CHAPTER 2
LITERATURE REVIEW

2.1 Learning Management System (LMS)

LMS is a web-based software application that enables e-learning to be effective. According to (Ifenthaler, 2012) Learning Management System (LMS) is a web-based software application using a database on which various types of information are sorted. The software application provides a delivery infrastructure that enables e-learning to be effective and a web-based technology that has become a powerful tool for conducting an e-learning environment also known as LMS (Srichanyachon, 2014). Hence, LMS is a web-based software application used in the teaching-learning process. This web-based software can be used for both instructors and students during the teaching-learning process.

LMSs offer several advantages by leveraging the benefits of e-learning and enabling the permanent availability of course content (Chammoro, 2023). LMS can build a positive relationship between students' attitudes toward using the internet as a learning tool. In line with (Bradley, 2020) LMSs provide the tools to enhance and encourage participation and interaction and the continuous monitoring of progress, grades, updates, and announcements in course subjects. LMS offers EFL teachers and students a variety of benefits, including effective course organization and management, diverse teaching methods, flexible learning and teaching activities, and enhanced engagement and autonomy among students. Cao, (2023) Moreover, LMS is used for fully virtual, blended and face-to-face teaching learning processes.

Besides LMS advantages, there are also some challenges in using LMS as learning tools in a course. The challenges include technical issues and limited technical experience. According to Cao, (2023), The use of LMS in blended learning is perceived to be challenging because of technical issues such as unstable Internet connection and lack of needed devices, limited technical experience and skills, and a lack of e-learning pedagogy.

2.2 CANVAS as LMS

CANVAS is a web-based learning platform that provides learning features both for teacher and students. The teacher can design a course and students will be required to join the course. Road (2014) in Wulandari (2019) stated that canvas is a cloud-based Learning Management System that can design courses in less time and have a greater impact on the students' learning experience. It allows students and instructors to engage with each other in environments students are familiar with. CANVAS allows students and instructors to engage with each other in different environments to increase student experience in learning.

In this regard, Pujasari & Ruslan (2021) argued the use of Canvas gave many advantages in the teaching-learning process, such as offering easy access to course materials, enhancing learning motivation, developing student's autonomy, monitoring students' learning progress, and engaging with the course content.

CANVAS has many features that fully support the teaching and learning process. Several features that are available in CANVAS are dashboard, courses, calendar, announcements, syllabus, modules, discussion form, conference, collaboration application feature, and so on.
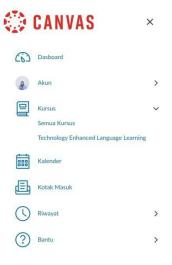

Figure 1 Canvas Homepage

The following are features of CANVAS and how it works according to Khoeri, Nuraini, Ramdani & Agum (2021):

1) Dashboard: The dashboard in CANVAS gives every user the most important details of the course, it can help students remain the assignment,

2) Course: show the entire courses that students joined in. CANVAS can help teachers introduce the course or themselves by a text-based personal bio to a pre-recorded video upload. It is important before students joining the course to know what and with whom they will learn,

3) Calendar: a calendar feature can make users create and representing any date-related data,

4) Announcement: shows the notification of all the courses and it is sort by the time from the earliest announcement until the oldest,

5) Syllabus: enables the user to share a course outline. It is easier for students to prepare what they need and what they will do and learn chronologically,

6) Modules: CANVAS provides the module created by the teacher, a teacher as an instructional designer that will design the modules personally. The teacher can add YouTube videos, web pages, or another source by adding an HTML option in the post (Wulandari, 2019),

7) Discussion: allows interactive contacts between another member, consist of two or more,

8) Conferences: users can make synchronous virtual meetings which include the entire member of the course. The online conference can facilitate learning interaction between teacher and student which can be accessed anywhere,

9) Collaboration: allows multiple users to work together on the document at the same time.

To sum up, Canvas offers several features such as dashboard, course, calendar, announcement, syllabus, modules, discussion, conferences and

collaboration are designed to enhance learning experiences for both students and teachers. These tools help to manage course details, course communication, support interactive and organized learning, making Canvas valuable for educational success.

2.3 Technology-Enhanced Language Learning (TELL) Course

In this study, TELL is the name of the course that teaches all about technology that can be used in teaching-learning processes. The course provides 14 weeks of meetings, from February 13th, 2020 until June 18th, 2020. The objectives of the TELL course are to demonstrate good knowledge and understanding theory of the concept of technology, education, language learning, 21st-century skills (theory), exploring technological tools designed for both education and non-education purpose, design a framework to guide in planning the educational technology, develop the framework to produce and develop materials, utilize learning materials, managing the application and the implementation and its effect on the learning outcomes (practice), evaluate the design of the framework by monitoring, assessing and giving judgments in achieving the expected outcomes (praxis) (Adopted from Syllabus of Technology Enhanced Language Learning 2020). Not only to know the suitable technology and web-based learning for students but TELL also provides students to design a framework of learning using technology in the 21st century.

The activities in the TELL course include lecturing using PowerPoint, grouping, discussion, reflection, pre-reading activities, group presentation, and question and answer section between teacher and students in every meeting. The activities above are supporting activities for achieving learning outcomes for the TELL course assisted by the use of Canvas as LMS.

2.4 Technology Acceptance Model (TAM)

Technology Acceptance Model or TAM (Davis, 1989) has been one of the most influential models of technology acceptance with two primary factors influencing an individual's intention to use new technology: perceived ease of use and perceived usefulness (Charness & Boot, 2016). Besides that, Davis (1989)

assumes TAM is a valid measurement scales for predicting user acceptance of computers are in short supply based on two theoretical constructs: Perceived usefulness & perceived ease of use. TAM is a one of several models of analysis which have a goal to predicting user's acceptance in using technology, especially computer. According to Noreen et al. (2024) TAM is using two primary factors in their model, including perceived ease of use and perceived usefulness. TAM is a theory of information system modeled to study acceptance and usage of some new technology. On the other hand, perceived usefulness and perceived ease of use can be understood as individual's belief in the technology's ability to increase their productivity in performing a specific activity.

According to Yilmaz et al. (2024), TAM reveal that perceived ease of use and perceived usefulness serve as crucial factors influencing the acceptance of learning technologies, with perceived usefulness being a primary determinant for adoption. Thus, researcher constantly argues that TAM is valid to use in this research because this theory is relate with the research. Researcher using TAM as guideline in research questions. TAM comprises of a number of variables, but focusing on students' perception, researcher adopted only two primary factors from the model: perceived ease of use and perceived usefulness.

2.5 Review of Relevant Study

In regard to the use of Canvas in the learning process, there are several researchers who have underlined this issue in their studies. A research from Wulandari (2019) used a quantitative research method with a survey and questionnaire as an instrument to find out the students' perceptions and the dominant data dealing with autonomous learning through the use of Canvas. The study about students' perceptions mostly used quantitative research methods and only a few studies that used qualitative research. The result of the study showed students' perceptions dealing with autonomous learning through the use of Canvas. Students agree that CANVAS are easy to use and have an effect on learning English but majority of students do not fully agree or are in the between that Canvas can encourage them to be autonomy learners. The difference between

this research with other research is this research uses a qualitative research method with the interview as an instrument.

In addition, Sari et al. (2020) also tried to explore the usefulness of Canvas based on students' perspectives. In order to investigate students' perceptions of the usefulness of Canvas LMS in Sociolinguistic courses, three students from an English Education program at a university in West Java, Indonesia, were involved. The research employed semi-structured interviews for data collection and utilized Thematic Analysis following the Braun and Clarke framework for data analysis. The findings were categorized into three main aspects: the ease and beneficial features of Canvas for learning, the interesting ways it allows access to course material, and the development of independent learning skills. The study highlights the usefulness of Canvas LMS as a learning medium in Sociolinguistic courses, providing empirical insight into its benefits. These insights can help other students understand how to effectively use technology to support their learning. The difference between this research and other research is the course. Other research using Sociolinguistic course, while this research using Technology-Enhanced Language Learning (TELL) Course.

Another research is also conducted by Chin et al. (2022) to reveal the effectiveness of the online learning platform as perceived by the college students, a total of 90 respondents participated in the survey, which employed a researcher-designed instrument. The data were analyzed using statistical tools such as mean, standard deviation, frequency, Kruskal-Wallis, and Mann-Whitney U tests. The results of this study revealed that the online learning platform is effective in terms of ease of use, usefulness, and system design features, with ease of use getting the highest mean score. Furthermore, no significant differences were found in the perceived effectiveness of the platform when students were grouped by sex and academic major. The study recommends that the private education institution regularly provide student feedback to the Canvas developers to enhance and maintain an efficient learning environment. The difference between this research is the instrument and the country where the research was conducted. Chin et al.

(2022) used surveys and analyzed using statistical tools, the research conducted in the Philippines that uses English as second language. This research using interviews in collecting the data. Analyzed using thematic analysis and conducted in Indonesian which uses English as foreign language.