

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Learning Management System**

Learning Management System (LMS) is a term used broadly to describe various systems providing online educational services. It is the whole tool that can be used in transmitting learning resources to expand the students' learning engagement (Yana, 2018). It makes the students more eager to participate actively in learning. LMSs provide many benefits for the educational process such as the concept of disposing of the physical location (Aldiab et al., 2019). Students can learn anytime and anywhere with LMS, as (Oliveira et al., 2016) state, "In an LMS, the interaction happens through devices that enable communication either synchronously or asynchronously" (p.160). It allows the construction of different strategies to boost the active participation of the students. However, with the rapid growth of LMS in the past years, traditional and teacher-centred learning are starting to be left behind as teachers and students are more likely to utilize online technology in their teaching-learning process. Research about LMS has been continuously developing over time. Several studies have presented some benefits of utilizing technology and other learning applications in the classroom (Andrade, 2014; Costley, 2014; Parvin & Salam, 2015; Gilakjani, 2017; Sitthirak, 2013) as cited in (Ulla et al., 2020).

In the EFL context, studies about the integration of internet-based application/digital learning platforms based on teachers or students points of

view particularly in the pandemic situation have arisen as well (Amin & Sundari, 2020; Tieu Le, 2021; Nartiningrum & Nugroho, 2020; Ulla et al., 2020). Amin & Sundari (2020) surveyed students' preferences including their perception and point of view on using three different online platforms during remote teaching situations. The findings showed that those platforms gained highly positive agreement on all criteria such as language learning potential, meaning focus, authenticity, learner fit, positive impact, and practicality. Tieu Le (2021) proposed action research to incorporate some applications (Kahoot, Wordwall, Google Form, and Padlet) to 4 EFL classes in Vietnam. The research findings indicated that the majority of students supported the model of incorporating these applications in EFL classrooms. Meanwhile, Nartiningrum & Nugroho (2020) disclosed through descriptive qualitative research from 45 EFL students' challenges, suggestions and needed materials during online classes that their main challenges in attending online courses were the unsteady networks and the less direct interactions.

Moreover, Ulla et al. (2020) classroom observation study identified various Internet-based applications in an EFL classroom which gained positive responses from the teachers as Internet-based applications make their classroom more convenient, exciting, and fluid. Therefore, the aim of education in this digital era is to provide students with the opportunity to reach information quickly and accurately and to help them to analyse and evaluate information in the right way by using appropriate online tools. It makes LMS a powerful tool to facilitate the teaching-learning process and to ease both teachers and students

in giving and doing assignments, tracking grading and learning progress, doing various learning activities, and communicating about the study project either synchronously or asynchronously.

## **B. Canvas as a Learning Management System in EFL Classroom**

Canvas is a web/app-based online learning management system in which its features provide the users to create, manage, and share the learning materials and to communicate online. Founded in 2008 by Josh Coated, Canvas was introduced in 2011 and by the next year in 2012 Canvas Network was announced as open-source software (Aldiab et al., 2019). Canvas as a learning management system (LMS) is used to plan, implement, and assess a specific learning process (Anshari & Alas, 2015) cited in (Himawan, 2018). According to Pujasari (2021), “it is an online learning platform that authorizes instructors and learners to give content and interact throughout a course” (p. 10). With Canvas, both instructors and students can monitor learning outcomes, give feedback, chat, collaborate on assignments, conduct video conferences, grade assignments, create writing rubrics, develop course calendars and so on.

In implementing online English learning, Canvas is one of the most widely used platforms nowadays, along with Moodle, Schoology, Edmodo, Google Classroom, Quizzes, Kahoot, and Duo Lingo (Marzuki & Santiana, 2021). Hajan & Padagas (2021) surveyed students’ perceptions and experiences towards Canvas generated from quantitative data. It suggested that students demonstrate positive perceptions towards using Canvas as a blended learning tool in their Research Writing class. Meanwhile, Maher & Nuseir (2021)

investigated the perceptions of Libyan instructors in integrating Canvas LMS in higher education institutions. It showed that ease of use and usefulness contributes to the instructors' intention and attitudes toward the use of Canvas LMS. Furthermore, studies about Canvas implementation in EFL learning (Al Khoeri et al., 2021; Soeung et al., 2020; Yana, 2018) showed that Canvas has improved students' learning accomplishment, improved the students' writing ability significantly through peer feedback, and enhanced English teaching and learning process. More study about Canvas as a Learning Management System in the EFL context has been conducted in various aspects. Himawan (2018) studied the way to design a canvas platform for teaching reading in Junior high school. The study showed the step-in designing canvas as a medium for teaching reading. Pujasari & Ruslan (2021) examined the use of Canvas LMS in a Technology-enhanced language learning classroom from students' perspectives. It showed constructive outcomes from the students' viewpoint as it offers various beneficial features to improve the teaching and learning process more effectively such as offering easy access to course materials, enhancing learning motivation, developing students' learning autonomy, monitoring students' learning progress, engaging with the course content. It suggested for other researchers investigate the impact of the Learning Management system at a different level. Santiana, Silvani, & Ruslan (2021) investigated students' perception towards the use of Canvas to promote interactive online learning. The findings showed that Canvas provides the opportunity for the students to have an interactive learning experience and make a more interesting learning process.

In addition, a case study by Pujasari (2021) reported the affordability of one of the Canvas features Video Conferencing for distance learning through students' perspectives. The finding showed that there were strengths and weaknesses of using Canvas Video Conferencing in the EFL Classroom. However, study about the implementation of Canvas is still gaining interest and more Canvas study particularly about the feature is needed to enrich and to dig deeper into the current issues of digital learning.