# CHAPTER 1

# INTRODUCTION

## 1.1 Background of the Study

In this globalization era, teachers have found many ways and methods for teaching language that is suitable for students and following the trends. Traditionally, learning is limited to face-face interaction between students and instructors. Meanwhile, teaching English with technology is a common thing in this era. According to Silverstone, Phadungtin & Buchanan (2009), education today is no longer restricted to the traditional classroom lecture. In this case, learning preferences differ among adults due to several factors, which include comfort level with new technologies, attention span, and the ability to multitask.

A technology that is usually used in the teaching-learning process is the Learning Management System. Learning Management System, which is also known as LMS is web-based learning that uses a database on which various types of information are sorted. LMS is designed to be practical and to make students learn at ease. In addition, Canvas is a web platform in response to teachers' existing problems (Ginting, 2017). LMS is also used to improve students' learning experience and build students' understanding of certain topics (Mohd Kasim & Khalid, 2016). Canvas is a part of LMS that is often discussed in recent research, CANVAS is web-based learning that is used to manage classroom activities.Especially Canvas with useful features can assist learners in adjusting their learning process and also can access a lot of information and several features that make the teaching-learning process different from usual (Khoeri, Nuraini, Ramdani & Agum, 2021).

Students in English Education Siliwangi University are more excited when the Technology-Enhanced Language Learning Course will start, because this course uses different learning tools in the teaching learning process, this course using Canvas as a learning tool. In this regard, the researcher found a phenomenon about utilizing Canvas in Technology Enhanced Language Learning (TELL) Course. Canvas, as part of a Learning Management System (LMS), is

increasingly used in educational settings to manage classroom activities such as discussion, sharing materials and syllabus, course reminders, games, synchronous virtual meeting, collaboration document and Canvas also enhance learning experiences. In line with Nguyen, (2023) Canvas is used in English teaching and learning because its features include a wide range of capabilities, including a dashboard, courses, calendar, announcements, syllabus, modules, discussion forms, conferences, collaborative application features, and many more, that completely enable integrated learning and teaching administration. Canvas offers modern tools that support teacher innovation, student engagement, and collaboration, potentially transforming traditional teaching methods. Researcher wants to investigate students' perception on Canvas in TELL course. At Siliwangi University, students in the English Education program are excited about the Technology-Enhanced Language Learning (TELL) Course. This excitement is due to using Canvas, a modern Learning Management System (LMS) with many tools to improve teaching and learning. This study will explore how students perceive the effectiveness, usability, and overall impact of Canvas on their learning experiences. Students' perceptions are crucial for research because they offer valuable insights into the effectiveness of educational tools and methods from the learners' perspective. Understanding students' views helps educators refine teaching strategies, improve student engagement, and enhance overall learning outcomes. A study by Cramarenco et al., (2023) highlights that positive student perceptions are linked to better engagement and academic performance in online education, emphasizing the importance of considering students' feedback in educational research and practice. TELL course is one of several classes that use LMS as a tool in teaching-learning processes. The reason why the researcher chose the TELL course is that this course uses Canvas as LMS while the other classes used different LMS.

There are several studies investigating the use of Canvas for language learning. Studies from Wulandari (2019), Sari et al., (2020) and Chin et al., (2022) revealed that Canvas is useful for supporting the effectiveness of language learning. However, there is limited research focusing on students' perceptions on

the use of Canvas for language learning especially in TELL course. Therefore to fill the gap, this research aims to investigate students' perceptions of CANVAS as a Learning Management System (LMS) in the Technology-Enhanced Language Learning (TELL) Course. This research is expected to give a beneficial insight on how students perceive the use of Canvas for language learning which may serve as a consideration for the English teachers when they use LMS to manage the learning process.

## 1.2 Formulation of the Problem

A research question addressed in the present study is "What are the students' perceptions on CANVAS as a Learning Management System (LMS) in Technology-Enhanced Language Learning (TELL) Course?"

## 1.3 Operational Definitions

To prevent some misunderstanding about the terms set out in this study, the researcher provides some definitions that related to this study, as follows:

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| **Learning Management System (LMS)** | : | A web-based software application that uses a database on which various types of information are sorted. Canvas is a part of LMS used in TELL course. |
| **CANVAS** | : | Part of web-based Learning Management System (LMS) that can be used for learning institutions, educators, and students in supporting online learning and teaching. Canvas is a learning tool that used in TELL course. |
| **Technology Enhanced Language Learning (TELL) Course** | : | A course that requires the use of technological resources to promote the language teaching-learning process. |

**Students' Perception**     :    Students' thoughts, feelings, understanding and interpretation of their experience in using Canvas in TELL course.

## 1.4 Aim of the Study

Based on the research question above, this study aims to investigate students' perceptions of CANVAS as LMS in the TELL Course.

## 1.5 Significance of the Study

### 1.5.1 Theoretical Use

This study will enhance the literature of CANVAS as a Learning Management System (LMS) based on students' perceptions.

### 1.5.2 Empirical Use

This study will show students' understanding and students' perceptions of CANVAS as a Learning Management System (LMS) in the Technology-Enhanced Language Learning (TELL) Course.

### 1.5.3 Practical Use

This study provides valuable information for the teachers to maximize the use of the Learning Management System (LMS) in the classroom.