CHAPTER I

INTRODUCTION

A. Background

Different from the past days when a learning activity is usually conducted passively with traditional face-to-face learning, in the present days, the educational paradigm has changed to active learning where the students are actively engaged in the teaching and learning process (Al Khoeri et al., 2021). In this pandemic, schools are closed to break the chain of the spread of covid-19 resulting in the implementation of distance learning using online learning platforms. However, in one of the universities in Tasikmalaya, online learning platforms such as Edmodo, Canvas, E-learning, and Google Classroom have been utilized even before the covid-19 outbreak and distance learning was implemented. Back then, some of the courses in the English education department were using it as the blended learning medium but some other courses were still sticking to traditional learning.

One of the most recent Learning Management Systems (LMS) that has been used in the English Education Department before the pandemic is the Canvas platform. Literature in the ELT course used the Canvas platform as a place for sharing the material and submitting the task. It eased the lecturer to deliver the learning material and assignment, and for students, it helped them in accessing material and submitting the task given conveniently anytime and anywhere (Himawan, 2018). This research took the data from one of the

Literature in ELT classes when the participants were experiencing using the Canvas platform for the first time. It means the data were derived before the pandemic when LMSs particularly Canvas has yet to be widely used in other courses of the English education department in one of the universities in Tasikmalaya. Moreover, although the participants have used other LMS platforms such as Edmodo, E-learning, and Google Classroom, using Canvas for the first time gave them a different experience and perspective.

Several studies about Canvas implementation in EFL learning has been conducted (Al Khoeri et al., 2021; Soeung et al., 2020; Yana, 2018). The previous studies showed that Canvas has improved students' learning accomplishment, improved the students' writing ability significantly through peer feedback, enhanced the English teaching and learning process. Studies about the use of Canvas from students' perspectives also gained interest. Pujasari & Ruslan (2021) examined the use of Canvas LMS in a Technology-enhanced language learning classroom from students' perspectives. Meanwhile, Santiana, Silviani, & Ruslan (2021) investigated students' perception towards the use of Canvas to promote interactive online learning. The results showed a favourable response to using Canvas because of its usefulness and advantages. Furthermore, the study conducted by Al Khoeri et al. (2021) investigated the implementation of Canvas to enhance teaching and learning in English classrooms. The study showed that Canvas also enhanced the teaching and learning process in the English classroom because it offers various features. It has features for giving the material, creating the discussion media, assigning

learning assignments, communicating in online meetings and collaborating with other platforms to support the management of the teaching and learning process. Meanwhile, the previous research only mentioned some main features of Canvas such as module, discussion, assignment, and conference. It did not explore more deeply about what are the benefits brought by many other features on Canvas. Since it only stated the use of Canvas in general, previous research suggested other researchers explore Canvas features deeper. Therefore, the present study will focus on the benefits of Canvas and further discuss the features specifically. For those reasons, this research will take into account the students' experience as a reflection to understand their views of the benefit of Canvas in the EFL classroom. Thus, it will enlarge the study of Canvas for teaching-learning in EFL classrooms.

B. Formulation of the Problem

From the background above, a research question in this study is: what are the benefits of Canvas in an EFL classroom from the students' viewpoints?

C. Operational Definitions

To avoid misunderstanding, here are the operational definitions of each keyword

1. English Learning Management System : It is a web-based system that enables teachers and students to share English materials, submit, and return assignments and communicate online.

2. Canvas   : It is a web/app-based online learning platform in which its features provide the users to create, manage, and share the learning materials.

D. Aim of the Research

This study is aimed to investigate the benefits of Canvas in an EFL classroom based on students' viewpoints.

E. Uses of the Research

1. Theoretical Use

Theoretically, this research will expand on the view of Canvas as a learning platform, particularly the benefits of the platform from students' points of view.

2. Empirical Use

The research will provide positive implications for ELT and give insight to the existing research about Canvas implementation in teaching-learning and the benefits it possesses, and enrich the knowledge about the same research issue.

3. Practical Use

This result of the research can be used as a reference for teachers, lecturers, and the students of the English education department about the benefits of Canvas in the EFL classroom.