

CHAPTER 2

LITERATURE REVIEW

2.1. Online Learning

The teaching and learning process by using electronic media or utilizing technology is called online learning. Online learning provides opportunities for students to get to know various kinds of technology to support the learning process. It is in line with Hartley (2001) defining that “E-learning is the type of learning and teaching that allows the delivery of teaching materials to students by using the internet media or computer network media” (as cited in Sagita & Khairunnisa, 2020, p. 1298). According to Ally (2008), “online learning as the use of the internet to access learning materials; to interact with the content, instructor, and other learners; and to obtain support during the learning process, in order to acquire knowledge, to construct personal meaning, and to grow from the learning experience” (p. 7).

Additionally, Campbell (2004) argues, “the emphasis of online learning in higher education settings is on the development of metacognitive as well as reflective and collaborative learning” (as cited in Keengwe, J., & Kidd, T. T, 2010, p. 534). Furthermore, Ally (2008) added “some of the benefits of online learning for teachers and students illustrated by:

2.1.1. For the students, online learning knows no time zones, and location and distance are not issues. In asynchronous online learning, students can access the online materials anytime, while synchronous online learning allows for real-time interaction between students and instructors.

2.1.2. For the teachers, tutoring can be done anytime, anywhere. Online materials can be updated, and learners can see the changes immediately. When learners are able to access materials on the internet, it is easier for instructors to direct them to appropriate information based on their needs” (p. 17).

2.2. Canvas as LMS in EFL Context

Canvas is a web-based Learning Management system created by the US Instructure company. This platform for learning was created in 2011. According to Nettles and Futch (2012), “Canvas by Instructure is a fairly young company. They designed Canvas from a clean slate with a focus on open educational resources and how students communicate with each other. As a result, Canvas is innovative and completely different from other learning management systems” (p. 2).

Canvas is online learning platforms, a learning Management System that enables teachers and students to access content and engage during a course. Canvas make it possible to have convenient access to grade, assignment, discussion, course calendars, video lectures, messaging analytics, educational application, reports, groups, peer review assignment and much more (Pujasari, R.S., & Ruslan, 2021). Canvas includes free mobile apps allowing students to view grade notifications, send and receive messages, participate in discussions, and post video and audio comments from their Phone. Furthermore, Basa (2018) added that “Canvas allows the teachers to develop the courses that are geared to student-centered strategies. It pushes teaching strategies development and helps us avoid being confined to the classroom enjoyably and engagingly” (as cited in Garcia et al., 2020, p. 26).

According to the Canvas website, their LMS is “used by more than 2,000 universities, school districts, and institutions around the world” (Canvas, 2017) and Kruger et al., (2015) said “Canvas is one of the fastest-growing LMS providers (as cited in Towne, T. N, 2018, p. 59). Research specifically focused on Canvas is becoming prevalent within the LMS field and includes faculty usage and transitions from previous LMSs (Fathema & Akanda, 2020).

LMS is widely used in higher education. Along with the development of e-learning and the use of LMS which has rapidly accelerated several universities and schools in Indonesia to develop teaching and learning methods in using the LMS platform. Alsayyari, Alblawi, and Elhajji (2019) argued that “Learning Management System (LMS) has become one of the more appropriate solutions for academic and higher education based-system because it has been providing many advantages to students, teachers, and universities (p. 1).

Furthermore, Park and Mills (2014) state that “increasingly, many schools are utilizing an LMS as an interdisciplinary learning tool to integrate a cross-curricular approach for student learning” (p. 55). LMS is one of the right solutions for academic and higher education-based systems because it has provided many benefits for students, teachers, and universities. This is followed by what Meredith and Farkas (2015) said that LMS is a web-based software that allows instructors to deliver content, collect student work, and administer their classes. These systems usually contain a similar suite of features such as discussion boards, grade books, assignment dropboxes, quiz functionality, internal messaging (both synchronous and asynchronous), an announcement space, and the ability to create pages to detail

weekly content, assignments, and more. The Implementation of LMS into the coursework could help the learners to achieve learning outcomes effectively and improve some skills that traditional teaching methods may fail to achieve (Alsayyari, et al., 2019, p. 1).

2.3. Students' Perceptions

Students' perceptions are an important element in the learning process. If the students have a positive perception of the learning process, it might have a good impact. Students will have an interest and concern to participate in the learning process. Qiong (2017) states “the word “perception” comes from the Latin words perception, percipio, and means “receiving, collecting, action of taking possession, and apprehension with the mind or senses” (p.18). Furthermore, Hong, K. S (2003) argues that “perception is someone thought about something that they learn to measure how their attitude toward using something, whether they agree or not about something that they learn” (as cited in Permatasari, R.R, 2012, p. 7). In this process, many factors such as feelings, needs, motivation, educational background, experience are involved” (p. 42). Then, the process is followed by a process in which a person’s brain arrives at the meaningful interpretation of stimuli.

Qiong (2017) explains the three processes of perception: selection, organization, and interpretation.

1. Selection

Selection is the first stage in the process of perception, during which we convert the environment stimuli into meaningful experience.

2. Organization

The second stage in the perception process is organization. After selecting information, we need to organize it in some way by finding certain meaningful patterns. This organization stage is accomplished by putting things or people into categories, and that is why it is also termed categorization by some researchers.

3. Interpretation

Once the selected stimuli have been categorized into structured and stable patterns, we try to make sense of these patterns by assigning meanings to them. But different people may give different interpretations of the same stimulus (p. 18).

While, Shidu (2003) argue that “students’ perceptions are students’ point of view toward something that happened in the learning process and produced it with suggestions or arguments for teachers or classmates to improve their learning process” (as cited in Permatasari, R.R, 2012, p. 7). Furthermore, Chen (2003) also states that “the students’ perceptions are very important for evaluating the effectiveness of teaching and learning” (as cited in Bagata, D. T, 2020, p. 3). In this study, the researcher wants to know the students' perceptions about the usefulness of Canvas in the Sociolinguistic course.

2.4. Study of Relevant Research

Before the researcher decided to conduct this research, the researcher had studied previous research on the use of Canvas. Furthermore, the two previous studies described as below:

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 study examines students’ perceptions using the Canvas LMS. The results indicate that the use of Canvas LMS supports the teaching-learning process at Electrical Engineering UMM. Canvas LMS can be used to increase understanding of the material being taught and learning resources. It is also a useful way for lecturers to efficiently manage the class as a whole. UMM Electrical Engineering has operated Canvas LMS and campus network infrastructure to support online learning so that Canvas LMS can be utilized in the daily teaching and learning process.

The next study was conducted by Garcia, Gangan, Tolentino, Ligas, Moraga, and Pasilan (2020) about “Canvas Adoption: Assessment and Acceptance of the Learning Management System on a Web-Based Platform”. This study aims to assess student adoption of Canvas as a new LMS and its potential as a web-based platform in the e-learning program of the University of the East. This study aims to assess students' perceptions of use of Canvas as a new learning management system and its potential as a web-based platform in e-learning programs at the University of the East. This study reveals that students' perceptions of the usability of using Canvas in a web-based platform have a direct and significant effect on their

intention to use Canvas. The perceived ease of use of students has a significant effect on their perceived usefulness but does not have a significant effect on their attitudes towards using Canvas.