

ABSTRACT

This study aims to investigate the perceptions of English Education students toward the use of Learning Management Systems (LMS) in reading comprehension classes at Universitas Islam Kadiri. The background of this study stems from the increasing adoption of LMS platforms, such as Moodle and Google Classroom, in higher education, including in Reading Comprehension courses, while limited research has specifically addressed student perceptions in this context. This research employed a quantitative descriptive approach. The population consisted of eighth-semester students of the English Education Department who had taken Reading Comprehension courses using LMS. A purposive sample of 36 students was selected. The research instrument was a five-point Likert-scale questionnaire covering four indicators: accessibility, ease of use, interactivity, and design. Data were analyzed using descriptive statistics to obtain the mean, median, mode, and standard deviation values. The findings indicated that, in general, students had positive perceptions of LMS use in reading comprehension learning. The ease of use and accessibility indicators obtained the highest average scores, indicating that LMS is considered easy to use and accessible anytime. However, neutral responses were recorded regarding LMS performance under slow internet conditions and interactive features, suggesting the need for improvements in system stability and interaction facilities. This study concludes that LMS plays an important role in supporting reading comprehension learning, yet further development is needed in design, interactive features, and performance under low-bandwidth connections.

Keywords: LMS, accessibility, ease of use, interactivity, design, reading comprehension

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