

## REFERENCES

- Al Khoeri, A. F., Nurani, W., Ramdani, & Sheryan, A. (2021). The implementation of canvas to enhance English teaching and learning. *Proceedings International Conference on Education of Suryakancana*, 315–320.
- Aldiab, A., Chowdhury, H., Kootsookos, A., Alam, F., & Allhibi, H. (2019). Utilization of learning management systems in higher education systems: A case review for Saudi Arabia. *Energy Procedia*, 731–737.  
<https://doi.org/10.1016/j.egypro.2019.02.186>
- Alhojailan, M. I., & Ibrahim, M. (2012). Thematic analysis : A critical review of its process and evaluation. *WEI International European Academic Conference Proceedings*, 1(1), 8–21.
- Amin, F. M., & Sundari, H. (2020). EFL students' preferences on digital platforms during emergency remote teaching: Video conference, LMS, or messenger application? *Studies in English Language and Education*, 7(2), 362–378.  
<https://doi.org/10.24815/siele.v7i2.16929>
- Asquith, S., Lyon, P., & Jurns, K. (2020). Taking an English language curriculum online. *Japan Association for Language Teaching (JALT)*, 19–29.  
<https://doi.org/https://doi.org/10.37546/JALTSIG.CALL2020.2>
- Azura Adzharuddin, N. (2013). Learning management system (LMS) among university students: does it work? *Article in International Journal of E-*

*Education, e-Business, e-Management and e-Learning*, 3(3), 249–252.

<https://doi.org/10.7763/IJEEE.2013.V3.233>

Bath, D., & Bourke, J. (2011). The blending of blended learning: An experiential approach to academic staff development. *Proceedings Ascilite 2011 Hobart*, 133–138.

Blasco-Arcas, L., Buil, I., Hernández-Ortega, B., & Sese, F. J. (2013). Using clickers in class. The role of interactivity, active collaborative learning and engagement in learning performance. *Computers & Education*, 102–110.

<https://doi.org/https://doi.org/10.1016/j.compedu.2012.10.019>

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.

<https://doi.org/10.1191/1478088706qp063oa>

Das, P., & Bera, S. (2021). Impact of time management on students' academic achievement at the secondary level. *GIS Science Journal*, 8(2), 227–233.

Fink, L. D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses* (Willey & Sons (Eds.). Jossey-Bass Higher and Adult Education Series.

[https://books.google.co.id/books?hl=en&lr=&id=cehvAAAAQBAJ&oi=fnd&pg=PT9&dq=Fink,+2013+learning&ots=GDiGtTduyQ&sig=KQv4RzK6Y9c34VLkYIsuPpEdzus&redir\\_esc=y#v=onepage&q=Fink%2C2013learning&f=false](https://books.google.co.id/books?hl=en&lr=&id=cehvAAAAQBAJ&oi=fnd&pg=PT9&dq=Fink,+2013+learning&ots=GDiGtTduyQ&sig=KQv4RzK6Y9c34VLkYIsuPpEdzus&redir_esc=y#v=onepage&q=Fink%2C2013learning&f=false)

- Hajan, B. H., & Padagas, R. C. (2021). Blended learning in a research writing class: perceptions and experiences from ESL secondary learners. *TESOL International Journal*, 16(4), 103–121.
- Himawan, M. H. (2018). Designing online reading materials using canvas platform a sarjana pendidikan thesis.  
[https://repository.usd.ac.id/29226/2/131214066\\_full.pdf](https://repository.usd.ac.id/29226/2/131214066_full.pdf)
- Le, P. T. T. (2021). Incorporating internet-based applications in teaching integrated language skills to EFL students. *Proceedings of the 17th International Conference of the Asia Association of Computer-Assisted Language Learning (AsiaCALL 2021)*, 533, 48–53. <https://doi.org/10.2991/assehr.k.210226.006>
- Lo Cecilia. (2018, August 19). *Grading efficiently with Canvas*. University Chicago Canvas.  
<https://courses.uchicago.edu/2018/09/19/grading-efficiently-with-canvas/>
- Maher, A., & Nuseir, N. (2021). Libyan instructors' perceptions of integrating canvas LMS in Libyan higher education institutions.
- Marzuki, A. G., & Santiana. (2021). Utilization of technology in learning English in the pandemic covid-19. <https://doi.org/10.31219/osf.io/x42n5>
- McIntosh, M. J., & Morse, J. M. (2015). Situating and constructing diversity in semi-structured interviews. *Global Qualitative Nursing Research*, 2, 1-12, <https://doi.org/10.1177/2333393615597674>
- Nartiningrum, N., & Nugroho, A. (2020). Online learning amidst global pandemic:

- EFL students' challenges, suggestions, and needed materials. *English Franca : Academic Journal of English Language and Education*, 4(2), 115-140.
- <https://doi.org/10.29240/ef.v4i2.1494>
- Ng, A. (2004). User-friendliness ? user empowerment ? how to make a choice?. The *University of Illinois*, 1–6.
- Oliveira, P. C. de, Cunha, C. J. C. de A., & Nakayama, M. K. (2016). Learning management systems (LMS) and e-learning management: an integrative review and research agenda. *Journal of Information Systems and Technology Management*, 13(2), 157–180. <https://doi.org/10.4301/s1807-17752016000200001>
- Pujasari, R. S. (2021). Video conferencing on canvas for distance learning during covid-19 in Indonesian context. *Proceedings of the UNNES-TEFLIN National Seminar*, 4(1), 9–16. <https://utns.proceedings.id/index.php/utns>
- Pujasari, R. S., & Ruslan. (2021). Utilizing canvas in technology-enhanced language learning classroom: a case study. *The Journal of English Literacy Education*. 8(1), 42–54. <https://dx.doi.org/10.36706/jele.v8i1.14240>
- Santiana, Silviani, D., & Ruslan. (2021). Optimising LMS canvas for interactive online learning perceived by the students. *Journal of English and Teaching*, 5(4), 529–543.
- Soeung, C., Soeung, C., Nakanitanon, P., & Chaichompoo, C. (2020). The effects

of peer feedback activity through canvas learning management system. *Journal of Graduate Research*, 11(2), 56–66.

*Student View Of Grades – CTE Resources*. (n.d.). Retrieved July 28, 2021, from <https://cteresources.bc.edu/documentation/assignments-and-grades/student-view-of-grades/>

Towne, T. N. (2018). *Exploring the phenomenon of secondary teachers integrating the LMS canvas in a blended-learning course* [Liberty University]. <https://www.proquest.com/openview/9c689347057f936dc759768932f474be/1?pq-origsite=gscholar&cbl=18750>

Ulla, M. B., Perales, W. F., & Tarrayo, V. N. (2020). Integrating internet-based applications in English language teaching: Teacher practices in a Thai university. *Issues in Educational Research*, 30(1), 365–378.

University of Auckland. (2015). A new LMS (canvas): opportunities for learning & teaching at the University of Auckland. 1–29.

Veen, V. de. (n.d.). *Effectiveness, transparency and feasibility*. Radboud University Teaching and Learning Centre. Retrieved July 28, 2021, from <https://www.ru.nl/lecturers/education/assessment-appraisal/quality-demands/effectiveness-transparency-feasibility/>

Xhaferi, B., & Xhaferi, G. (2017). Enhancing learning through reflection– a case study of SEEU. *SEEU Review*, 12(1), 53–68. <https://doi.org/10.1515/seeur-2017-0004>

Yana, D. (2018). The usage of Schoology and canvas as media-based blended learning. *Anglo-Saxon: Journal of the English Language Education Study Program*, 9(1), 82–91.

<https://doi.org/https://doi.org/10.33373/anglo.v9i1.1418>

Yin, R. K. (2009). Case study research: design and methods. *Case study research: Design and Methods* (Fourth Edition). Sage Publications.

[https://books.google.com/books/about/Case\\_Study\\_Research.html?id=k0WrN3rBz\\_sC](https://books.google.com/books/about/Case_Study_Research.html?id=k0WrN3rBz_sC)