Messenger, Twitter, and Instagram. Sometimes, I lost my focus, and I don't concentrate more to my study. I need a tool or hand phone that is specially used to access my course. Also, it is very important for lecturers to design the online class fresh, interesting, and interactive to help students to stay focused on the lesson. (S.IS-10)

The report above indicates that the student's the concentration was distracted because her learning tool was used for both studying English and interacting with people in social media at the same time. Consequently, her learning concentration was disturbed, and it could be solved by designing an appropriate online classroom.

Unenthusiastic Learning Interaction

Some of students were not enthusiast to actively interact with each other in the provided chatting box and forum as one student stated below:

The interaction between students and lecturer is limited. I don't know when the lecturer is online or active and other students. We cannot interact with the same time. Not all students are also actively involved in the discussion forum. Then, I am difficult to get clear explanation about the material. It affects on my knowledge and understanding to write the sentences skilfully and structurally in English. (S.IS-5)

The remark of student's above reveals that there was limited interaction among students and lecturer due to unknown liveliness in the online learning that affected their enthusiasm. The student's writing material comprehension and learning style were identified as the factors why he was unenthusiastic in the online learning interaction.

Absence of Alert Information

The students disliked using the *WeLearn* system because it did not facilitate the alert information periodically. One of them argued that:

There is not any notification in the Welearn system. So, I often forget to record my attendance and submit the writing task based on the time given. I must log-in to Welearn system again and again to check current information of the English lesson. Thus, it needs to be modified to make it more effective and informative. (S.IE-13)

The statement signifies that the absence of alert information in the *WeLearn* system became the challenge of the student to accomplish the activity in the online learning.

The observation as supported data was conducted for every meeting to obtain a better understanding of the main data of self-reports. The students joined all the meetings of online learning that had been programmed. They recorded the attendance and downloaded the published materials. In the forum platform, the students greeted each other. They wrote questions to discuss the materials. However, there were only 5 to 7 students in one online class both in Information System Class and Engineering Informatics Class who actively discussed and responded to the published questions. Other students preferred to ask questions to the lecturer in the chatting box platform privately to gain clear understanding of the material and writing assignment. Further, they submitted the assigned task based on its schedule. The 2 to 3 students in each class did not submit their assignment. Finally, they posted opinion and suggestion on the feedback platform for further writing skill and online learning improvements. In conclusion, the students participated and accomplished all the virtual learning activities. However, there were some plagiarisms in the students' writing assignments. It was known when their writing evaluation took place. Their writing submissions were clearly similar to each other. It was also directly crosschecked with the related students to find the trustworthiness data.

Discussion

The ESP computer students used LMS of *WeLearn* system to engage in online English learning instruction and writing skill development. The findings from some observations and self-reports revealed that the ESP computer students were active to participate and had positive experiences in practicing the *WeLearn* system in the online English learning as well as in developing their writing skill. They acquired benefits to use that system because it was easily used, accessed, and cost-effective. By using the students' own digital devices, they could use the learning system to attend the course, download materials, upload assigned writing tasks, and administer evaluation test that were flexibly, economically, and enjoyably accessed at any time and place. This finding is in line with the previous studies (Mo et al, 2021; Multazam et al., 2022) that perceived ease of use, access and usefulness are the factors why students prefer to use the LMS of asynchronous e-learning system. It indicates that the system creates students' easiness and comfortable to practice it on their online learning performance.

As the ESP computer students interacted with each other by chatting in private chat box and forum as well as received comments and feedbacks from the lecturer related to their writing assignments via the *WeLearn* system, their writing skill and linguistics competence developed. Additionally, this e-learning system also facilitated them to practice their technology skills. This result supports previous studies reporting that LMS is effective to develop students' writing skill (Basri et al., 2020; Nggawu and Alam, 2022, and Sholihah, 2022) and technology skill improvement (Basri et al., 2020; Multazam et al., 2022). Wihastyanang et al., (2014) additionally argued that LMS is appropriately applied in teaching English writing because students have more time and exercise on writing skill improvement. It means that the use of LMS, especially the *WeLearn* system facilitates the ESP computer students to improve their writing skill, linguistics ability and technology skill.

Furthermore, students were highly motivated to join the virtual learning through the *WeLearn* system as it offered ease of access, use, and getting information; helped students get good scores and writing skill improvement; and obtain valuable

comments from their lecturers. Further, the easiness at accessing, using, and getting information, having good score, valuable lecturer's comments, and writing skill improvement highly motivated students to join the virtual learning in the *WeLearn* system. This finding is relevant with the findings of previous studies (Aque et al, 2021; Elshareief & Mohamed, 2021; and Ramaha & Karas, 2021). These studies show that the use of asynchronous e-learning tools increases students' motivation to involve in the online learning. Then, as students perceive corrected feedback from lecturer, this feedback affects their writing skill, linguistic competence, and learning motivation. Bitchener and Ferris (2012) defined written corrective feedback as a correction provided by teachers toward students' grammar and linguistics errors in the writing activities. It is claimed that students mostly prefer to lecturer's correction because it is useful as a reference or guidance for further linguistic accuracy and writing improvement (Sanu, 2016).

The studies of Agustianti et al., (2016), and Nasihah and Cahyono (2017) reported that Indonesian students perceive good motivation toward writing skill. It means that motivation gives a positive effect on the students' writing skill ability. It is because of a significant correlation between motivation and writing performance of the students (Agustrianti et al., 2016; Chae, 2016; Kirchhoff, 2016; Nourinezhad et al., 2017; Sugumlu et al., 2019; and Cahyono & Rahayu, 2020). It is added that motivation does not only give a positive effect on students' successful language learning (Tanaka, 2017), but also it develops students' writing performance (Kirchhoff, 2016; and Chae, 2016). Therefore, it can be stated that the mastery of LMS of the *WeLearn* system enhances the ESP computer students' high learning motivation. As a result, it affects their writing skill development.

Furthermore, the ESP computer students accomplished writing assignments submitted into the *WeLearn* system punctually. This indirectly trained and increased students' creativity and self-managements such as time management, responsibility, self-confidence, accountability, and independence. This students' creativity development in the use of LMS is consistent with previous studies which have shown that students' activities and projects can promote the creativity of students (Corfman & Beck, 2019; Abedini, 2020; and Muzainie et al, 2021). Istiqomah et al., (2021) pointed out that online learning builds students' self-managed learning to be independent in managing their own learning time and responsibility as well as practicing critical thinking skills. This indicates that students have more chances to develop their self-managements through interacting with online learning activities.

As an asynchronous online learning activity, the ESP computer students faced challenges to access the English course. Unstable internet connection was mostly encountered by the students. This finding is also found by previous studies such as Multazam et al., (2022) and Rido et al., (2022) reporting that bad internet network and internet data quota become students' challenges to access the online course. Additionally, the ESP computer students' learning concentration was also distracted due to the multiple functions of a digital device at the same time. It was used not only for online learning but also for social media interaction. This situation reduced their concentration to focus on learning. Le (2021) argued that concentration is the most influential decisive factor on student's learning quality. It is needed for material comprehension easily (Aviana & Hidayah, 2015) and it directly affects students' academic learning achievement (Erwiza & Gimin, 2019). Therefore, students'

learning concentration has a significant role to create effective and efficient online learning for comprehending learning material and outcomes.

The ESP computer students had limited interaction to interact with and communicate among themselves and their lecturer synchronously. It might be caused by an absence of alert information in the *WeLearn* system. This affected their enthusiasm to actively participate in online learning. This finding supports the previous studies (Hariadi & Simanjuntak, 2020; Ozturk, 2021; and Rido et al., 2022) reporting that asynchronous students experience limited interaction to interact with their peers and teachers during the learning process. Although students did not directly interact in the online classroom, the use of E-learning technology tends to make students did the fraud of assignment, such as writing plagiarism as reported in this study. Peytcheva-Forsyth et al., (2018) pointed out that students and teachers lean toward dishonesty and fraud on academic achievement in the form of plagiarism and cheating during assessment due to the use of modern technology. When teachers give an online assignment to students, they have potential to copy-paste and cheat or search for answers through the internet, in which this is difficult for teachers to supervise (Hermansyah & Aridah, 2021). Therefore, the issue of plagiarism in the online evaluation should be solved by creating a technology for learning to detect and prevent plagiarism and cheating.

CONCLUSION AND SUGGESTION

In general, this study highlighted the positive outcomes of using the LMS of *WeLearn* as an asynchronous E-learning tool in the online English course for ESP computer students because it was easily used, accessed, and cost-effective. Additionally, the students perceived its benefits for writing skill and linguistics development, technology skill practice, high learning motivation, creativity, and self-management development. However, they strongly struggled with the challenges of unstable internet connection, distracted learning concentration, unenthusiastic learning interaction, absence of alert information, and writing plagiarism.

The findings above indicate that LMS gives a great contribution to successful online learning implementation to increase the learning quality and develop the performance of the students' knowledge and skills, especially writing skill of English sentences. Therefore, the related parties both lecturers and students in the ESP setting can use LMS to facilitate distance learning as well as writing skill development by considering the drawbacks of LMS.

Since the data in this study were mainly elicited from what the students reported and observations, future research with similar interest may include interviews to deeply achieve the understanding of the participants' insights during their experiences in practicing the LMS of asynchronous E-learning system as a tool for developing students' writing skills.

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