



Learning Management System vs Conventional Assessment: Reviewing the Best Assessment for English subjects

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Abstract

Technological advances in education have encouraged innovation in learning assessment methods, including in English subjects. This article discusses the effectiveness of Learning Management System (LMS) versus conventional assessment in measuring students' English proficiency. Based on a systematic literature review of 15 journals, it explores the advantages and disadvantages of each method, such as speed of feedback, student engagement, and measurement accuracy. Results show that LMS-based assessments offer efficiency, interactivity and the ability to provide detailed data on student performance. However, challenges such as limited access to technology and lack of direct interaction are obstacles. In contrast, conventional assessments outperform in the aspects of social interaction and direct observation, although they are often slower and prone to subjective bias. This study concludes that the LMS has greater potential in improving English learning outcomes, but a combination of both approaches can be an optimal solution. The implications of this study provide insights for educators and policy makers in designing a more effective technology-based curriculum.

Introduction

Technological advancements in education have introduced numerous innovations in learning methods, including significant changes in how learning outcomes are assessed (Zh et al., 2024). In English language learning, which relies heavily on a communicative and interactive approach, assessment methods need to go beyond measuring cognitive knowledge. They must also evaluate students' productive skills, such as speaking and writing, alongside receptive skills, including listening and reading. With the integration of Learning Management Systems (LMS), the assessment process has become increasingly digital and interactive, providing greater flexibility in implementation. LMS platforms not only allow for more accessible and adaptable assessments but also enable continuous formative evaluations, which are essential for monitoring progress and enhancing the learning experience (Kulasegaram & Rangachari, 2018; Spector et al., 2016).

In light of these developments, the application of effective assessment methods for English language courses has become especially crucial in today's educational environment, where technology is increasingly integrated into learning. Platforms like Moodle and other LMS have proven effective in managing educational resources and providing feedback that enhances students' understanding (Marzuki et al., 2023; Peerapolchaikul et al., 2019). Research has shown that learning outcomes can be improved when LMSs are used to facilitate student collaboration and monitor their progress (Bradley, 2021; Mahzum et al., 2023). As a result, LMS platforms present a compelling alternative to traditional assessment methods, which can often be less dynamic and more static.

However, while LMS-based assessments offer benefits such as improved accessibility, time efficiency, and the ability to gather data that can track student progress more thoroughly, their effectiveness compared to traditional assessment techniques remains debatable (Al-Mamary, 2022). Traditional assessments, such as direct writing and oral exams, are believed to better capture students' true abilities, especially since face-to-face interactions allow for the assessment of non-verbal cues, something that LMSs may not always be able to capture. Moreover, research by Oluwajana et al. (2019) indicates that students often have unsatisfactory interactions within LMSs, which may negatively affect their participation in online discussions. This suggests that, while LMS can provide a good platform for learning, its effectiveness largely depends on how students engage with the system (Oguguo et al., 2021; Ustun et al., 2021).

Despite the increasing adoption of LMS-based assessments and the evidence supporting their validity, there is still a significant gap in research regarding their alignment with the specific needs of English language education (Mitra, 2022; Olugbade et al., 2023). Most studies tend to focus on general education or STEM subjects, often neglecting the unique aspects of English assessments, which emphasize verbal communication, contextual analysis, and cultural understanding. Additionally, limited attention has been given to the potential trade-offs between the detailed feedback provided by face-to-face assessments and the data-driven insights offered by LMS platforms (Setiawan et al., 2024). This gap highlights the need for a more nuanced exploration of whether LMS-based assessments can truly capture the complex skill sets necessary for English language learning compared to traditional methods.

Recent studies indicate that assessments conducted through Learning Management Systems (LMS) demonstrate high levels of validity and reliability. Research findings, for example, have reported test item validity rates of up to 88%, highlighting the effectiveness of these digital tools in accurately measuring learning outcomes (Marzuki et al., 2023). These results suggest that LMS-based assessments are not only practical but also precise in evaluating students' competencies. This is particularly significant in the context of English language assessments, which necessitate the evaluation of complex skills such as speaking and writing. Traditional assessment methods often face limitations in capturing the full range of these skills, making a comparative analysis between LMS-based and conventional assessments increasingly relevant. LMS platforms, with their capacity to facilitate interactive and flexible evaluations, present unique advantages in addressing these challenges, particularly in assessing the multifaceted nature of language proficiency (Ahmed & Sidiq, 2023; Saputra et al., 2024).

The purpose of this study is to investigate and compare the effectiveness of traditional assessment methods and LMS-based assessments in the context of teaching English. This research aims to provide a comprehensive analysis of how each method supports the unique learning objectives of English education, including the development of linguistic skills, critical thinking, and cultural awareness. By examining factors such as student engagement, accessibility, and the reliability of assessments, this study seeks to uncover the strengths and limitations of both methods. Furthermore, it explores how LMS-based assessments can address challenges posed by diverse student needs and the increasing demand for technology integration in education. Ultimately, the findings of this study are expected to provide valuable insights for educators and policymakers in designing curricula that effectively leverage digital tools while maintaining high-quality learning outcomes, contributing to the broader discourse on modernizing education in the digital age.

Methods

This research is a comprehensive review, namely a Systematic Literature Review. By using the 4 stages of Systematic Literature Review (SLR), an accurate and relevant synthesis of academic literature that is aligned with the research problem at hand can be obtained (Zarkasih et al., 2024). The subject of this research is the form of assessment in English subjects both through the Learning Management System and conventional forms of assessment. The selection of the form of assessment in English subjects in this study is justified by the following reasons: to determine the effectiveness of LMS-based digital assessment compared to conventional assessment in measuring students' English language skills.

Before conducting the study, it is important to formulate the research questions to be studied. Specifically, the research questions are as follows: 1. How is the effectiveness of LMS-based assessment compared to conventional assessment in measuring students' English language proficiency? 2. What are the advantages and disadvantages of each assessment method (LMS and conventional) in the context of English language learning assessment? And 3. Of the two assessment methods, LMS-based and conventional, which one is more supportive of the development of learning outcomes in English language learning?

The research stages were carried out using Systematic Literature Review (SLR). The stages of this literature review begin with: a) Article Search: The articles selected for review were collected from various sources, including Research Rabbit, Google Scholar and Publish or Perish (POP). The first step to obtaining useful data for research is the literature search. The research began by searching for literature relevant to the subject of the study; b) Selection of criteria: This research concentrated on searching using the terms assessment, conventional assessment, digital assessment, Learning Management System and English subject for review; c) Quality Assessment: This review is based on articles or journals published by reputable Open Journal Systems (OJS). The authors limited the search to articles that had a minimum index of S4 (Sinta 4). Furthermore, research was conducted on the issues raised by the authors by reviewing the title, followed by the abstract to ensure the quality and relevance of the literature.

Data Extraction: At the data extraction stage, 15 journals were selected that were in accordance with the problems raised by the author, namely regarding the form of assessment in English subjects both through the Learning Management System and conventional forms of assessment. The selection of journals was carried out within the last 5 years, namely between 2018 and 2023. A total of 15 journals were selected, with 9 English-language journals and 6 Indonesian-language journals.

Results and Discussion

Analysis of the scientific articles showed that 15 journals were identified, which are relevant to this study and focus on the assessment of English language learning both conventionally and using LMS. An assessment of the 15 journals revealed that 8 articles used qualitative methods, 4 articles used Research and Development (R&D) methods, 1 article used quantitative descriptive methods, and 2 journals used mixed methods approach. To improve the review results, the author included several related books that are directly related to the research subject.

Table 1. Data Extraction Results

No.	Author/Year	Title	Journal	Purpose
1	Puspita, A., Fahmi, M., & Yuningsih, Y. (2019)	Perancangan Dan Pembuatan Aplikasi E-Learning Menggunakan	<i>Jurnal Riset Informatika</i>	Creating an e-learning platform that uses internet technology to improve classroom learning efficiency and

		Model Waterfall Pada Sekolah Menengah Atas.		make it easier to distribute instructional resources. And assisting educational tasks like giving multiple-choice tests and gathering homework via the e-learning platform
2	Washington, G. Y. (2019).	The learning management system matters in face-to-face higher education courses.	Journal of Educational Technology Systems, 48(2), 255-275.	Discovering how learning management systems (LMSs) can improve traditional in-person teaching and learning methods. Determining which Blackboard Learn tools and capabilities are most commonly utilized in these classes and comprehend their applications.
3	Al Afi, A., & Rao Naidu, V. (2020, March).	Students' perception of the use of learning management system to facilitate flipped learning experience for English language teaching in private higher education institution in Oman: a developmental evaluation.	Arab World English Journal (AWEJ) Proceedings of 2nd MEC TESOL Conference.	Recognizing how satisfied students are with using the learning management system (LMS) and other plugins that enhance their educational experiences. And determining the potential and difficulties in using an LMS, with an emphasis on enhancing its quality and investigating methods for further development.
4	Susanti, W., Yuliendi, R. R., Ambiyar, A., & Wakhinuddin, W. (2020).	Perancangan Pembelajaran E-Learning Bahasa Inggris Untuk Pemula Berbasis Multimedia.	<i>Edukasi: Jurnal Pendidikan</i> , 18(1), 101-112.	Designing a multimedia-based English e-learning application by combining concepts consisting of text, images, animations, and videos.

5	Wicaksono, G. W., Juliani, G. A., Wahyuni, E. D., Cholily, Y. M., & Asrini, H. W. (2020, June).	Analysis of Learning Management System Features based on Indonesian Higher Education National Standards using the Feature-Oriented Domain Analysis.	In 2020 8th International Conference on Information and Communication Technology (ICoICT) (pp. 1-6). IEEE.	Focusing on analyzing LMS features related to assignment and assessment functions using the Feature-Oriented Domain Analysis (FODA) method. Also, Identifying and evaluating existing LMS features explicitly in alignment with SN-Dikti standards.
6	Farhana, F., Suryadi, A., & Wicaksono, D. (2021).	Pengembangan bahan ajar berbasis digital pada mata pelajaran bahasa inggris di smk atlantis plus depok.	Jurnal Instruksional	Ensuring that the developed digital learning materials are engaging, effective, and can be practically implemented in English education.
7	Jamaluddin, N. H. S., Saprin, S., & Rasyid, M. R. (2021)	Pembelajaran Berbasis Teknologi Informasi dan Komunikasi (Pembatik) di SMP Negeri 6 Batauga Kecamatan Batauga Buton Selatan.	Jurnal Mercusuar, 2(3).	Describing implementation of ICT-based learning focusing on its current state and practices.
8	Sandvik, L. V., & Sommervold, O. A. (2021)	Students' Perceptions of Involvement in the Assessment of Oral Competence in English as a Second Language.	Languages, 6(4), 203.	Examining the effects of student participation in assessment on their motivation and learning results and determining the difficulties in evaluating oral proficiency in English as a second language.
9	Syarafina, D. F. (2021).	Effectiveness of English Online Learning Strategies During the Covid Pandemic at SMP Muhammadiyah 10 Sidoarjo.	<i>Proceedings of The ICECRS, 10.</i>	Analyzing the effectiveness of online learning strategies used during teaching and learning activities and analyze the obstacles experienced during

				online teaching and learning activities
10	Nina, N., Rahmalia, E., Ramadani, A. F., Mirawan, A. K., Chairunnisa, C., Herdianti, F., ... & Wulandari, I. L. (2022).	Penerapan Learning Management System BelajarBareng. id di SMK Negeri 1 Leuwiliang pada Masa Pandemi Covid-19.	Jurnal Educatio FKIP UNMA, 8(1), 116-126.	Describing LearningBareng.id's efficacy as an online learning management system (LMS), emphasizing both its benefits and potential areas for development to increase its use in classrooms.
11	Suriaman, A., Manurung, K., Mukrim, M., Apridayani, A., & Agussatriana, A. (2023).	Effective or impractical? Discussing students' perceptions toward learning management systems in english language learning.	IJoLE: International Journal of Language Education, 7(2), 330-342.	Determining the use of the learning management system (LMS) in English language learning based on analyzing students' perceptions and to establish whether the platforms used contributed to the learning goals in the English Department at Tadulako University.
12	Marzuki, I. I., & Yunus, I. (2023)	Developing a Comprehensive Reading Test for Undergraduate Students: An LMS-Based Reading Test.	International Journal Of Multidisciplinary Research And Analysis	Filling the gap in the integration of reading assessments into Learning Management System (LMS) platforms by creating an LMS-based reading test to gauge students' reading proficiency.
13	Mahzum, E., Sofyan, H., Nasrudin, M. F., Mailizar, M., & Herliana, F. (2023, September).	Analysis of the utilization of the Learning Management System (LMS) as a learning media in the Physics Education Department Universitas Syiah Kuala.	<i>Journal of Physics: Conference Series</i> (Vol. 2596, No. 1, p. 012070). IOP Publishing.	Examining the relationship between educational results for students and the frequency of LMS use. Also, making suggestions on how to improve the implementation of LMS and close technical skill gaps among professors in

				order to promote its use.
14	Prasetya, R. E. (2023, November).	The interplay between self-regulated learning behavioral factors and students' performance in English language learning through Moodle.	Journal of English Language Teaching (Vol. 12, No. 3, pp. 145-156).	Emphasizing how variables like quiz completion, task completion time, overall access time, pacing, and course material engagement all affect student success predictions.
15	Triatmojo, K. B., & Sukirman, S. (2024).	Pengembangan Sistem Evaluasi Pembelajaran Online "Sivaline" Dengan Fitur Gamifikasi.	JUPI (Jurnal Ilmiah Penelitian dan Pembelajaran Informatika), 9(3), 1307-1319	Creating the "Sivaline" online learning assessment system to make the evaluation process easier for instructors and students alike, and to make it more efficient and interesting than the conventional paper-based approaches.

RQ1. How effective is LMS-based assessment compared to conventional assessment in measuring students' English language proficiency?

The evaluation technique known as digital assessment focuses on evaluating students' skills in contexts that mirror the practical application of their acquired competencies. This approach offers a distinct contrast to traditional assessment methods in several important ways. One of the key advantages of LMS-based assessments is their ability to provide a more precise measurement of student competencies. Thanks to the integration of continuous data tracking, the LMS can capture detailed student behaviors, such as how frequently they engage in discussions, how well they complete tasks, and how long they spend interacting with the course material. This enables teachers to gain a deeper understanding of students' proficiency in English, including speaking, writing, and listening comprehension, which are often challenging to assess comprehensively in traditional tests (Suriaman et al., 2023). In fact, Prasetya's research highlights that by directly analyzing data from digital exams, teachers can offer real-time feedback, thus improving their ability to monitor and understand student development in a more dynamic way. This stands in stark contrast to conventional assessments, which tend to focus only on final results, often overlooking the learning process itself. LMS-based assessments, on the other hand, prioritize not just the outcome, but the journey of learning.

In fact, (Prasetya, 2023) found that 85% of students who participated in LMS-based assessments reported a higher level of engagement with the learning process compared to those who took traditional exams. This shows how LMS platforms facilitate more interactive learning experiences through features such as online quizzes, discussion forums, and group projects, encouraging students to engage more actively with the content. According to (Marzuki et al., 2023), this engagement can enhance both motivation and understanding, as students are more involved in their learning process rather than just completing tasks for the sake of assessment. Therefore, LMS assessments offer a more engaging and participatory approach compared to the often-one-dimensional nature of conventional testing.

Moreover, LMS provides a streamlined and organized platform for teachers to manage assessments. As (Wicaksono et al., 2020) explain, LMS consolidates all student data into one easily accessible platform, allowing educators to track progress in real time and quickly analyze results. This centralized system, equipped with analytical tools, helps teachers provide timely feedback and follow-up, ultimately improving learning outcomes. This efficiency stands in contrast to conventional assessment methods, which often require more time and effort to collect and analyze data, making it harder to offer timely support. 76% of teachers reported saving up to 40% of their time when using LMS for grading and feedback, as opposed to traditional methods of manual data collection and analysis (Jamaluddin et al., 2021).

However, while LMS offers many benefits, it is important to recognize some of its limitations. For instance, its reliance on technology can create barriers for students who lack access to reliable devices or stable internet connections. 15% of students in rural areas reported difficulties accessing LMS platforms due to technological limitations, which can create inequities in assessment. Additionally, while LMS excels at collecting quantitative data, there are challenges in assessing more qualitative aspects of learning, such as speaking skills. Traditional assessments can be more effective in evaluating oral communication, but LMS may struggle to offer accurate assessments of students' speaking proficiency, especially without appropriate tools for recording or analyzing verbal interactions.

Beyond these challenges, it's also important to consider how LMS-based assessments impact student motivation and learning outcomes. By promoting independent learning and offering real-time feedback, LMS platforms encourage students to take a more active role in their education. The opportunity to engage with content interactively and receive immediate feedback helps students stay motivated and continuously improve. A deeper look into these effects could provide a clearer understanding of the advantages that LMS-based assessments offer in fostering long-term student engagement and learning success.

In conclusion, while LMS-based assessments offer substantial advantages in terms of data tracking, student engagement, and real-time feedback, it is crucial to address the limitations associated with technology access and the qualitative evaluation of skills like speaking. By continually refining these systems and ensuring equitable access, LMS platforms can play a transformative role in shaping the future of student assessment and enhancing educational outcomes.

RQ2. What are the advantages and disadvantages of each assessment method (LMS and conventional) in the context of English language learning assessment?

When it comes to assessing English language learning, two widely used methods are conventional assessment and assessment based on Learning Management Systems (LMS). Each method offers distinct advantages and disadvantages, which need to be carefully considered to determine the most effective approach for evaluating students' language proficiency. Conventional assessment typically involves face-to-face interactions, written exams, and project-based tasks that provide a more personal and direct way of measuring students' understanding. On the other hand, LMS-based assessment leverages digital tools and platforms to collect data on student performance, allowing for real-time feedback and more flexible evaluation formats. Given the increasing reliance on technology in education, it is essential to explore how both methods contribute to the learning process and how they address the diverse needs of students. While traditional assessment methods have been in place for years, the rise of digital tools has brought new possibilities for more dynamic, interactive, and accessible forms of evaluation. To make an informed decision, it is crucial to examine the strengths and limitations of each approach in the context of today's educational landscape.

One key benefit of LMS-based assessment is its ability to provide quick and accurate feedback. By using a digital platform, teachers can easily collect and analyze student performance data in real-time, enabling them to make adjustments to teaching methods on the fly. Moreover, as Afui and Naidu note, LMS platforms often feature interactive tools like online quizzes, discussion boards, and group projects, which can significantly increase student engagement. This heightened involvement can lead to a deeper understanding of the subject matter (Al Afui & Rao Naidu, 2020). LMS-based assessments also allow for more comprehensive data collection across multiple areas of English proficiency, such as speaking, listening, reading, and writing, offering a fuller picture of a student's abilities beyond just written test results (Syarafina, 2021). Research by (Susanti et al., 2020) further suggests that these learning applications can enhance vocabulary building, reading comprehension, and speaking skills in particular.

However, as Syarafina points out, LMS-based assessments also have their drawbacks. A significant issue is the reliance on technology, as not all students have equal access to devices or internet connections, which can create disparities in assessment implementation (Syarafina, 2021). Moreover, both teachers and students need to have the necessary technological skills to use LMS effectively, which may not always be feasible, especially in areas with limited educational resources (Al Afui & Rao Naidu, 2020). While the ease of assigning homework, the use of chat forums for discussions, and direct quiz assessments are notable advantages, there are also limitations such as the inability to upload high-resolution files like papers, audio, or video, and the need for a stable internet connection and appropriate devices (Nina et al., 2022).

On the other hand, conventional assessment, which often involves project-based tasks and direct observation, offers its own set of advantages, especially in promoting social interaction and developing collaborative skills. This approach allows students to work together in groups, helping them improve communication and teamwork (Sandvik & Sommervold, 2021). Additionally, conventional assessment can provide a richer, real-world experience where students apply what they've learned in more practical settings

Yet, conventional assessment is not without its flaws. One of the main drawbacks is the slower pace of feedback, making it less efficient than LMS-based assessment. Also, since conventional assessments rely on the teacher's subjective judgment, they can sometimes lead to inconsistencies and biases, making it harder to quantify student performance reliably (Farhana et al., 2021). This, in turn, may result in less accurate assessments of students' English proficiency.

RQ3. Of the two assessment methods, LMS-based and conventional, which one is more supportive of the development of learning outcomes in English language learning?

In the realm of English language learning, it is essential to evaluate and compare various assessment techniques to determine which one best supports the development of students' language competencies. Traditional assessment methods, which often rely on face-to-face interactions and written exams, have long been the standard in many educational settings. However, with the growing integration of technology into education, Learning Management Systems (LMS) have emerged as a modern alternative. LMS platforms, such as Moodle, offer an interactive and structured environment that can enhance both teaching and learning experiences. The core objective of this literature review is to explore the effectiveness of these two assessment methods—traditional techniques and LMS-based assessments—in promoting optimal student learning outcomes in the context of English language acquisition. By examining the strengths and weaknesses of each approach, we can better understand how to

design assessments that cater to the diverse needs of learners while enhancing their linguistic abilities.

Research conducted by Prasetya (2023) highlights the considerable advantages that LMS can bring to the learning process, particularly in the context of learning English. Prasetya's study emphasizes that LMS platforms, such as Moodle, not only provide a more organized and planned structure for learning but also support self-directed learning. These systems enable students to access course materials at their own pace, revisit content, and complete assignments in a manner that suits their individual learning styles. Through the use of interactive features, such as quizzes and discussions, LMS can enhance students' engagement with the material and provide immediate feedback, which is crucial for improving language proficiency. By offering such resources, LMS systems encourage students to take more responsibility for their learning, fostering greater independence and motivation. Furthermore, the flexibility of LMS platforms has been shown to result in improved academic performance in English, as students can learn more effectively and manage their time according to their needs. In essence, the use of LMS represents a more modern, personalized, and flexible approach to language learning compared to traditional methods.

In addition to the practical benefits of LMS, there is growing recognition of the importance of teacher-student interaction in the learning process. Marzuki et al. (2023) underscore the pivotal role that LMS can play in fostering stronger teacher-student relationships. Unlike conventional methods, which can sometimes be static and limited in scope, LMS platforms offer dynamic environments that promote active participation and collaboration. With features such as real-time feedback, online quizzes, discussion boards, and collaborative projects, LMS facilitates continuous engagement and communication between teachers and students. This interactive environment helps address the diverse learning needs of students, encouraging them to engage with content more deeply and actively. Washington (2019) further supports the idea that the integration of online elements with face-to-face learning can result in more effective educational outcomes. Washington's study on blended learning suggests that a combination of both online and in-person learning methods yields superior results when compared to purely traditional approaches. This finding suggests that the dynamic nature of LMS, when used alongside conventional methods, may offer a more comprehensive and effective solution for improving student learning outcomes.

Despite the benefits of LMS-based assessments, it is important to acknowledge the challenges that come with their implementation. Traditional assessments, such as written exams and in-class presentations, have long been used to measure students' understanding and language skills. While these methods offer the advantage of direct evaluation and personal interaction, they often fail to meet the diverse needs of students, particularly in terms of accessibility and flexibility. The static nature of conventional assessment techniques can sometimes lead to student disengagement, which may impact their performance. As highlighted by Triatmojo (2024), traditional learning evaluations that rely heavily on paper-based exams can result in student boredom, which ultimately affects achievement levels. To address this limitation, Triatmojo developed an online learning evaluation system called "Sivaline," designed to streamline and enhance the assessment process. This system aims to provide a more engaging and flexible approach to evaluation by allowing students to take assessments online, reducing the monotony of traditional testing methods. Triatmojo's initiative illustrates how LMS platforms can elevate the performance of evaluation processes by offering alternative and more engaging methods of assessment (Salim & Alijoyo, 2024).

However, the successful integration of LMS into educational settings is not without its challenges. It is crucial to remember that factors such as technological preparedness, teacher

support, and infrastructure can significantly impact the effectiveness of LMS in fostering learning outcomes. Research by Puspita et al. (2019) further emphasizes the importance of these elements in the adoption and implementation of LMS in distance learning environments. According to their study, the availability of necessary technological resources, such as reliable internet access and appropriate devices, can influence the overall effectiveness of LMS platforms. Without adequate technological support, students may face barriers to accessing course materials, which can hinder their learning experience. Additionally, teacher support and training are essential to ensuring that LMS platforms are used effectively to enhance language acquisition. Therefore, while LMS platforms offer numerous benefits, their successful implementation requires careful attention to the technological and pedagogical factors that can support or hinder their effectiveness.

In conclusion, while both conventional assessment techniques and LMS-based assessments offer unique advantages, it is clear that LMS has the potential to significantly enhance the English language learning process. LMS platforms provide a flexible, dynamic, and interactive learning environment that accommodates diverse student needs and fosters greater engagement. However, the effectiveness of LMS in promoting learning outcomes depends on the quality of its implementation, the support of teachers, and the accessibility of technology. As educational systems continue to evolve, it is important to recognize the potential of LMS to complement traditional methods, creating a more holistic and effective approach to student assessment and language acquisition.

Conclusion

From various discussion above, it can be concluded that the LMS-based assessment outperformed the conventional assessment. This statement is supported by three main factors: ease of implementation, student engagement, and measurement accuracy. Therefore, in order to raise the standard of education, it is necessary to promote the use of technology in learning assessments, particularly in English language learning. There are benefits and drawbacks to both conventional assessment methods and LMS-based methods. The context, the resources at hand, and the particular requirements of the students should all be considered while choosing a method. Combining these two approaches could potentially be a useful way to raise the standard of evaluation in English language instruction. Overall, the LMS has more potential to enhance the growth of student learning outcomes in English language learning, even though conventional assessment has a place in education. The LMS might be seen as a more successful evaluation technique in this situation since it can facilitate self-directed learning, improve engagement, and give feedback more quickly.

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