

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Educators have applied technologies to assist language learning. Ghanizadeh, Razavi, and Jahedizadeh (2015) argued that technology was used in almost all areas of language learning. Information and Communication Technologies (ICT) have been used in many different ways to create opportunities for language learners to communicate in the target (Kern et al., 2008). Furthermore, ICT offers a powerful way of enabling students to be fully engaged in their language learning activities (Ghasemi & Hashemi, 2011). For example, new ways of presenting or representing information to the students. It can be presented such as texts, pictures, videos, and discussion boards has become an integral part of many higher education courses which can make the class more interesting (Shabiralyani et al., 2015). To manage this, higher education institutions have started Learning Management Systems (LMS) for the organization of courses (Cacheiro-Gonzalez et al., 2019).

LMS has educational tools on its website that enable faculty to organize instructional content and engage students in their learning (Gautreau, 2011). Moreover, the kinds of LMS including Moodle, Blackboard Learn, and Canvas developed to enhance the learning process also which assists in teaching-learning (Chaubey & Bhattacharya, 2015). Canvas is an LMS that provides flexibility both from instructional and learning. Lonn and Teasley (2009) noted that Canvas LMS provides a means to share instructional materials, make class announcements, and

submit course assignments and online communication with each other. Canvas LMS allows teachers to upload content in a variety of ways such as a course syllabus, assignments, course-related files, course announcements, rubrics, quizzes, and discussion forums (Aldiab et al., 2019). Therefore, the ability to collaborate and coordinate learning materials and activities is a central benefit of its use. Canvas LMS simplifies things for learners and teachers by making it easy to create, deliver, and consume course content.

In the English study program at one University in Indonesia, some lecturers have already used LMS in the teaching and learning process. For example Canvas, it has been used in Technology Enhance Language Learning (TELL) course by Sixth Semester Students of the English Education Department, one of the State Universities in West Java, Indonesia. The lecturers used Canvas to deliver course materials. Moreover, the students could be involve in terms of discussions and the students got information about what they would do next. It can be used to support instructor and student, student-to-student interaction, feedback, assessments and grade work. There is a positive tendency toward learning activities in TELL class, students tend to be satisfied with Canvas LMS tool use, such as submitting assignments, accessing course content, checking progress, and managing and receiving feedback on assignments. Besides, Canvas LMS can also play various instructional roles such as making the learners feel more relaxed to learn the various topics and tasks that also make the learners active (Grabe & Grabe, 2005). Based on his literature review, Schoonenboom (2014) identified the available tools in the LMS are sufficient to help accomplish

learning objectives, then the LMS is more likely to be viewed positively and used more often. In the context of LMS, Abdel-Maksoud (2018) stressed that perceived usefulness looks at a student's beliefs that using an LMS will improve their performance in a course. As for perceived ease of use, when a student perceives an LMS as easy to use, the student is more likely to continue using that system (Venkatesh & Davis, 2000).

A considerable amount of research studies have been focused on how education online learners value various LMS tools (Borboa, Joseph, Spake, & Yazdanparast, 2017; Chawdry, Poullet, & Benjamin, 2011; Lonn & Teasley, 2009; Weaver, Spratt, & Nair, 2008). Overall, these studies' principal method was quantitative and also used questionnaires to investigate and gauge the students' perception of the use of the LMS. Moreover, this study is relevant to the study conducted by Nasar and Lestandy (2018) entitled "Improving Classroom Effectivity Using Canvas Learning Management System at Electrical Engineering Department University of Muhammadiyah". This paper discusses improving students' experience using Canvas Learning Management System. The results indicate that Canvas LMS can be used to improve understanding of the material being taught. By these concerns, this research focused on seeing how the benefits of using Canvas LMS in language learning is seen from students' perceptions as well as this research used case study in qualitative research through interviews to dig deeper information and aims to fill the gaps in previous research. Henceforth, this research will investigate students' perceptions on the benefits of Canvas-based learning activities in Technology Enhanced Language Learning class.

1.2 Formulation of the Problem

Based on the background above, this study was guided by the following major research question: “What are the students’ perceptions on the benefits of Canvas-based learning activities in TELL Class?”

1.3 Operational Definition

The researcher defines the terms related to this research as follows:

- 1.3.1. Students’ perceptions: student's perception refers to a student's point of view about the benefits of using Canvas in a Technology-Enhanced Language Learning class.
- 1.3.2. Canvas: a web-based learning management system. It is used by lecturers to manage digital learning, to create and present online learning materials, assess student learning, and students engage in courses and receive feedback about skill development and learning achievement.
- 1.3.3. TELL: a course that explores the use of mobile, online and digital technology to assist and enhance language learning/acquisition.

1.4 Aim of the Research

This study aims to reveal students' perceptions of the benefits of Canvas-based learning activities in TELL Class.

1.5 Significances of the Research

- 1.5.1 Theoretical Use: This research will expand insight into the Learning Management System in the English Foreign Language context.

- 1.5.2 Practical Use: This research is to provide information on how Canvas as a media helps and gives benefit for students in learning activities. If Canvas can help and give benefits for them in learning activities, it can be an alternative for lecturers to use this media in the teaching and learning process. Then, it also can be used as a reference for those who want to conduct further research related to the use of Canvas LMS.
- 1.5.3 Empirical Use: This research will complement previous studies by providing students' perceptions on canvas LMS-based learning activities.