

**EFL STUDENTS' PERCEPTION TOWARDS CANVAS AS LEARNING
MEDIA 2.0: CHALLENGES & OPPORTUNITIES**

A THESIS

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APPROVAL SHEET

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MEDIA 2.0: CHALLENGES & OPPORTUNITIES**


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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "*EFL Students' Perception Towards Canvas as Learning Media 2.0: Challenges and Opportunities*" beserta seluruh isinya adalah sepenuhnya karya saya sendiri, dan saya tidak melaksanakan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan. Atas pernyataan ini saya siap menanggung konsekuensi atau sanksi terhadap etika keilmuan atau ada klaim dari pihak lain terhadap keaslian skripsi ini.

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ABSTRAK

NANANG ANDRIAN. 2020. "EFL Students' Perception Towards Canvas as Learning Media 2.0: Challenges & Opportunities". English Education Department. Faculty of Educational Sciences and Teachers' Training (*FKIP*). Siliwangi University. Tasikmalaya.

Penelitian ini bertujuan untuk melihat bagaimana persepsi siswa terhadap *Canvas* sebagai media untuk mendukung proses pembelajaran, Metode penelitian ini adalah studi kasus deskriptif. Objek penelitian yang terlibat dalam penelitian ini merupakan tiga mahasiswa dari salah satu universitas di Indonesia. Data diperoleh melalui *interview* yang kemudian dianalisa secara tematik. Hasil penelitian menunjukkan bahwa siswa menganggap *Canvas* sebagai media yang bisa membantu mempermudah proses pembelajaran dan media pendukung siswa untuk meningkatkan motivasi belajar mereka.

Keywords : *Students Perception, Canvas, Language Management System.*

PREFACE

All praises and thanks are due to Allah SWT for his blessing and mercy that I can finally finish my research proposal entitled “EFL STUDENTS’ PERCEPTION TOWARDS CANVAS AS LEARNING MEDIA 2.0: CHALLENGES & OPPORTUNITIES”. It is submitted to English education department, faculty of educational sciences and teachers’ training, Siliwangi University, as partial fulfillment of the requirements of the Research Seminar Proposal Course.

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I realize that this research proposal is still far from being perfect. Therefore, I will greatly receive suggestions and criticism from the readers. Finally, I hope this research proposal will be useful for myself and the readers.

Tasikmalaya, September 2020

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The writer

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CHAPTER I

BACKGROUND

1.1 Background

In this millennial century, technology has played a major role in the learning language. It has provided teachers with new facilities and approaches to teaching that can stimulate learners' interest while challenging their intellect (Blake, 2016; Stanley, 2013), for example, Language Management System (LMS). According to Chaw and Tang (2018), the term LMS refers to the online system that can provide learners with resources in various formats, such as videos, quizzes, and forum discussions to support their learning. By using LMS, the course instructors can manage and deliver the learning materials, and monitor their students.

There are so many parts of LMSs that are indicated useful and applicable in the learning process. For example, the use of LMS that has been applied in TELL course in an EFL classroom in Indonesia, namely Canvas. It is an online LMS with several features such as audio and video messages that can be used as online feedback, automated tasks, chat, collaborative workspaces, course copy, migration, import/export courses, customized navigation, dashboard and activity stream, etc. It allows the students to download some sources given by the lecturer, and there is a room that facilitates students to discuss with their peers and gets the online feedback

from their lecturer. It can also make learning process become more efficient, effective, and all-around.

Furthermore, there are several studies investigating about LMS such as Purnawarman, Susilawati, and Sundayana (2015) who applied Edmodo on 11th grade of a senior high school in Cimahi, Indonesia, and stated the result that Edmodo gives several opportunities for the students such as improving their cognition because it builds students' critical thinking in their writing task. Heirdsfield, Walker, Tambyyah, & Beutel (2011) showed a result that using Blackboard LMS enhanced students' learning experience because it provided them an opportunity to engage the interaction with other students. Yafaei and Attamimi (2019) also examined the used of Moodle and concluded that it can be a useful tool to be used in language learning classes in general.

Unfortunately, none of them examined the students' perception towards the application of LMS especially Canvas in their learning process. Whereas, Centra and Gaubratz (2005) said that students' perception of learning was highly correlated with their overall ratings of teaching effectiveness in the teaching-learning process. Since the previous studies did not concern on the findings the students' perception towards Canvas, the researcher attempts to fill this void by investigating the information about to what extend Canvas is used and how the students experienced it through the student perception.

1.2 Formulation of the Problem

Based on the background, the formulation of the problem of this research is, how are the students' perception towards Canvas in supporting their language learning process?

1.3 Operational Definitions

To avoid misunderstanding about the terms set out in this study, the investigator provides some definitions related to this study, as follows:

- 1.3.1. Language Management : Language Management System
System (LMS) is a term that refers to the software that can be used to help in planning and implementing a teaching-learning process.
- 1.3.2. Perception : Perception is a process of how a person is selecting, organizing, and interpreting information inputs and the existing experiences, and then interpreting it to create the whole description means.

1.3.3. User Perception on Canvas : How someone perceive about LMS Canvas LMS during her or his experience while using it.

1.4 Aim of the Research

The aim of this research is to examine how the students' perception towards Canvas as a media in supporting their language learning process are.

1.5 Uses of the Research

This research will give an empirical evidence and enrich the knowledge about Technology Enhanced Language Learning (TELL) field.

CHAPTER II

LITERATURE REVIEW

2.1 Language Management System (LMS)

Language Management System (LMS) is a term that refers to the software that can be used to help in planning and implementing a teaching-learning process. As stated by Poulova, Simonova, and Manenova (2015), LMS provides an effective platform for learners to access learning materials, attempt online quizzes, and so on, at a time and place convenient to them. LMS allows the teacher or the course instructor to manage, deliver, and monitor their students.

The use of LMS in education dates back a few decades. It was first introduced in the late 1990s. FirstClass was introduced by SoftArc as the first LMS in 1990. It can be accessed by the users through their personal computer. It provided the users the private email feature and public forum that allows students to discuss the materials given with their peers. In 1996, Cecil was released as the first web-based LMS that has been planned since 1995. In 2002, Moodle was released as the first LMS which used open source based. It emerged as the forerunner to the development of LMS. Moodle is being open source based LMS which is very popular until now. To use this software, the users only need to download and they can study by using it immediately.

Using LMS in language teaching contributes some benefits for the teacher and the students. Moreover, in using LMS for teaching language process, the

teacher who plays a role as an instructor should be able to choose the correct LMS that appropriate for their students and their needs. If the instructor masters that ability, LMS can increase students' motivation, promote the learning process, encourage interaction, provide feedback and be a support that can provide some features during the teaching learning process (Sharma and Vatta, 2013). Sharma and Vatta (2013) also stated that LMS gave the others advantages such as it supports some contents in various formats, for example multimedia, video and the text. Next, students can access to course materials anytime they want and the teachers also can modify the information according to the students' need. Therefore, the students can re-use the materials and the learning activities that can save their time and effort. In addition, the teacher can offer various activities for the learners to make it fun. In other words, LMS can give improvement in teaching language process.

The explanation above shows how LMS gives some benefit supporting the teaching language process. However, even LMS gives several advantages, it cannot be denied that it has challenges. In the aspect usability, the teacher and the students should connect to the internet to use LMS. Some LMS even used the high bandwidth so it will take too much time just to access it. It also forces the teacher to design and organize a mixture of learning activities which are appropriate to the students' needs, teaching skills and teaching styles (Dwywe and Dwyer, 2003). So, the expertise and the creativity of the teacher as an

instructor is really needed to maximize the use of the LMS in order to create the successful teaching language process.

2.2. The Implementation of LMS in English Foreign Language Context

The use of technology in English language teaching has been increasing, including in English Foreign Language (EFL) context. With the creation of the World Wide Web, it has become possible and feasible for language teachers to make effective use of instructional materials, especially in teaching language. Among technology facilitation, LMS is one of tools that is widely used as a support in teaching language process.

There were studies that have been investigated the use of LMS in teaching language process. For instance, study by Yana (2018) who tried to investigate students' learning achievement through Schoology and Canvas. She chose 78 students of English Education Study Program at a university in Kepulauan Riau, Batam. She divided into two samples, the first sample used Schoology as learning media based blended learning and the other used Canvas as learning media based blended learning in order to see the differences achievement among both of them. The tried out, pretest and posttest were also given. The result showed that there is a development in students' achievement while using Schoology based blended learning as showed by the average difference in score of pretest and posttest (8.24). There is also an enlargement in learners' achievement while using Canvas based blended learning which can be proven by the average difference (10.41). Last, there is no significant difference

between students' learning achievement through Schoology and Canvas. However, both media demonstrated successful to develop students learning achievement.

In addition, as a media that is open-source and flexible, Canvas was also examined by several studies. Yakubu and Dasuki (2018) investigated the success factors responsible for the acceptance of Canvas by students in a university in Nigeria. In the observed university in their study, the use of Canvas is mandatory for all students as all the courses are loaded on to the Canvas platform at the beginning of the semester. In an attempt to explain the students' acceptance of Canvas, the online survey was used to collect the data. The result shows that students' intention to use Canvas was influenced by availability, reliability, response time and design functionalities of Canvas. Most students also believe that the quality of Canvas is good. In addition, the researchers found that information quality of Canvas has the strongest influence on the students' behavioral intention to use Canvas followed by the system quality. It corroborates that the students find the information they got from Canvas is really complete, accurate, easy to comprehend and relevant for their studies. However, Yakubu and Dasuki (2018) claimed that Canvas allows students to access course resources, to participate in group discussions, submit assignments and take online quizzes and tests easily.

Last, Suppasetserree (2010) also gave an evidence on how LMS are applied in EFL context. He investigated the use of LMS at tertiary level in

Thailand. Eighteen English teachers and 213 undergraduate students were chosen as participants. Suppasetserree tried to investigate what features used by teachers for teaching English. He also tried to know the students' opinion towards LMS and its advantages and disadvantages for language teaching. The result showed that Moodle gave some advantages, for example, it helped students to become an active learner because it facilitated the students-centered learning . By this LMS, students can choose the materials according to their interest. They also can practice themselves by using some lesson and supported activities that are provided. Then, it also facilitated anytime-anyplace learning. These characteristics allow students to study whenever and wherever they want besides the classroom activities.

2.3. Users' Perception on Canvas

Reviewing the users' perception about LMS especially Canvas is also important as it is the focus of this study. In creating a course, students' needs and perceptions should be a central because if it fails to address the students' expectation, it will decrease their involvement and motivation (Bradford, 2011). Through perception, it can be also decided whether Canvas is effective or not. As Centra and Gaubratz (2005) said that students' perception of learning was highly correlated with their overall ratings of teaching effectiveness in teaching learning process. Since it is lack of evidence on how students perceive the teaching learning process by using Canvas, here, the researcher will provide some perception on Canvas that have been given by the user from several level.

Through his study, Towne (2015) has investigated the teachers' experiences integrating the Canvas LMS within a blended-learning course. It showed some teachers' unique perspectives concerning the use of Canvas in their classroom. All participants had experiences on designing and implementing their own Canvas course. Towne (2015) explained that the first participant decided to continue using Canvas in her course after she had returned from an extended leave where she was able to use it. She said that it was great to use Canvas LMS for her teaching because everything was already on there. She also stated that Canvas let her teaching easier. She also believed that Canvas can be used to see how her students evolved throughout the semester, both as individuals and in her subject.

Second participant also gave positive perception on using Canvas LMS. She stated that Canvas gave her the most rewarding experiences as a teacher because it was getting her students to understand something that has never been understood before and making connection with her. She stated that Canvas allowed her to pull in other kinds of resource for her students and gave them access to her classroom while even outside of her four walls. She felt that Canvas gave her students the opportunity to utilize 21th century skills for their college life. Even when her students will not be planning on attending college, Canvas will let them to gain skills on how to use technology and it will be useful for their future workforce. She believed that by using Canvas, her students will be prepared to be a better person.

Finally, the third participant also perceived that Canvas had good impact for her teaching learning. She was a 17-year veteran English teacher and had experiences in using several LMSs including Canvas. Even she was familiar with Canvas, she realized that having a facilitator role was harder than being a lecturer role. Even Canvas was a disaster at first because her students did not understand Canvas well, but with laying out it in a step by step, finally she realized that it has been extremely helpful because it saved her a lot of time and energy. She said that she enjoyed using Canvas because her students could access the material whenever and wherever. She also stated that the good things from Canvas are she could differentiate and give the students more autonomy and got them to be more responsible about their education. She also encouraged the other teachers in her school to try Canvas since it really saved a lot of time and very useful.

CHAPTER III

RESEARCH PROCEDURES

3.1 Research Method

In conducting this research, descriptive case study was used as a research design. This type of case study was used to describe a phenomenon and the real-life context in which it occurred (Yin, 2003). As Widodo (2013) stated, “a descriptive case study aims only to present detailed, contextualized picture of particular phenomenon. The case study data can be gathered through interviews, classroom observations, document artifact (e.g., diaries, documents).” In this context, the researcher attempted to investigate how students’ perception towards Canvas as a learning media in supporting their language learning process.

3.2 Research Setting and Participants

There were three students experienced TELL course in English Education Department of a university in Tasikmalaya, West Java, Indonesia participating in this research. They were asked to take a part in this research to give their perception voluntarily.

The participants were asked to fill the consent form to confirm that they agree to participate. The researcher also informed them that the data will be kept confidential by using pseudonym. Then, the participants

assigned the concern form. Furthermore, the researcher informed them that
the interview