



Exploring Students' Difficulties in Learning Management System-Based English Reading Learning: A Case Study

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ABSTRACT

Information and Communication Technology (ICT) in education has introduced the latest online learning management systems (LMS) to keep pace with the technological revolution in higher education. Learning Management Systems (LMSs) have become a crucial tool in online classroom learning and present new challenges. The aim of the research is to examine more deeply the students' experiences regarding students' difficulties in learning to read English based on the Learning Management System (LMS). This research was carried out at the English Literature Study Program, Bina Sarana Informatika University (UBSI) Jakarta, which was carried out in the odd semester of the 2025-2026 academic year. The research approach uses qualitative with a case study design. Data collection techniques are interviews, observation and documents. Data analysis consists of data reduction, data presentation and drawing conclusions. The findings concluded that the primary difficulty for students learning English reading lies in interacting with the LMS to improve reading comprehension. Several challenges were identified in using an LMS in the classroom, including understanding linguistic context, pedagogical design features in the LMS, technical barriers to accessing the LMS, student reading and learning strategies, and the role of lecturers in interacting with students. The research findings have implications for developing and refining online learning system management, enhancing teaching skills, and providing more varied learning resources in the LMS to facilitate more independent English reading activities.

Keywords: students' difficulties, learning management system, reading learning

Menjelajahi Kesulitan Mahasiswa dalam Pembelajaran Membaca Bahasa Inggris Berbasis Sistem Manajemen Pembelajaran: Studi Kasus

Teknologi Informasi dan Komunikasi (TIK) dalam pendidikan telah memperkenalkan sistem manajemen pembelajaran (LMS) daring terbaru untuk mengikuti revolusi teknologi di pendidikan tinggi. Sistem Manajemen Pembelajaran (LMS) telah menjadi alat penting dalam pembelajaran kelas daring dan menghadirkan tantangan baru. Tujuan penelitian ini adalah untuk meneliti lebih dalam pengalaman mahasiswa mengenai kesulitan mereka dalam belajar membaca bahasa Inggris berbasis Sistem Manajemen Pembelajaran (LMS). Penelitian ini dilakukan di Program Studi Sastra Inggris, Universitas Informatika Bina Sarana (UBSI) Jakarta, yang dilaksanakan pada semester ganjil tahun ajaran 2025-2026. Pendekatan penelitian menggunakan kualitatif dengan desain studi kasus. Teknik pengumpulan data adalah wawancara, observasi, dan dokumen. Analisis data terdiri dari reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menyimpulkan bahwa kesulitan utama bagi mahasiswa dalam belajar membaca bahasa Inggris terletak pada interaksi dengan LMS untuk meningkatkan pemahaman bacaan. Beberapa tantangan diidentifikasi dalam penggunaan LMS di kelas, termasuk pemahaman konteks linguistik, fitur desain pedagogis dalam LMS, hambatan teknis untuk mengakses LMS, strategi membaca dan belajar siswa, dan peran dosen dalam berinteraksi dengan siswa. Temuan penelitian ini memiliki implikasi untuk mengembangkan dan menyempurnakan manajemen sistem pembelajaran daring, meningkatkan keterampilan mengajar, dan menyediakan sumber belajar yang lebih beragam dalam LMS untuk memfasilitasi aktivitas membaca bahasa Inggris yang lebih mandiri.

Kata kunci: kesulitan belajar, pembelajaran membaca, siswa manajemen pembelajaran

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INTRODUCTION

A Learning Management System (LMS) is a crucial tool for implementing the learning process in today's higher education institutions. LMSs serve as platforms for online learning activities, allowing instructors to share teaching materials, assignments, and evaluate learning (Fageeh, 2024; Rosário & Dias, 2022). Furthermore, in the era of digital transformation, LMSs serve as platforms that facilitate classroom teaching and learning, allowing students to access them anytime, anywhere. However, implementing an LMS still faces challenges and difficulties (Jasiyah et al., 2024), such as those encountered in English reading activities in the English Literature study program at Bina Sarana Informatika University, Jakarta. One of the English reading skills courses is Intensive Reading (Fiction), which is implemented using online learning methods.

Intensive Reading learning, conducted online through an LMS, faces several obstacles. Evaluation results of learning activities in the odd semester of the 2025-2026 academic year identified several significant challenges related to interactions between students and lecturers, as well as between students and the LMS during the LMS use. In other words, student interaction with lecturers and the LMS was relatively passive. Even evaluation results of student assignments completed over seven sessions have not shown significant progress. In other words, the main challenge of online teaching is the impact of technology on teachers and students (Fahriany et al., 2022; Hung, 2021).

Based on these findings, it can be seen that there are issues that must be resolved: What are students' difficulties in learning English reading using an LMS in online classes?

Intensive English reading learning has goals that align with the educational objectives of the English Literature study program, namely to prepare students for understanding written English texts, whether in literary, non-literary, or academic studies. Reading skills are a crucial English language competency in academic contexts,

particularly for English Literature students, who are expected to be able to comprehend literary and scientific texts in English not only through literal comprehension but also through critical comprehension.

In the context of the English Literature Study Program at Bina Sarana Informatika University, Jakarta, students are required not only to be able to read literary and non-literary texts but also to be skilled at managing digital learning through an LMS (Learning Management System) in accordance with the demands of the modern curriculum and 21st-century skills. Furthermore, reading is a fundamental skill for academic success because students need to comprehend large amounts of information in a short time to achieve their academic goals (Klimova & Zamborova, 2020; Mihret & Joshi, 2025). Students must also be able to engage in learning activities using technology-based learning systems, which have become an integral part of university education. Although universities have designed LMSs with simple, tailored, and user-friendly characteristics, students still encounter obstacles in their implementation.

Therefore, the purpose of this research is to identify students' difficulties in LMS-based English reading learning as a case study. This study is expected to provide practical contributions for lecturers and curriculum developers in designing learning activities. Furthermore, the research results are expected to benefit the development of online classroom teaching competencies and the context in which LMSs are used as learning media. Previous research has found that the main barriers to LMS use are inadequate technical support from universities, negative attitudes toward technology, and inadequate training on LMS platforms (Alenezi, 2018). LMS, video conferencing, instant messaging, and digital games can be useful strategies in teaching English through online learning (Suputra, 2021). Discussions through digital platforms offer a comprehensive and confidential forum for students to improve digital reading comprehension (M et al., 2024). Other



studies have also concluded that online teaching is effective, with students gaining more knowledge and information through the internet than before, helping them improve their reading skills, increasing student interest in learning, and assisting students in learning technology (Liu et al., 2020; Setiawan et al., 2022).

From these studies, it is clear that many studies examine the use of digital technology and its impact on student learning outcomes. Furthermore, students experience challenges in comprehending academic texts through digital media, especially when the context is associated with the use of an LMS or other digital platforms. However, research specifically examining students' difficulties in LMS-based reading is still limited, particularly in the context of English language learning in higher education, such as in the English Literature study program at Bina Sarana Informatika University, Jakarta. Therefore, the novelty that this study aims to present is LMS-based reading learning in the context of English Literature students, and a qualitative exploration of students' experiences in using LMSs and reading activities. Thus, this research can provide an empirical description of an academic environment that aligns with the implementation of technology-based learning policies.

METHOD

The research approach used a qualitative case study design, as the research aimed to examine in-depth the students' experiences related to their difficulties in learning English reading based on a Learning Management System (LMS). The case study design provided a contextual and comprehensive understanding of learning phenomena in a specific academic environment (Baxter & Jack, 2015; Oranga et al., 2023; Plano Clark et al., 2022), namely the English Literature Study Program at Bina Sarana Informatika University, Jakarta.

This research was conducted in the English Literature Study Program, Bina Sarana Informatika University (UBSI) Jakarta, during the odd semester

of the 2025-2026 academic year. The primary data sources were English Literature Study Program students at UBSI Jakarta taking the online Intensive Reading course, the course lecturer, and learning documents contained in the LMS.

Data collection techniques included: 1) Semi-structured interviews with 100 purposively selected English Literature students to explore their experiences in learning reading based on the LMS, including the types of difficulties encountered, contributing factors, and strategies used to overcome them. Interviews were also conducted with two course lecturers for data triangulation. 2) Observations to observe reading learning activities within the LMS. 3) Learning documents on the LMS, course syllabi, and online learning policies in the English Literature Study Program at UBSI Jakarta (Mills et al., 2012; Tenny et al., 2022).

The data analysis technique used an interactive analysis model, including the following stages (Miles et al., 2014) Data reduction, which is the stage of coding, selecting, and categorizing data obtained from interviews, observations, and documents to classify factors affecting students' difficulties in LMS-based reading learning. 2) Data presentation in the form of descriptive narratives, matrices, or thematic tables to facilitate the interpretation of data findings. 3) Conclusions are drawn and verified based on emerging patterns of findings, verified through triangulation of data sources.

RESULT

The analysis of learning device documents did not identify any obstacles that could hinder students' online learning activities using the LMS. The syllabus and learning implementation policies for the English Literature study program have been designed to meet the needs of online learning, including learning objectives, learning methods, LMS facilities, and learning media. However, observations revealed several difficulties for students using the LMS in learning English reading, as presented in Table 1 below.

Tabel-1
 Results of Learning Activity Observation Analysis

No.	Observed Aspect	Behavioral Indicators	Result of Analysis Data
1	LMS Access	Students can access reading materials without technical difficulties.	Of the 100 students, 80% had problems accessing reading materials due to signal and sometimes the University server was down
2	Instruction Comprehension	Students understand the reading assignment instructions in the LMS.	Of the 100 students, 40% of students did not understand the assignment instructions given by the lecturer in the LMS and the lecturer had to provide further explanations via voice notes on WhatsApp.
3	Instruction Comprehension	Students actively read the text (scrolling, highlighting, note-taking).	Of 100 students, 60% of students were less active in reading the text given by the lecturer in the LMS.
4	Vocabulary	Students have difficulty understanding vocabulary in the text.	Of 100 students, 50% of students did not understand the texts in the LMS, especially certain literary texts, so the lecturer gave pair assessment assignments.
5	Sentence Structure	Students appear to have difficulty understanding complex sentences.	Of 100 students, 65% of students still have difficulty analyzing complex sentences in texts, so additional notes that are easy for students to understand must be provided.
6	Text Length	Students show fatigue when reading long texts.	Of 100 students, 75% of students have low motivation in reading long texts in LMS.
7	Reading Strategies	Students use reading strategies (skimming, scanning, guessing meaning).	Of 100 students, 75% of students have used skimming, scanning, and guessing meaning techniques correctly when reading text.
8	Engagement	Students actively work on reading assignments in the LMS.	Of 100 students, 40% of students are less active in completing assignments in the LMS.
9	Interaction with Lecturers	Students ask questions or provide responses in the LMS.	Of 100 students, 90% of students are less active in interacting in discussion forums on the LMS
10	Learning Motivation	Students demonstrate interest and focus during reading activities.	Of 100 students, 60% of students lack motivation in the reading comprehension process during the learning process



11	LMS Feature Utilization	Students utilize LMS features (forums, comments, uploading assignments).	Of 100 students, 60% of students do not make sufficient use of forums, comments, and uploading assignments on the LMS, so lecturers often remind them.
12	Technical Barriers	LMS network or system issues occur during learning.	Out of 100 students, 20% experienced network issues or system downtime due to university readiness. However, students often encounter network issues due to their varying residence locations.

The results of the interview data analysis are presented in the following table 2.

Tabel-2
 Results of Interview Data Analysis

No.	Aspects	Indicators	Questions	Findings
A. General Experience of LMS-Based Reading Learning				
1	Learning experience	Students' experience in learning	Can you describe your experience taking English reading lessons through an LMS?	Students can easily access texts from links provided by lecturers.
				Students often get bored reading texts in the LMS.
				The LMS provides a good level of learning flexibility. The level of interaction and learning independence is lacking.
2	Access Intensity	Frequency and Context of LMS Use	How often do you access reading materials on your LMS, and in what situations do you typically read them?	Students access LMS materials 3 to 4 times a week via smartphone, making it more convenient. However, data shows that 40% of students do not access their LMS in a single week.
B. Types of Difficulties in Reading				
3	Common difficulties	Main barriers to reading	What are the most common difficulties you experience when reading English texts via an LMS?	55% of students struggle to understand long texts when engaging in independent reading comprehension activities without face-to-face discussion
4	Linguistic aspects	Vocabulary, sentence structure, main idea	Do you have difficulty understanding vocabulary, sentence structure, or the main idea of the text? Explain.	Academic vocabulary and complex sentences often hinder students from comprehending reading material to a critical level.
5	Digital Format	The Effect of Digital Text Display	Does the digital text format (text length, screen display, hyperlinks) affect your comprehension?	Reading long texts causes eye fatigue, especially on smartphones. This can lead to decreased concentration and students becoming bored with exploring the text.

C. Factors Causing Difficulties				
6	Internal and External Factors	Main Causes of Difficulty	In your opinion, what factors most influence the difficulty of reading English texts in an LMS?	Limited understanding of vocabulary meaning Unstable motivation Instructions and assignment design in the LMS are often unclear.
7	Learning Instructions	Clarity of Lecturer Instructions	Were the lecturer's instructions in the LMS clear enough to help you understand the reading assignment?	The assignment instructions lacked detail and lacked examples or additional instructions for completing the assignment.
8	Technical factors	Technological constraints	Do technical limitations (internet connection, device) affect your reading process?	The internet is unstable and the LMS is difficult to access on mobile phones.
D. Strategies for Overcoming Difficulties				
9	Reading strategies	How to understand texts	What strategies do you usually use to understand reading texts on your LMS?	Skimming, scanning, rereading, and searching for keywords.
10	Resource Utilization	LMS Features and Supporting Resources	Do you use specific features in your LMS or other resources (online dictionaries, AI tools, discussion forums)?	Use online dictionaries and AI tools; discussion forums are rarely utilized.
11	Lecturer Support	The Role of Discussion and Feedback	To what extent do lecturer discussions and feedback help you overcome reading difficulties?	Lecturer feedback is helpful when it is specific and timely.
E. Perception and Expectation				
12	Perceived Effectiveness	Assessment of the LMS	What do you think about the effectiveness of learning reading through an LMS?	Effective for distributing materials, but lacking in interactivity
13	Hopes and suggestions	Learning improvements	What are your suggestions for making LMS-based reading learning easier and more effective?	Reading guides, glossaries, and guided discussions are needed.



Based on document analysis, observation, and interview data, several conclusions were found regarding students' difficulties in learning to read in English using an LMS. These findings can be used as sub-themes for analyzing reading problems. These findings are as follows:

1. Linguistic Challenges in LMS-Based Reading
2. Digital Reading Constraints
3. Instructional Design and LMS Pedagogy
4. Technical and Access Barriers
5. Students' Coping Strategies
6. Role of Lecturer Support in LMS Reading
7. Students' Perceptions of LMS-Based Reading

DISCUSSION

Based on the findings, the study program has provided and designed a curriculum and syllabus in accordance with government curriculum policies. This means that the syllabus provided for the Intensive Reading course in online classes has been mapped out in a structured manner and follows the rules of the curriculum (Rocha, 2020). Moreover, this course syllabus has also been designed to be relevant to the development of current graduate needs and online classes. From these findings, it can be concluded that the teaching tools provided have met the needs of online classes for English reading activities. However, students' difficulties in learning English reading using an LMS comprehensively are the interactions between students and the LMS, students with students, and students with lecturers. As in previous studies, interaction with the LMS is related to instructional clarity in learning activities (Hernández-García et al., 2023).

This finding aligns with previous research, which found that students generally viewed the LMS positively regarding usability, ease of use, ease of learning, and satisfaction. They found the LMS useful for managing assignments, accessing materials, and supporting independent learning. Some challenges in designing an LMS for English

reading include adding notification features, improving server reliability, simplifying the interface, and providing user training (Umarlinda et al., 2025). Moreover, English reading instruction conducted through an LMS presents a more complex level of difficulty because the online reading process relies on individual student understanding, which must interact with technological devices. The reading process itself presents challenges such as understanding linguistic context, digital constraints, pedagogical design features in the LMS, technical barriers to LMS access, student reading and learning strategies, the role of lecturers in interacting with students through LMS discussion forums, and student perceptions of reading activities.

Therefore, it is important to understand the impact of online learning management systems in English reading classes. To meet the need for provision that meets learning needs, an in-depth study is needed to examine student acceptance of the system and address the challenges students face when using online learning management systems (Almarabeh et al., 2014). Educational institutions must prepare policies and regulations, manage resources better, develop strategies, and meet all requirements to increase students' behavioral intentions to use the LMS (Al-Mamary, 2022). Overall, awareness of the need to change and improve existing systems for online learning is growing.

These findings contribute to the consideration of external and internal factors affecting lecturers and students in using an LMS to achieve learning objectives. Similar to other research findings, both internal and external factors are important in shaping LMS usage. Usage patterns are influenced by pre-existing practices. Future research should consider the use of additional LMS features and the previous practices and systems used in the study context to understand how these influence LMS usage (Coleman & Mtshazi, 2017).

The results of this study also have implications for understanding online learning system

management and instructional design in LMSs. Educational institutions can design a custom-designed LMS, such as adding features for material presentation or discussion forums for English classes. Furthermore, lecturers must understand the technical and non-technical barriers to using an LMS in English reading classes from a student perspective. However, online classes using an LMS certainly present unique challenges related to the communication process, a form of intensive interaction. Lecturers must also pay attention to how students access learning and carefully assess their level of comprehension of English reading materials.

The research recommends that lecturers develop online teaching strategies appropriate to the learning objectives of Intensive Reading and map student learning styles using an LMS. Furthermore, lecturers must be able to design appropriate and clear instructional materials to enable students to complete assignments and understand the material. Lecturers must have an appropriate learning evaluation format so that learning outcomes can produce a map of English reading comprehension skills that aligns with students' reading levels. Study programs can also provide various training courses to lecturers to improve their online teaching skills and consistently provide robust LMS facilities, including server resources, to prevent system downtime that could impact student access to the LMS.

CONCLUSION

The findings conclude that LMSs pose distinct challenges in the English reading learning process. Students must be able to independently understand their reading content and interact with lecturers or fellow students in the LMS discussion menu. Therefore, they cannot directly receive feedback on various questions in the online discussion forum. In addition to technical obstacles, a major challenge in learning English reading using an LMS is student interaction with the LMS itself, both for access and convenience. However, overall,

the university has designed a simple LMS that is easy to access from both laptops and smartphones, and is suited to the needs of online learning activities. This research is still limited to exploring students' challenges and difficulties in learning English reading using an LMS based on their experiences. However, it has not yet focused on examining the need for specific features for learning English reading. Future researchers can build on the results of this study by surveying interaction models and strategies for learning English reading online.

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