

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 (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.