

**STUDENTS' PERCEIVED LEARNING SATISFACTION
USING LEARNING MANAGEMENT SYSTEM OF CANVAS
IN ENGLISH LANGUAGE ASSESSMENT (ELA) COURSE**

THESIS

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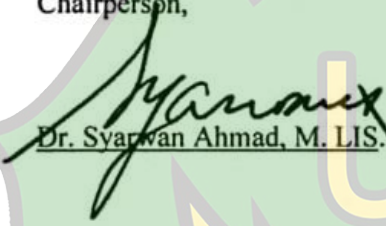
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System of Canvas in English Language Assessment (ELA) Course**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang
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A R - R A N Saya yang membuat surat pernyataan



Fadhilah Rahmah

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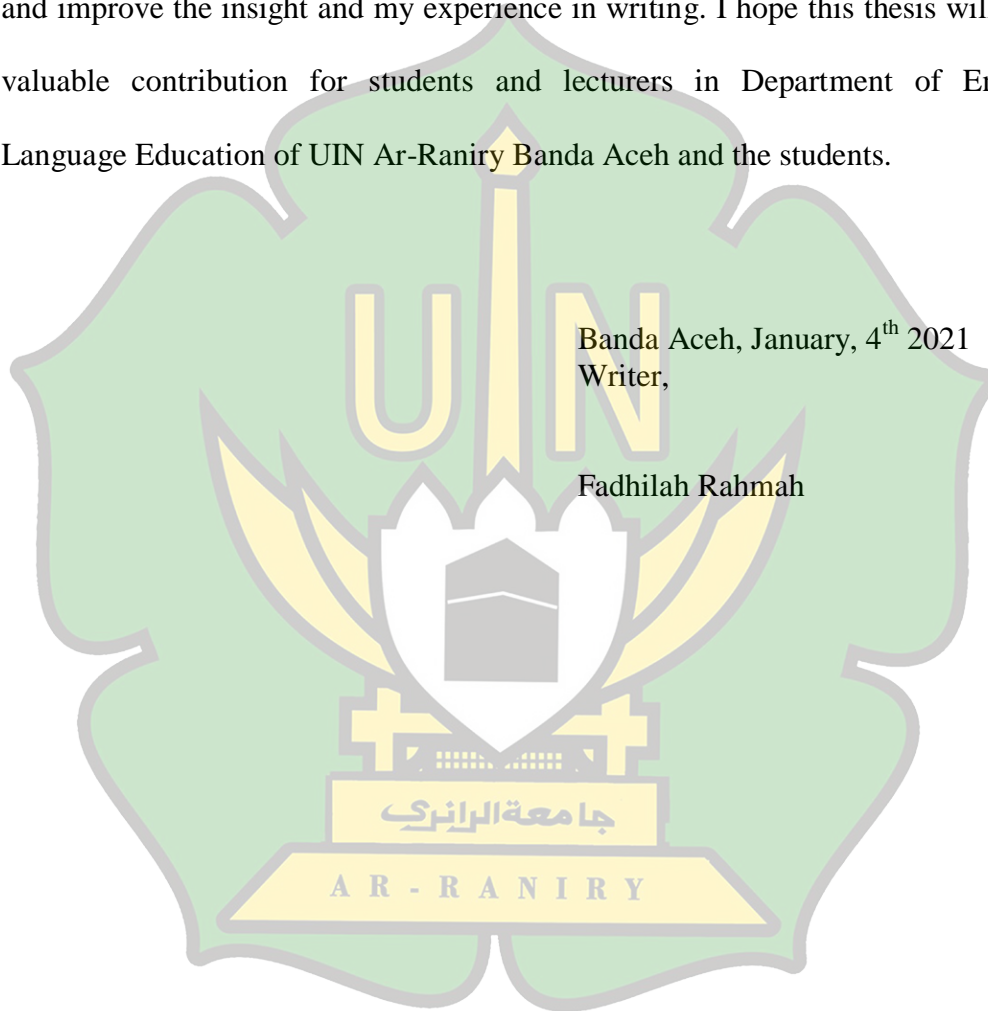
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Banda Aceh, January, 4th 2021
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ABSTRACT

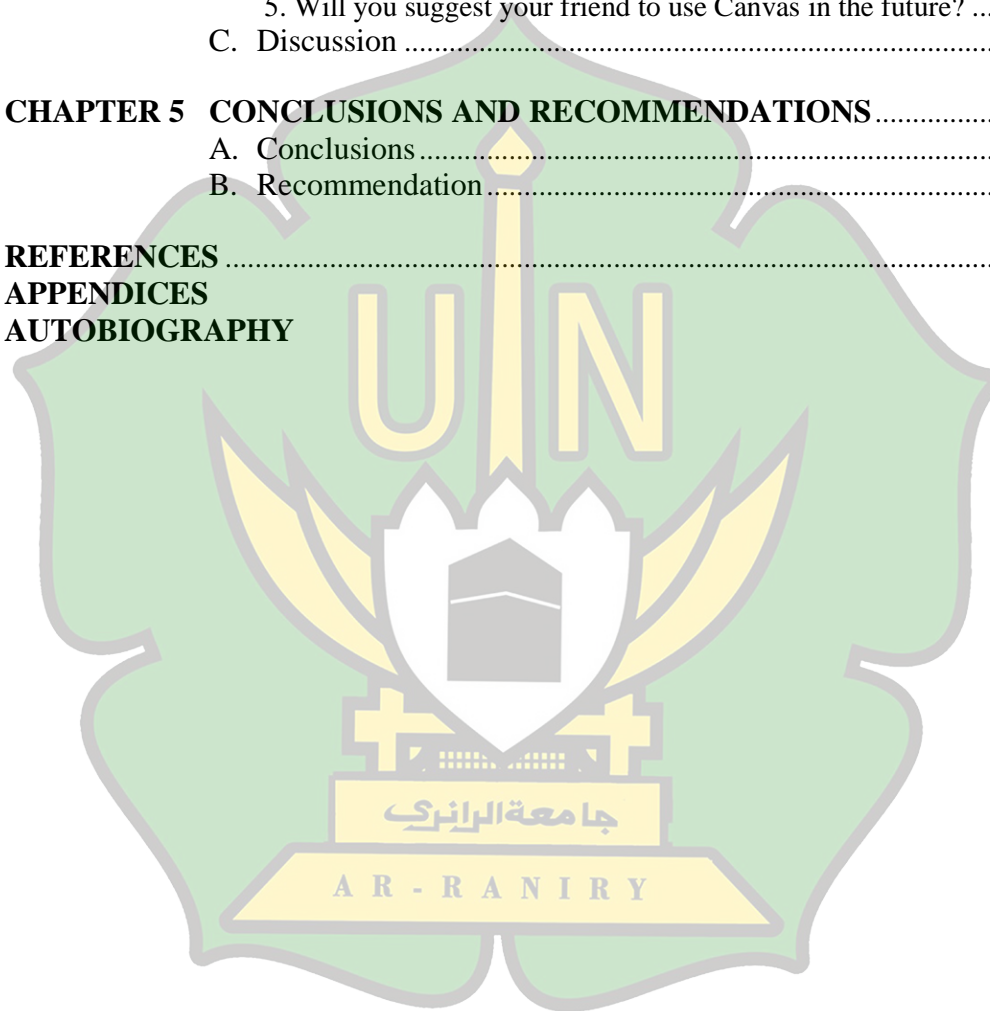
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The research was accomplished to explore English Language Department students' perceptions on the use of Canvas Instructure Learning Management System at the Faculty of Education and Teacher Training Universitas Islam Negeri Ar-Raniry. In doing so, this study collected the data using Mix Method Approach by administering questionnaires and interviewing 30 students of the English Language Department of Universitas Islam Negeri Ar-Raniry who had just finished learning English Language Assessment course using Canvas Learning Management System. This research focused on their feeling with the satisfaction and challenges when using Canvas. Result shows that the average System Usability Scale score obtained is 59 which means under the average usability expectation. Most of the students were not experience in using Canvas previously and the students face several challenges such as the content delivery, the interface of Canvas, and the internet connection. However, though the advantage and the pitfall, the students have the intention to use and recommend the Canvas again in the future.

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CHAPTER I

INTRODUCTION

A. Backgrounds of The Study

The rapid development of technology and information has made rigorous changes in all areas of life in terms of politics, social, economy, and education. In the field of education, for instance, it changed the teaching and learning process by incorporating new technologies into the way teachers teach and learners learn (DeNeui & Dodge, 2006). In this way, it is easier for students to access unlimited sources and achieve better learning outcomes at the end.

Distance learning or online learning is one of the revolutions in the world of education in the last few decades. Many higher education institutions upgrade their learning facilities by integrating virtual learning system to their education provisions (Yusny & Yasa, 2019). Those integration more or less influence the existing learning system such as interaction between teacher and learner, and the content delivery either from teacher or learners' perspective. Online learning enthusiasts are increasing every year. In the United States, there was an increase of number of enrollments for online courses. Allen & Seaman (2014) noted that the percentage of online learning enrollment increased about 33.5% in 2012 from 10% in 2002. According to the data from elearning industry, online education of Indonesia rank the 8th in the world with the number of e-learning market demand each year, 25% which mean greater than the average in Southeast Asia of 17%.

More recently, the data from Statista Research Department showed that in

a survey conducted in August 2020 among Indonesians who watched one hour or more of online video content per week, approximately 37 percent of respondents stated that they spent one to two hours learning online every week. These significant increase showed that as the time flies people interested to used online learning, especially in pandemic era where educators were urged to conduct the online learning.

Due to this phenomenon, it is crucial to consider a Learning Management System (LMS) which could facilitate teacher to manage this distance learning. The LMS is a software which commonly used by higher education institutions to manage and facilitate both communication and collaboration between instructors and students in an online learning. There are hundreds of LMS in the market. One of them is Canvas which developed by Instructure company. Canvas Instructure is an online platform that allows both students and teachers to have virtual classes and provides lots of features to support learning and organize a course.

English Language Assessment (ELA) is a course subject that introduces provides the basic knowledge of how to assess learners' language ability or achievement and the main principles of test construction. ELA is an advanced and complex course has a wide scope of discussion. It is considered as one of the most complicated course. Because it is an advanced course, students in this class use the language maximum. By choosing ELA course, researcher can find out many things in that class including the interaction and transaction of both instructor and students, how the students completed the task with the newly LMS and how the students accomplish their goal in that class using the LMS.

Previous studies have been conducted related to this area. Tsang (2018) in his research found that more than half of the participants agreed that Canvas Instructure could improve their teaching performance. Although Canvas Instructure is a new system, it succeeded and balanced out with other Learning Management Systems because of its ability to offer more cloud-based services without additional add-ons and the significant expense incurred. Moreover, Yusny and Yasa (2019) in their study found that based on the simulation conducted on the faculty member of UIN Ar-Raniry, Canvas is proven as a user-friendly platform. It gives lots of benefits so that faculty member accept the Canvas Instructure well.

The data from Canvas developer (Instructure,2019) showed that Canvas is the world's fastest growing learning management platform. These significant increases of the use of Canvas proved that it succeeded in fulfilling the users' needs. In 2017, Faisant and Green researched how the students perceived the usability of Canvas Instructure using System Usability Scale (SUS) measurement and found that the students scored the system well. The SUS score obtained was 75.96 which means Canvas Instructure is highly usable and succeed and met the students need. More recently, Fathema and Akanda (2020) in their research found that the result indicated that Canvas Instructure has so many benefits for both students and instructors.

Nevertheless, aside from the benefit of the LMS, the challenges are still existed. One of the challenges that commonly faced by LMS users is internet connection. Because using an LMS requires users to have adequate network to use

the system properly. Black, Bissessar, and Boolaky (2019) in their study found that one of the challenges in attending or joining an online course was the lack of freedom to use the internet in many countries which has influenced the access and the persistence of the students the attend the online class. In addition, users prior knowledge of a technology is also essential. Users with more experience in using an LMS showed that they use the system significantly rather than those with less experience. Therefore, prior knowledge about an LMS is essential. When a teacher is skilled in technology, the student experience and outcomes will improve (O'Leary, 2016).

There are a number of studies that has been widely carried out related to the learners' acceptance and satisfaction of LMS. However, limited studies has been done the research pertaining the use of Canvas Instructure from the learners' perspective in Aceh specifically at Universitas Islam Negeri Ar-Raniry. It iis unknown how students at the university perceived the satisfaction and the challenges faced by them while using Canvas Instructure in English Language Assessment (ELA) course in The Department of English Language Education. This study attempts to investigate students' opinion after taking English Language Assessment (ELA) whether they satisfied toward the use of Canvas Instructure and find out the challenges faced by the students. Therefore, it is essential to investigate the students' satisfaction and challenges in using Canvas in ELA course.

B. Research Questions

1. Are the students satisfied with the learning process of ELA using LMS of

Canvas?

2. What are challenges of using LMS of Canvas in English Language Assessment course?

C. Aims of Study

1. To know whether the PBI student of UIN Ar-Raniry taking English Language Assessment satisfied with the learning process using Canvas Instructure.
2. To know the factors that can influence students' satisfaction
3. To find out the challenges of using Canvas Instructure in English Language Assessment (ELA) course.

D. The Scope of the Study

The scope of this research is only to study and analyze the satisfaction and challenges while using Canvas Instructure. This research is limited to analyze the satisfaction and challenges faced by the students of The Department of English Language Education UIN Ar-Raniry taking English Language Assessment (ELA) using Canvas Instructure.

E. Significance of Study

This research is expected to be beneficial for some people:

a. Students

For students, it gives the opportunity for the students to reflect their learning experience and enables them to explore and expand their knowledge through an online class environment.

b. Lecturers

For the English lecturers, it is expected this research helps them to get feedback from the students and can improve their teaching proficiency as well as for other researchers. The result of this research can be used as the reference for those who want to conduct a research in the similar field.

F. Terminologies

To avoid ambiguous meaning of some terms in this research, the writer gives the operational definitions of the significant terms in the topics.

1. Learning Management System

Learning Management System (LMS) is a software that allows both teachers and students to have class in virtual condition. Ellis (2009, p. 1) stated that Learning Management System (LMS) is a software application for the administration, documentation, tracking, reporting, and delivery of e-learning education courses or training programs. It connects learning contents and learners together in a standardized manner. LMS is able to manage users, learning materials (in the form of objects in the Content Management System), and learning events as well.

2. Canvas Learning Management System

Canvas is a cloud-based technology tool that allows users to have virtual class as well as manage, and provide learning materials. Canvas Instructure is one of the Learning Management System application which was developed by Instructure inc. in 2008. This LMS facilitated educators to manage the online classes and provide space for educators to develop their syllabus.

3. Learners' Satisfaction

Student satisfaction reflects how learners view their learning experience. Kotler (2002) suggests that satisfaction refers to a feeling of happiness or disappointment one perceives after comparing the perception and expectation toward a service with the products received. Therefore, satisfaction is related to expectations. One of the method to measure the satisfaction is using System Usability Scale (SUS) measurement. This method was proposed by John Brooke in 1986. SUS should include three things; efficiency, effectiveness, and satisfaction.



CHAPTER II

LITERATURE REVIEW

This chapter discussed a literature review of several essential theories which based on the need of the research in order to have a depth understanding. In the following chapter, the Learning Management System (LMS), Constructivism, English Language Assessment, Canvas Instructure, students' satisfaction, and usability evaluation method are will be discussed in detail.

A. Learning Management System and Constructivism

The development of technology has encouraged the various innovations in human's life. With this advance, people can easily access various information that is widespread on the internet. Due to this issue, many of educational practitioners have worked hard to find ways of utilizing the technology into the classrooms. By integrating the technology in the classroom, students are able to access unlimited sources that widespread on the internet and also enables them to acquire knowledge beyond conventional teaching. It suggested that the process of integrating technology within the classroom has become an important issue in education (Arabacioglu & Akar-Vural, 2014; Frantzen, 2014; Holt & Burkman, 2013, p.3). Nevertheless, as the technology developed, the role of the teachers seems experiencing a slight shift. Thus, teaching and learning activities were expected to be student centered where the role of teacher is as a mentor who guides and facilitates the learning. In managing the online classes teachers need a Learning Management System (LMS) which can help teacher to manage and

provide proper materials for the class.

1. Definition of Learning Management System (LMS) and Constructivism

Learning Management System (LMS) is a software that facilitates teacher to manage the online classes. According to Lohn and Teasley (2009, p.1), "Learning Management Systems (LMS), are web-based systems that allow instructors and students to share instructional materials, make class announcements, submit and return course assignments, and communicate with each other online".

LMS facilitates virtual two-way communication for both instructors and students. LMS develops along with the development of computer and technology. In its development, LMS has experienced lots of changes and features enhancements. LMS can be used in various fields, including industry. An LMS should be able to do centralized and automate administration, use self-service and self-guided services, assemble and deliver learning content rapidly, consolidate training initiatives on a scalable web-based platform, support portability and standards, personalize content, and enable knowledge reuse (Ellis, 2009, p.1). It is expected that this function would support users' needs when using an LMS.

An LMS is also known as Virtual Learning Environment (VLE). Generally, LMS and VLE have the same function that makes them often taken to be synonymous. However, LMS and VLE have different purpose. Commercial LMSs are being design and implemented primarily for training and in-house staff development, rather than education (Pinner, 2011). Because it is focusing on training, it has subject involvement. In contrast, VLEs are design for education. Therefore it use the constructivism theory as their framework.

Constructivism is a learning theory based on the premise that students build personal knowledge through experiences and reflection on those experiences (Krahenbuhl, 2016). Most the learning in the 21st century use constructivism as the framework or paradigm in learning. Online learning provides constructivist oriented lessons. Constructivism does not eliminate the teachers' role, but it modifies the role. In the conventional teaching, teachers act as the center of the learning and students do not make much move. Constructivism modifies the teachers' role to be a facilitator and construct the knowledge not merely find out the knowledge that already existed (Merriam & Tisdell, 2016). Means that the constructivist makes the learning to be student centered

2. Types of Learning Management System (LMS)

There are various types of LMS need to be known before deciding to use one.

2.1. Free vs Commercial

The common problem in deciding using LMS is about the budget. If you have technical talent in your team that could not afford paid LMS, then free LMS can be a solution. Although novice users may find difficulty in running the free LMS.

2.2. Installed vs SaaS (Software-as-a-Service)

SaaS LMS perhaps common used by the user because it looks simpler and does not require personal update by the user because it has already done by the LMS vendors. Whereas Installed LMS require frequent free update from users and other supporting things need to do in deploying the LMS.

2.3. Open source vs Closed source

In both web-based and installed software you have closed source and open source learning management systems. Open source gives users both freedom and responsibilities. If you are typical hassle-free, then SaaS LMS software is for you because it is closed source and looks more simple to deploy (Mindflash, 2020)

There are lots of commercial LMS in the market places. Among the popular examples of learning management systems are Blackboard, Moodle, and WebCT which are designed to facilitate web based learning (Kulshrestha & Kant, 2013, p. 3070).

B. Canvas Learning Management System

Canvas is one of the open and extensible Learning Management System (LMS) which developed by Instructure Inc. in 2008. Canvas itself is relatively new in the world of LMS compared to Blackboard, Desire2learn, and others. But the popularity of Canvas is able to balance out those LMSs. The data from the official website of Instructure company showed that in the six years since its launched, over 700 institutions chose Canvas as their LMS and use by millions of users. Canvas facilitates both students and teacher to have virtual class.

Canvas was made up of a powerful set of highly integrated learning products that allow institutions to get all of the functionality needed. Canvas provides key features to support users learning such as notifications, assignments, quizzes, discussion forum. There are lots of other well-integrated features provided by Canvas Instructure such as discussion forum, grades, assignment, quizz, module, callendar, and notifications. Due to the limitation of the research,

researcher only put several familiar feature for average users. With those features, Canvas allows student to have a group discussion with other students, comment on other students task, embedding video, submitting task, and having quizzes and even examination. For teacher, they are able to organize virtual courses, provides calendar and syllabus system as well.

1. Types of Canvas Instructure

There are two types of Canvas provides by Instructure that users may encounter;

1.1. Institution-specific Canvas accounts

This account is owned by a university that has cooperated with Canvas. Therefore, you are directed to the Information Technology (IT) department which will guide you of how is the best way to access or use Canvas Instructure. It means that you can log in with the same username and password to access the e-mail of your institutions. But the authority of this type of LMS is managed by the IT department. So, you need to reach out someone from IT department to ask them the specific information and the newest regulation.

1.2. Free for Teachers Canvas accounts

For the educators who cannot access Canvas through their institutions, no need to worry. Canvas offers a free for teachers account. By using this account, you have the full authority of your account. You are allowed to log in with any email address and create a class or courses that you want.

C. English Language Assessment (ELA)

Some people often used testing and assessing interchangeably. Assessment

is all methods and approaches to testing and evaluation whether in research studies or educational contexts (Kunnan, 2004, p. 1). It is an umbrella term for all types of measure to evaluate students' progress. While test is part of the assessment. A test must require criteria for testing which covers the five principles of language assessment; practicality, reliability, validity, authenticity, washback (Brown, 2014).

Assessment is one of the most difficult and essential part of the teachers' job. Therefore, the teachers should have a comprehensive understanding about assessment. English Language Assessment (ELA) is a course subject that introduces provides the basic knowledge of how to assess learners' language ability or achievement and the main principles of test construction. This course subject guides students how they will analyze tests for English language learners and also examine standardized tests and explore alternative means of assessment, gain knowledge in test development and the construction of classroom assessments.

ELA is an advanced and complex course has a wide scope of discussion. It is considered as one of the most complicated course. Because it is an advanced course, students in this class use the language maximum. By choosing ELA course, researcher can find out many things in that class including the interaction and transaction of both instructor and students, how the students completed the task with the newly LMS and how the students accomplish their goal in that class using the LMS.

intend to see the students' perception toward this class that learn using Canvas Instructure.



D. Students' Satisfaction

Students' satisfaction reflects how learners view their learning experience. The satisfaction related to how users feel of the whole course experience which later can be used for determining whether the course is worth using or not. Kotler (2002) suggests that satisfaction refers to a feeling of happiness or disappointment one perceives after comparing the perception and expectation toward a service with the products someone receives. Likewise, Bolliger and Martindale (2004) suggested that learner satisfaction was a positive feeling which correlate with the quality of learning outcomes, and an important contributor to student attrition. Therefore, satisfaction is a function of perception or impression over performance and expectation. When the performance is inferior to the expectation, the result is dissatisfaction. In contrast, when the performance meets the expectation, the result is satisfaction.

There are a number of factors that may influence student's satisfaction. Recent research addressing the satisfaction level of an online student varied for a number of reasons including course content, teacher involvement and student preparedness. Another factor contributing to student satisfaction with online courses was the structure of the course, or lack thereof (Bachino, 2015; Baxter, 2012). Almost in line with that, Kuo, Walker, Schroder, and Belland (2014) uncovered a list of factors that can be relevant to student satisfaction such as course quality and student persistence. It has been found that the higher the student satisfaction, the higher the retention rate (Kuo et al., 2014; Zhu, 2012). The factors that influence students' satisfaction is vary one to another. Therefore, it is

important to assess the usability of a system to determine to what extent does the system satisfy and meet the users' needs. One of the methods to measure satisfaction is by assessing the usability of a system using usability evaluation method.

E. Usability Evaluation Methods

There are multiple methods and theories in the literature that can be used to evaluate the e-learning application as well as to measure the users' satisfaction, users' behavior in using e-learning, and so on. Usability is defined as users' perception toward the quality of the technology. Usability is also known as a quality attribute that measures the ease of use of interface usages (Nielsen, 2012). Usability has 5 quality components

1. Learnability, assesses how easy for users to accomplish their basic task in the first time.
2. Efficiency, assesses how fast users can do the task after knowing how to use the system.
3. Memorability, assesses how well users can remember the function of the feature in the system in short time.
4. Errors, assesses how often users make mistake, how severe the mistakes, and how do the users solve their problems.
5. Satisfaction, assesses how pleasant the system usage for users

Usability evaluation focuses on how well users can learn and use a product to accomplish the goals. Usability evaluation related to users' satisfaction as well. The result from usability evaluation can be used as a success parameter of a

product technology. Christ Baber (2005) added, usability evaluation also gives advantage to compare similar products and provide feedbacks about the usability context of the products. Furthermore, to gain the information about that, practitioners developed several methods to gather feedback from users related to the technology used recently. There are a lot of methods in the literature that aimed to assess the system usability.

1. Technology Acceptance Model (TAM)

The Technology Acceptance Model (TAM) is one of the most well-established models for measuring usability. TAM was proposed by Davis (1989) which is aimed to measure user's acceptance of a technology. According to Davis, Acceptance of technology is supported by two major variables, Perceived Usefulness (PU) And Perceived Ease of Use (PEOU) which later the two variables become a predictor of the acceptance of the technology.

1.1. Perceived Usefulness

Perceived usefulness refers to how useful a technology product for a user in supporting their work. Davis (1989) said that Perceived Usefulness is, "the degree to which a person believes using a particular system would enhance his or her job performance,". Likewise, someone's perception that most users think should or shouldn't perform certain behaviors, uses significantly influence to what is felt (Venkatesh & Davis, 2000).

1.2. Perceived Ease of Use

Perceived ease of use refers to how easy is the use of technology for a user since the first time using it. Ndubisi (2006) stated, "Perceived Ease of Use refers

to how clear and understandable, interaction with the system is ease of getting the system to do what is require, mental effort required to interact with the system and ease of use of the system.” Perceived ease of use is crucial for determining technology acceptance behavior. When users feel easy to use certain technology, then it meets their expectation and the result is satisfaction.

2. *Questionnaire for User Interface Satisfaction (QUIS)*

Questionnaire for User Interface Satisfaction is one of the questionnaire measurement tools that aimed to measure the level of users' subjective satisfaction. QUIS was developed by multi-disciplinary team of researchers in the Human / Computer Interaction Lab (HCIL) at University of Maryland in 1987 (Chin, Diehl, & Norman, 1988). Currently, the QUIS has developed until the seven version with demographic questionnaire which has 9 scales and 9 interface factors.

3. *System Usability Scale (SUS)*

System usability scale is one of the most widely use measurement tool to measure usability of a system. Mostly web applications used SUS for assessing the web usability because SUS is a well-research and widely use questionnaire (Harrati, Bouchrika, Tari, & Ladjailia, 2016). SUS was firstly developed by John Brooke in 1986. SUS is also known as “quick and dirty” measurement. That terms are created due to the development of SUS which was developed in response to the lack of cost-effective or practical solutions for a complete contextual analysis of usability (Brooke, 1986). SUS is aimed to measure the usability, therefore it should cover three aspects;

1. Effectiveness. Refers to users' ability to complete tasks using the system, and the quality of the output of those tasks.
2. Efficiency. Refers to the level of resource consumed in performing tasks.
3. Satisfaction. Refers to users' subjective reactions to using the system.

System Usability Scale (SUS) has ten item scales with a mix of positive and negative items which each item of the statements is rated on a five-point (Likert Scale) ranging from *Strongly Disagree*, *Disagree*, *Neutral*, *Agree* to *Strongly Agree*. The item of the questionnaire as shown in the following list:

- 1) I think that I would like to use this LMS of Canvas frequently.
- 2) I found the LMS of Canvas unnecessarily complex.
- 3) I thought Canvas Instructure was easy to use.
- 4) I think that I would need the support of a technical person to be able to use this LMS.
- 5) I found the various functions of LMS of Canvas were well integrated.
- 6) I thought there was too much inconsistency in this LMS of Canvas.
- 7) I would imagine that most people would learn to use this LMS very quickly.
- 8) I found the LMS very cumbersome to use.
- 9) I felt very confident using the LMS of Canvas.
- 10) I needed to learn a lot of things before I could get going with this LMS.

For calculating the SUS score, firstly, for the positive items, the score contribution is the scale position minus 1 and for the negative items, the score contribution is 5 minus the scale position. The overall SUS score is the result of

the sum of item score contributions multiply by 2.5.

Here is the formula:

$$SUS \text{ score} = [\{ (R1 - 1) + (5 - R2) + (R3 - 1) + (5 - R4) + (R5 - 1) + (5 - R6) + (R7 - 1) + (5 - R8) + (R9 - 1) + (5 - R10) \} * 2.5].$$

The final score is ranging from 0 to 100. The final score of SUS is not in a percentage. Thus, it will be easier to elaborate. After the SUS score is obtained, it needs further analysis using the graphic by SUS measurement as shown in the figure below:

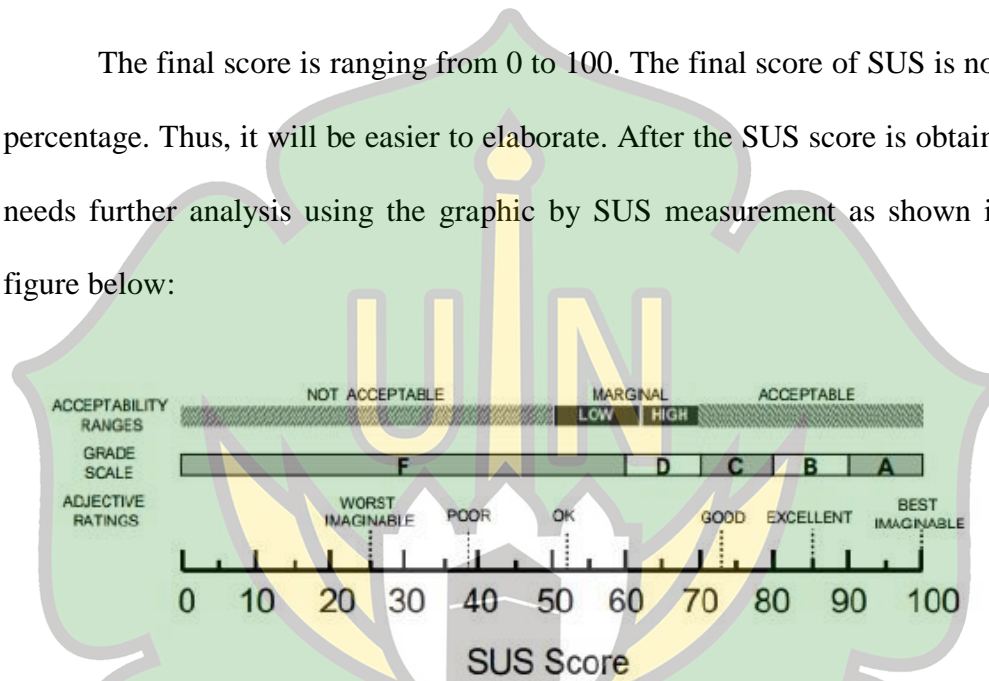


Figure 2.1. SUS measurement

According to benchmark set up by Bangor, Kortum and Miller (2008) SUS score can indicate that technology is acceptable if the score is above 70.4. Then, if the SUS score is over 70 then the technology can be categorized as good. And the adjective ratings of a technology can be categorized as excellent if the score obtained is above 90. Researcher use the SUS as the usability evaluation theory because SUS has been used widely to assess perceived usability of a technology product and it provided the most reliable results although it only has a small sample size (Tullis & Stetson, 2004)

F. Constructivism Theory

Constructivism is a learning theory based on the premise that students build personal knowledge through experiences and reflection on those experiences (Krahenbuhl, 2016). Most the learning in the 21st century use constructivism as the framework or paradigm in learning. Online learning provide constructivist oriented lessons. Constructivism does not eliminate the teachers' role, but it modifies the role. In the ocnventional teaching, teachers act as the center of the learning and students do not make much move. Constructivism modifies the teachers' role to be a facilitator and construct the knowledge not merely find out the knowledge that already esixsted (Merriam & Tisdell, 2016). Means that the constructivist make the learning to be student centered.

G. Existing Studies

Several empirical studies have been conducted related to satisfaction and challenges in learning using a Learning Management System (LMS)

1. Satisfaction

System Usability Scale (SUS) measurement is a well-researched and has been used extensively to measure the usability of a technology product or a system (Harrati, Bouchrika, Tari, & Ladjailia, 2016). The simple and easy measurements make SUS are widely used. Several researchers have been conducted a research related to Canvas Instructure in higher education and SUS measurement theory. Faisant and Green (2017) in their study examined whether the students at Bowling Green State University have the ability to use the Canvas Instructure positively and assessed the usability of Canvas Instructure as well. It is found that the students scored the system well. The SUS score obtained is 75.96

which mean Canvas Instructure is highly usable for the students, but it does not have some room for improvement.

According to the finding of the research above, it is noted that Canvas is highly usable for students although that was their first time using an LMS. Thus, it was proved that Canvas is relatively easy to use, user-friendly, and has lots of usefulness. Canvas provides lots of feature that support users to accomplish their goal. The study conducted by Baldwin & Yu-Hui (2019) found that the feature of Canvas Course Evaluation Checklist (CCEC) is unique, visionary and innovative in some aspect. It really helpful for teacher for designing their course. It is equipped with clear instruction as well.

2. Challenges

Research pertaining the usefulness of Canvas has been discussed widely in the literature. Where Canvas has proved useful for its users. Likewise, Tsang (2018) found that Canvas has the potential in affecting the students' outcomes. Nevertheless, several challenges in using an LMS still exist. Using an LMS requires users to have adequate internet connection. But not all institutions provide adequate internet connection for all the campus elements. Black, Bissessar, and Boolaky (2019) in their research found that one of the challenges in attending or joining an online course (LMS) was the lack of freedom to use the internet in many countries. The internet connection issue seems a common problem in using an LMS, specifically in developing countries. Therefore, it needs special attention to overcome this issue.

More recently, in 2020 Simarmata and Simarmata (2020) conducted a research related to the challenge faced with the implementation of online learning during Covid-19 pandemic. They found that internet connection is one of the barrier in learning online. During the COVID-19 pandemic, the learning process switched to online learning which forced students to be ready with the new regulation and new system. Because of online learning, students need to have adequate network and it needs budget to install the internet or buy the cellular data. Internet connection issue seems as the common problem while using an LMS.

Aside from that, prior knowledge seems to be crucial issue in using an LMS. Likewise, not all users are familiar with technology specifically LMS. Several users would confuse about the feature when they first use. West, Waddoups, and Graham (2007, p.22) reported that instructors usually face technical and integration challenges at the initial stages of LMS use, but later as they become more familiar with the LMSs, they feel more comfortable and try to adopt the tool to support different types of pedagogies. This suggest that prior knowledge take important role in utilizing a technology. Well-experienced digital participants would be able to use Canvas Instructure more significantly compared to those who was beginner in digital issues.

Fathema and Akanda (2020) in their research found that prior experience has a significant positive effect on instructors' use of Canvas. Users with prior experience can use the Canvas properly and get used to it. Likewise, A-busaidi and Al-Shihi (2012) in their study also noted that another positive key factor to

the satisfaction of LMS in blended learning is the instructor's personal innovativeness. Additionally, Marachi and Quill (2020) in their research noted that higher education still lacks of awareness in protecting users' crucial data inside Canvas Instructure from exploits. This issue surely will be a challenge for all higher institutions in order to guarantee users' data was safe regardless of whatever LMS will be used. Because it cannot guarantee that all LMS are safe out of the box.

Thus, from the previous studies above, the researcher noted that Canvas Instructure has advantages, drawback and challenges as well. Regardless of the challenges faced, enthusiasts of Canvas Instructure do not give up. The most recent statistics available for Canvas usage at San José State University in 2018 showed that Canvas users' increase gradually. The data from a Canvas User Satisfaction survey (4278 participants) noted that in Fall 2018, 32.9% of students use Canvas through their smartphones and 45.4% through a laptop, and a majority (>60%) report satisfaction with the LMS (Marachi & Quill, 2020). The previous studies above guides researcher to answer the research question and build a strong fundamental theory for this research to design the questionnaire and interview questions properly.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Based on the research question, the researcher used a mixed method for conducting this study. Mixed method is a combination of two methods (qualitative and quantitative) in the process of collecting data in a study. In Mix method, it involves combining or integration of qualitative and quantitative research and data in a research study (Creswell, 2014, p. 43).

Thus, the researcher used the mixed method to obtain answers for both research questions stated in Chapter I. The first research question should be answered using the quantitative method using the SUS questionnaire and the second research question required an interview process to gain the answer.

B. Brief Description of Research Location

This research held at UIN Ar-Raniry Banda Aceh which is located on Jl. Syeikh Abdul Rauf Kopelma Darussalam Banda Aceh. This university headed by Prof. Dr. H. Warul Walidin AK, MA. There are ten faculties in this university, one of them is faculty of education and teacher training. In this faculty, the researcher chose the Department of English Language Education as a place where the researcher conducted the research which headed by Dr. T. Zulfikar, S.Ag., M.Ed.

C. Research Participant

In this study, the population comprised of the 182 students of the Department of English Language Education batch 2016 at UIN Ar-Raniry. Researcher took batch 2016 because this batch had just finished English Language Assessment (ELA) course unit using Canvas Instructure.

For this study, researcher used purposive sampling for collecting samples. According to Etikan (2017), The purposive sampling technique, also called judgment sampling, is the deliberate choice of a participant due to the qualities the participant possesses. It is a nonrandom technique that does not need underlying theories or a set number of participants. Therefore, researcher used certain criteria for the research participants. They are The Department of English Language Education students batch 2016 taking English Language Assessment course who have already experienced learning using Canvas Instructure. Due to the criteria, the researcher took 30 respondents for this research.

D. Instrument for Data Collection

The data for this research was gained through two appropriate techniques, questionnaire and interview. In this study, the researcher used questionnaire to collect information about the satisfaction of the student while using Canvas Instructure in ELA course. Besides, questionnaire itself has a practical structure and it would save times. In addition, respondents would feel more flexible in answering it without any intervention from others.

Then the following instrument for data collection is interview. The interview was conducted to gain the information pertaining the challenges faced

by the students while using Canvas Instructure in ELA course. Also, the interview can be used to strengthen and confirm the data obtained from the questionnaire.

1. Questionnaire

Questionnaire is one of the methods for data collection that commonly used for quantitative research design. Questionnaires were in close-ended form. Researcher adapted SUS questionnaire developed by John Brooke (1986). However, the original version of SUS developed in English there was no researcher adapted it into Indonesian version. Sharfina and Santoso (2016) from Universitas Indonesia then developed it into Indonesian version which expected can be used by practitioners in Indonesia. SUS questionnaire was aimed to examine students' satisfaction which consists of 4 major categories, they are usefulness, ease of use, ease of learning and satisfaction.

The researcher used *Likert Scale*. Each statement of the question contains five available answers; *strongly disagree, disagree, neutral, agree, and strongly agree* ranging from 1-5.

2. Interview

For the second research question, the researcher used interview to collect data on challenges faced by students taking ELA course that used Canvas Instructure. Interview is one of the methods for collecting data that commonly used for qualitative study. According to Sugiyono (2017), interview is one of data collection techniques carried out in a structured or unstructured form and can be conducted through face-to-face or in person or using the telephone network. In this research, the researcher used structured interview to collect the data from the

participants. Due to the emergency situation of COVID-19 pandemic, the questions of the interview items were distributed via Google Form and WhatsApp.

E. Technique of Data Analysis

1. Questionnaire

The data from questionnaire were analysed according to Usability Evaluation method using SUS (System Usability Scale) equation developed by John Brook (1986). Furthermore, it has been used widely by previous researcher in measuring usability of a technology product, and it can be used to measure users' satisfaction as well.

First of all, researcher used SUS measuring score to find SUS score for each respondent.

$$\text{SUS score} = [\{(R1 - 1) + (5 - R2) + (R3 - 1) + (5 - R4) + (R5 - 1) + (5 - R6) + (R7 - 1) + (5 - R8) + (R9 - 1) + (5 - R10)\} * 2.5].$$

After score of each respondent obtained, then to find the average score, researcher used this equation

$$\overline{X} = \frac{\sum x}{N}$$

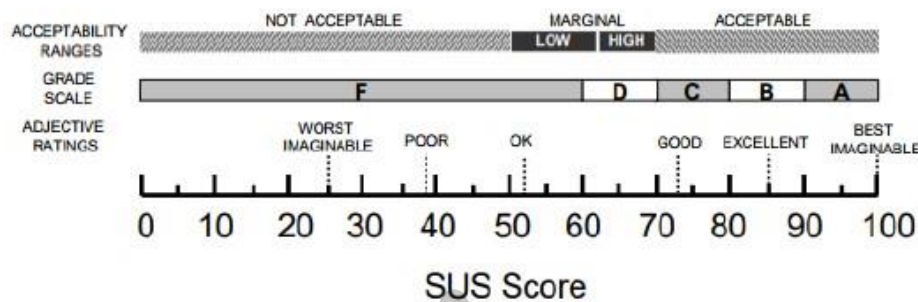
Note:

\overline{X} : Average score

$\sum x$: Total SUS score

N: Total participants

The final SUS score obtained then analysed using the graphic from SUS measurement as below



2. Interview

The interview was conducted to find out the answer for the second research question regarding the challenges faced by the students while using Canvas Instructure in ELA course. The data from interview were analyzed using Miles & Huberman (1994) method. According to Miles and Huberman (1994), there are three steps of analyzing qualitative data; data reduction, data display, and data verification.

1. Data reduction

The first step of analyzing a qualitative data is data reduction. Data reduction means summarizing, choosing the basic things, focusing on important things, look for themes and pattern.. In this section, researcher needed to select, simplify, and focus on the crucial data only. The irrelevant data will be eliminated or discarded.

2. Data display

After data reduction, the next step researcher need to do is data display. A display is an organized, compressed assembly of information that enables conclusion drawing and the action (Miles & Huberman, 1994). In this section, the data were gathered in order to make it easier to draw the conclusion.

3. Data verification/drawing conclusion

The last step of qualitative data analysis is data verification. after the data were collected, the temporary conclusions were drawn. It is essential for researcher to collect strong evidence which would corroborate the temporary conclusion. Furthermore, the temporary conclusion was analyzed continuously and verified the validity to find out the ultimate conclusion.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter discusses, analyzes, and presents the data collected for this research. The data were collected through questionnaires and interviews to gain information about the satisfaction of using Canvas Instructure and the challenges faced by the students while using it in learning English Language Assessment (ELA) course.

A. Result of the survey through questionnaire

As been mentioned in the Chapter 3, the survey of the students' satisfaction using Canvas Instructure using the System Usability Questionnaire (SUS) developed by John Brooke (1986) which comprised of 10 statements. There are 10 statements that give a global view of subjective usability assessment. Students chose the options based on the Likert's scale: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5). The items of the questionnaire are as below

Table 4.1. Statement items of System Usability Scale (SUS)

No	Statement items
1	I think that I would like to use this Canvas frequently.
2	I found the Canvas unnecessarily complex.
3	I thought Canvas Instructure was easy to use.
4	I think that I would need the support of a technical person to be able to use this LMS.
5	I found the various functions of Canvas were well integrated.
6	I thought there was too much inconsistency in this Canvas.

7	I would imagine that most people would learn to use this LMS very quickly.
8	I found the LMS very cumbersome to use.
9	I felt very confident using the Canvas.
10	I needed to learn a lot of things before I could get going with this LMS.

The data were analyzed according to the Usability Evaluation method using SUS (System Usability Scale) measurement developed by John Brooke. Here are responses from respondents toward questionnaires given

Table 4.2. Responses to the questionnaire

Respondent	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
FA	5	1	4	5	5	2	5	2	4	1
YM	4	4	4	4	4	4	4	3	4	4
AAZ	4	4	2	5	5	1	4	3	4	5
MIA	5	1	4	5	4	2	4	1	4	4
MI	4	2	4	4	5	2	4	2	4	4
MU	4	1	5	2	5	2	4	2	4	4
YL	2	4	4	4	4	4	4	3	2	5
RN	2	2	4	4	4	2	4	3	4	2

MJ	4	4	5	2	5	2	4	3	4	4
IC	4	1	4	2	5	1	2	2	4	4
AF	4	4	5	2	2	2	5	1	5	4
FU	4	2	2	4	5	1	2	3	5	5
MRA	4	4	2	2	4	2	2	3	2	5
PM	4	4	4	2	4	4	4	4	2	5
KHR	4	2	4	4	5	2	4	2	4	5
OLH	2	4	2	5	2	5	1	2	2	5
NS	4	2	5	4	5	2	4	2	4	4
AS	5	1	5	4	5	2	5	4	5	5
ASA	4	4	4	4	5	4	4	3	4	4
FRY	5	5	5	5	5	5	5	3	5	4
JM	4	2	2	1	5	5	2	4	4	2
SN	5	5	5	2	5	5	5	3	2	2
NS	4	5	4	5	4	5	2	3	1	5
SW	4	4	4	5	4	4	5	4	4	5

OS	4	4	4	4	4	2	4	2	4	5
TA	4	4	5	5	5	2	4	3	5	4
NA	2	1	4	4	4	4	4	3	4	4
DFM	4	1	5	5	2	2	5	1	5	4
ZM	4	4	5	4	5	4	5	1	5	2
MA	4	2	4	4	4	2	2	2	2	4
Mean	3.90	2.93	4.00	3.73	4.33	2.87	3.77	2.57	3.73	4.00

The table above obviously shows the means (average) of the students' reaction to each statement related to their opinion while using Canvas Instructure in ELA course range from 1 to 5 meaning that their opinion starts from strongly disagree to strongly agree when dealing with the usability of Canvas Instructure. Most of the means fall in between option 3 (neutral) and 4 (agree) as in number 5, 3, 10. This means that they would feel Canvas Instructure is highly usable if they could get clear information or instructions from the instructor before they get started with the class. This is due to most of the respondents are beginner. Therefore, it requires them to prepare a lot of things before getting acquainted with Canvas Instructure.

In addition, even though they are beginners, they thought that Canvas Instructure is users-friendly and several features is quite easy to use. They

admitted that the feature of Canvas Instructure is well integrated, which makes them want to use Canvas Instructure again in the future. Furthermore, to find the SUS score for the respondents, researcher use the formula as below:

$$SUS \text{ score} = [\{ (R1 - 1) + (5 - R2) + (R3 - 1) + (5 - R4) + (R5 - 1) + (5 - R6) + (R7 - 1) + (5 - R8) + (R9 - 1) + (5 - R10) \} * 2.5].$$

After using the formula above, then the SUS score result is obtained as shown below.

Table 4.3 Result of SUS score

Respondent	Responses to the Question										SUS Score
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	
FA	4	4	3	0	4	3	4	3	3	4	80
YM	3	1	3	1	3	1	3	2	3	1	52,5
AAZ	3	1	1	0	4	4	3	2	3	0	52,5
MIA	4	4	3	0	3	3	3	4	3	1	70
MI	3	3	3	1	4	3	3	3	3	1	67,5
MU	3	4	4	3	4	3	3	3	3	1	77,5
YL	1	1	3	1	3	1	3	2	1	0	40
RN	1	3	3	1	3	3	3	2	3	3	62,5
MJ	3	1	4	3	4	3	3	2	3	1	67,5
IC	3	4	3	3	4	4	1	3	3	1	72,5
AF	3	1	4	3	1	3	4	4	4	1	70
FU	3	3	1	1	4	4	1	2	4	0	57,5

MRA	3	1	1	3	3	3	1	2	1	0	45
PM	3	1	3	3	3	1	3	1	1	0	47,5
KHR	3	3	3	1	4	3	3	3	3	0	65
OLH	1	1	1	0	1	0	0	3	1	0	20
NS	3	3	4	1	4	3	3	3	3	1	70
AS	4	4	4	1	4	3	4	1	4	0	72,5
ASA	3	1	3	1	4	1	3	2	3	1	55
FRY	4	0	4	0	4	0	4	2	4	1	57,5
JM	4	3	1	4	4	0	1	1	3	3	60
SN	4	0	4	3	4	0	4	2	1	3	62,5
NS	3	0	3	0	3	0	1	2	0	0	30
SW	3	1	3	0	3	1	4	1	3	0	47,5
OS	3	1	3	1	3	3	3	3	3	0	57,5
TA	3	1	4	0	4	3	3	2	4	1	62,5
NA	1	4	3	1	3	1	3	2	3	1	55
DFM	3	4	4	0	1	3	4	4	4	1	70
ZM	3	1	4	1	4	3	4	4	4	3	77,5
MA	3	3	3	1	3	3	1	3	1	1	55
Average SUS Score											59

From the data in the table above, it was found SUS score for each student. Each student obtained different SUS score depending on the questionnaire they have filled in. Moreover, to find out the average SUS score, researcher used the formula that has been described in the Chapter 3. The result obtained for the SUS

average score is 59.

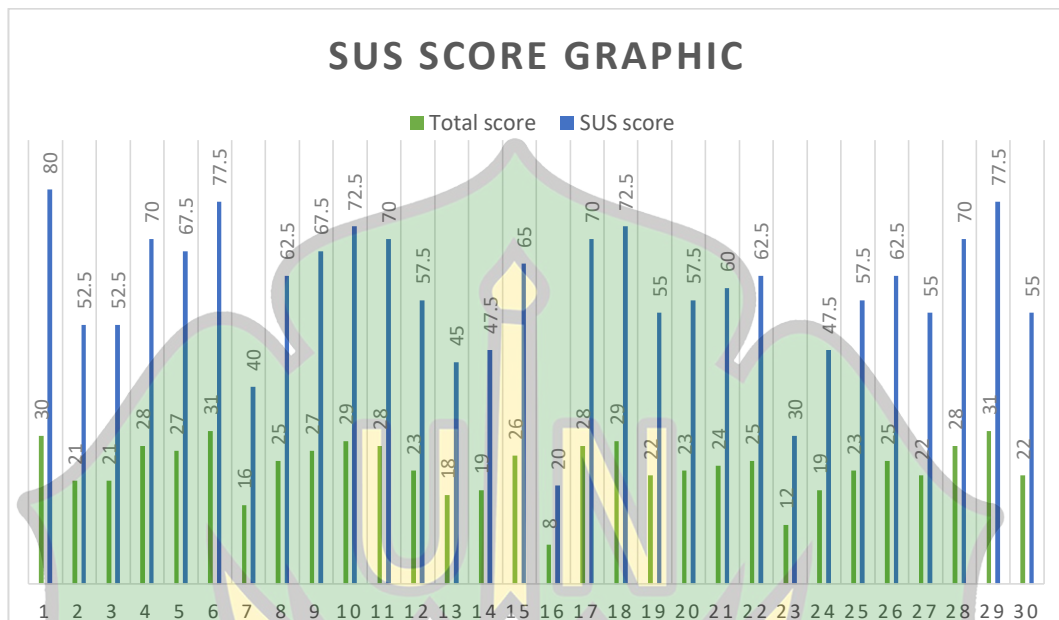
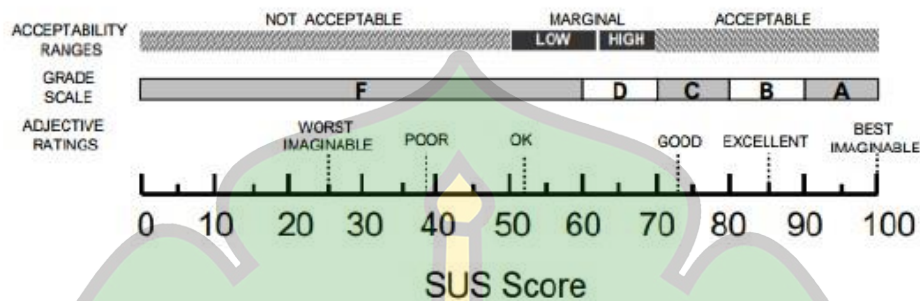


Figure 4.1 SUS Score Graphic

Graphic 4.1 above clearly showed the SUS score for each student. According to the graphic above, it can be seen that majority of the students are not satisfied toward the use of Canvas Instructure because there are only 8 students who obtained SUS score is above 70. While the rest 22 students obtained SUS score above 70. This suggest that the dissatisfaction of user might be caused by several factor; majority of the students thought that Canvas Instructure are difficult to use, another student thought that they would need someone else to help them use the LMS and need to learn lots of things before get started with Canvas Instructure.

Furthermore, after obtaining the average score for SUS, then researcher

analyzed the SUS average score according to the reference chart provided by SUS measurement as below.



There are three category mentioned in the chart above; *acceptability range*, *grade scale*, and *adjective ratings*. According to the benchmark set up by Bangor et al. (2008), the SUS score can indicate that technology is *acceptable* if the score is above 70. Then, the SUS score can be categorized as *grade good* if the score is above 70.4. additionally, the *adjective ratings* of a technology can be categorized as *excellent* if the score obtained is above 90. Meanwhile, this research obtained SUS score as many as 59, which mean the *acceptability range* for Canvas Instructure is categorized as “marginal low”. In terms of the grading scale, the Canvas Instructure has grade “F”. In addition, based on the adjective ratings classification, Canvas Instructure has the “OK” classification. According to the interpretation above, it can be concluded that Canvas Instructure is usable and works, but it should be improved in various aspects.

B. Result of The Interview

In the interview section, there are 30 students participated. Researcher used a structured interview to gain the data for this research. seven questions were

asked to the students. Due to the COVID-19 emergency situation, the interview section was conducted online. The item of the interview as shown in the next page:

1. Have you experienced with Canvas Instructure before? When?
2. How did you perceive about the Canvas Instructure LMS?
3. There are several feature provides by Canvas Instructure such as grade, module, assignment, and discussion forum. What is the most important feature of Canvas for you?
4. What are challenges in using Canvas Instructure?
5. Will you suggest your friend to use Canvas Instructure in the future? Why?

Researcher then analyze the question according to Miles and Huberman (1994) as shown below.

1. Have you been experienced with Canvas Instructure before ?

In the first part of the interview section, the researcher intend to know how many participants that have been experienced or familiar with the Canvas Instructure formerly. It was only 3 of 30 respondents that have been experienced with Canvas Instructure. As Participant-5 said:

“I use canvas on the writing class at the first time, I think it is very difficult because the lecturer not clear when explain the use of the tools in Canvas”

Participant-7 said:

“ I used it when I joined Mr. Jarjani class, it was writing 2 class”

In line with that, Participant-21 said:

“Yes, in writing 3 with Mr. Jarjani”

From the statements above, it is obviously showed that most of the participant is beginner in using Canvas Instructure.

2. How did you perceive about the Canvas Instructure?

In this section, the researcher would like to know the participants’ opinion toward the overall service of the Canvas Instructure. Participants give various responds toward this question. The researcher highlights several crucial points:

2.1. Well-integrated feature and support the learning

Firstly, the researcher highlights that most of the participant perceived that Canvas has well-integrated feature. As Participant-3 said:

“Canvas provide excellent tools and service in assisting me during teaching-learning”

In line with that, Participant-28 said:

“It's surprising me. I found the complete system whereabouts help students in learning a lot”

Moreover, Participant-10 said:

“I think it's good. It has a lot of things that can help teaching-learning more effective and efficient in this technology era. The service of the Canvas Instructure is very supported to improve student's learning”

From the statement above, it could be analyzed that the participant agree Canvas Instructure has well-integrated feature that support the learning performance.

2.2. The Interface of Canvas

Secondly, the researcher highlights that several participants thought that the system a bit complicated. As Participant-23 said:

“It's quite complicated since I was not get used to use it before”

Participant-24 said:

“It little difficult to people never use, and will be easy to people using it”

The researcher suggests that some participant thought that the Canvas Instructure is complicated because that was the first time for them using the Canvas and not get used to it

3. There are several features provides by Canvas Instructure such as grade, module, assignment, and discussion forum. What is the most important feature of Canvas Instructure for you?

In this section, researcher intend to know the students' opinion toward the most important feature among those familiar features mentioned in the question because in the previous question the researcher found that most of the participant have not been experienced with Canvas formerly. The researcher highlights the answers as shown below

3.1. Grades

The researcher found that several participants agree that grades is the most important feature which provides by Canvas Instructure. As Participant-6 said:

“I think that grading system is the most important feature in Canvas Instructure due to the fairness of how we will get the point after submitting the assignment. Late submission will get penalty automatically, while on time submission will get a good point”

In line with that, Participant-21 said:

“It shows My score on the questions that I have answered. I feel satisfied when I got the higher score”.

3.2. Assignments

The researcher found that several participants agree that assignment feature is one of the most important features. As Participant-16 said:

“The assignment feature is one of the features that takes big part in using the Canvas Instructure”.

Participant-20 also has the same way

“I think assignment feature is the most important one because it helps students to collect the score to achieve better outcome at the end of the class”

4. What are challenges in using Canvas Instructure?

Researcher found various answers from students related to challenges they faced while using Canvas Instructure in learning English Language Assessment (ELA) course. Therefore, researcher highlights three essential points

4.1. Content Delivery

Several students admitted that they found the difficulty in completing the task given during the class due to several factor. First, they thought that they did not get the comprehensive knowledge of how to submitting the task in the

platform. They often misunderstanding of what the instructor saying. As the result, they could not accomplish the task properly. As Participant-6 said:

“Perhaps, it could be the way how I understand the regulation of how to accomplish the task, the lectures' explanation sometimes confusing. I mean like, misunderstanding about the explanation.”

Second, the students stated that the time given for submitting a task (due) date is somehow so less. Because sometimes there are several course material that a little bit hard to do in the short period of time, but the due date given is so close. As Participant-2 said:

“The lecturer provided limited time and many tasks”

In line with that, Participant-16 said:

“We need some more flexible time to do the assignment”

Thus, researcher notice that the students need more time to do the task or assignment because in the same time they also need to learn and get used to with the platform

4.2. Interface of Canvas

In the Department of English Language Education UIN Ar-Raniry, using a web-based application for education is a new thing. Means that several students may not familiar with the newly-used platform. This lead to the difficulty for students in using the platform significantly. As Participant-18 said

“We have to know more about technology system”

Most of the students stated that that was the first time for them using a web-based application for learning. Therefore it requires the to learn a lot to get used to with the system because you might find the difficulty when firstly using it.

As Participant-27 said

“Might be hard to use for the learning process for the first time”

Moreover, student still confuse how to use the feature of Canvas Instructure properly. Sometimes they do not know the function of certain feature.

As Participant-13 said:

“The challenge is understanding the features of the Canvas”

In line with that, Participant-15 said:

“Having a lot of features make students a bit tired in learning canvas LMS “
Nevertheless, the students try find the solution for themselves. When they do not understand certain feature, they ask other students or someone else to help them get acquainted with Canvas Instructure. As Participant-23 said

“You will need someone to lead you on how to use some features as it might be quite confusing for those who are not used to it. Also, some features are practically hidden except if we really look for it”

4.3.Disadvantage or pitfalls

It is undeniable that using an LMS cannot be separated with an internet connection. Using an LMS needs an adequate internet connection to access the features provided. According to the interview section's data, several students admitted that they were struggling with internet connection while using Canvas

Instructure in learning English Language Assessment (ELA) course. Although the campus provides Wi-Fi for students, sometimes it could not work well because of the limited access in several hotspots. As Participant-17 said:

“Since it is an app, it needs Wi-Fi or mobile data and good signal which is quite challenging for student.”

In line with Respondent-17, Participant-7 said:

“Connection, our campus has poor Wi-Fi connection, even when we have our own internet connection, it sometime didn't work well.”

Internet connection is still a problem. However, students still can complete the task and finished the learning well.

5. Will you suggest your friend to use Canvas Instructure in the future? Why?

Most of the participant answer that they would suggest their friend to use Canvas Instructure. As Participant-15 said:

“Yes, because this platform encourages students more consistency in doing assignment, and also it helps student having more discussion although outside the classroom”

Participant-17 also has the same line

“Of course, yes. I really feel that canvas is such a good way to experiencing a brand-new learning style for the people that maybe feel bored with the usual learning style. So, I think with Canvas, the experience will be different”.

There were only 3 participants that do not have the same opinion toward the willingness to use Canvas Instructure and suggest it to a friend in the future.

C. Discussion

This study highlights the students' satisfaction and challenges faced when learning English Language Assessment (ELA) using Canvas Instructure. The data for this research were collected through questionnaires and interview. The data in this study were collected by distributing questionnaires and interviewing 30 students of The Department of English Language Education of UIN Ar-Raniry who had finished learning ELA. The first research question is related to students' satisfaction with the use of Canvas Instructure in learning ELA. According to the findings of the questionnaire, researcher found the average SUS scores from respondents was 59. This number positioned under the average usability expectation. The score indicated that the *acceptability range* for Canvas Instructure is considered as "marginal low". Then, the *grade* scale is categorized as grade "F", and the *adjective ratings* are "OK". Students scored the Canvas Instructure unsatisfactorily suggesting that they were not satisfied with the use of Canvas Instructure. Nevertheless, Canvas Instructure is still usable and works, but should be improved in various aspects.

Results of this study were in contrast with the result of the research done by Faisant and Green (2017) which examine the usability of Canvas at Bowling Green State University (BGSU). The results of SUS score in this study have shown the average score as many as 75.96. Because the score is above 70, thus, it indicated that Canvas Instructure is highly usable, easy to use and meets the students need. In addition, the use of Canvas Instructure also allows students to engage effectively with their coursework. As the result, students were satisfied

with the use of Canvas Instructure. Nevertheless, Faisant and Green (2017) noted that Canvas Instructure does have some room for improvement. Minor issues should be fixed and training opportunities should be provided that would benefit the students at BGSU.

The second research question is related to the challenges faced by students taken English Language Assessment while using Canvas Instructure. Before going further to the challenges, researcher firstly collect the information about their experience while using Canvas Instructure. Researcher found that 27 of 30 students were have not experience in using the platfrom. Because of that, at the firsttime getting acquainted with Canvas, students felt confuse of how to use certain feature properly. Regarding the challenges faced by the students, the researcher found that most participants agreed that one of the challenges faced was the internet connection which is also considered as the pitfall. This is because using an LMS requires users to have an adequate internet connection. As indicated in question of interview, most students answered they were struggling with internet connection when using it.

The second findings are paralleled with the findings in the study done by Black, Bissessar, and Boolaky (2019). In their study, they found that one of the challenges in attending or joining an online course was the lack of freedom to use the internet in many countries which has exacerbated access and persistence of the students the attend the online class. More recently, the research done by Simarmata and Simarmata (2020) found that internet connection is one of the challenges in learning online. During the COVID-19 pandemic, the learning

process switched to online learning. This situation forced students to be ready with the new regulation and new learning system. Students should have adequate network and it needs budget to install the internet or buy the cellular data. Internet connection issue seems as the common problem while using an LMS, specifically in the developing countries where the availability of facilities and infrastructure are not distributed well in all region. Therefore, with this in mind, universities that offers online class for the students need to embody the principles of agile organization to overcome this issue.

Furthermore, the researcher also found that most students admitted that they were struggling with the interface of Canvas LMS. Several students stated they were unfamiliar with the Canvas Instructure platform. Because of that, it requires them to prepare a lot of thing before getting start with Canvas Instructure. Moreover, they said that they need the support from others who is more skilled to help them use the Canvas Instructure properly. This is due to the lack of experience in using an LMS, considering this is the first time for several students in using an LMS, especially Canvas. Prior knowledge about an LMS is essential. With prior knowledge, users can use the LMS significantly. When a teacher is skilled in technology, the student experience and outcomes will improve (O'Leary, 2016).

In addition, students also struggling with the delivery of the content. Several students stated that the time limitation for submitting task is too short. Because sometimes certain task or assignment given is can not be completed in short period of time due to the level of the difficulty vary one to another. Another

student stated that they often misunderstanding when the instructor explaining about certain procedures in submitting task and how to use the platform properly. Thus, the clear instruction is one of the essential point to consider in order to enhance the students' motivation in an online learning environment. This is also nearly in line with the study conducted by Al-busaidi and Al-shihi (2012). They found that another positive key factor to the satisfaction of LMS in blended learning is the instructor's personal innovativeness. Instructor should be innovative to attract students' attention in using an LMS. Because several students might find difficulties in using an LMS.

According to the result, researcher noted that students were not satisfied toward the use of Canvas Instructure. Their satisfaction influenced by several factor such as the pitfall of internet connection, content delivery, and the interface of Canvas Instructure. However, aside from the advantage and drawback, students admitted that the feature of Canvas Instructure is well integrated and support the learning of ELA and it makes them have the intention to use and recommend the Canvas Instructure in the future.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter draws a conclusion and suggestion for the research based on the findings in the previous chapter.

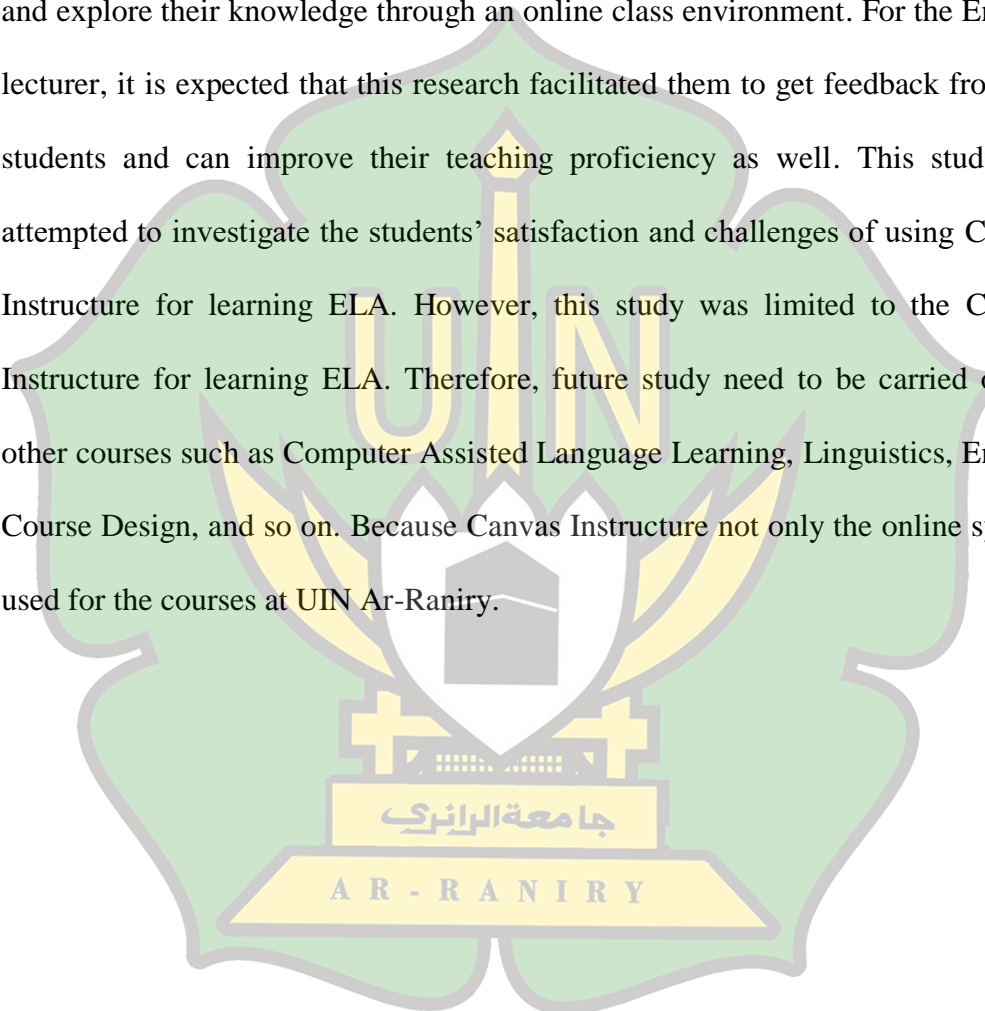
A. Conclusions

This study aimed to know whether the Department of English Language Education's students taking ELA class that using Canvas Instructure satisfied or not and to know the challenges faced by students while using Canvas Instructure. Therefore, researcher concludes that the students were not satisfied with the use of Canvas Instructure in learning English Language Assessment (ELA) course because most of the students thought that feature of Canvas is somehow complicated. This makes them need the support from other students who is more skilled to help them use the Canvas properly.

Furthermore, students faced various challenges when using Canvas Instructure in English Language Assessment (ELA) course. Most of the students stated that struggling with the new web-based platform for learning is a challenge. Because most of them were unfamiliar with the platform which led them to the difficulty to use the system properly and they need to prepare a lot of thing before getting ready to use Canvas Instructure. Also, internet connection is another challenge. Using an online platform requires users to have adequate connection. Internet connection is still a problem, however those issue will not affect the quality of the Canvas Instructure.

B. Recommendation

. This study is unique considering few researchers have done the research in similar fields. The result of this present study is expected to enable The Department of English Language Education students to reflect on their learning, and explore their knowledge through an online class environment. For the English lecturer, it is expected that this research facilitated them to get feedback from the students and can improve their teaching proficiency as well. This study has attempted to investigate the students' satisfaction and challenges of using Canvas Instructure for learning ELA. However, this study was limited to the Canvas Instructure for learning ELA. Therefore, future study need to be carried out to other courses such as Computer Assisted Language Learning, Linguistics, English Course Design, and so on. Because Canvas Instructure not only the online system used for the courses at UIN Ar-Raniry.



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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-3717/UN.08/FTK/KP.07.6/03/2020

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
 b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
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- Menetapkan** :
PERTAMA :
 Menunjuk Saudara:
 1. Dr. Syarwan Ahmad, M. LIS
 2. Dr. Jarjani, S. Ag., S. Si., M. Sc., MA
 Untuk membimbing Skripsi :
 Nama : **Fadhilah Rahmah**
 NIM : **160203052**
 Program Studi : **Pendidikan Bahasa Inggris**
 Judul Skripsi : **Students' Perceived Learning Satisfaction Using Learning Management System of Canvas in English Language Assessment (ELA) Course**
 Sebagai Pembimbing Pertama
 Sebagai Pembimbing Kedua
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2019.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
 Pada Tanggal: 06 Maret 2020

An. Rektor
 Dekan,


Muslim Razali

Pembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.



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UNIVERSITAS ISLAM NEGERI AR-RANIRY
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Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
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Nomor : B-76/Un.08/FTK.1/TL.00/01/2021
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
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Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **FADHILAH RAHMAH / 160203052**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Jln. Mata Ie, Lr. Syukur No.11 A. Lambheu Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul ***Students' Perceived Learning Satisfaction Using Learning Management System of Canvas in English Language Assessment (ELA) Course***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 04 Januari 2021

an. Dekan

Wakil Dekan Bidang Akademik dan
Kelembagaan,



Berlaku sampai : 04 Juni 2021

Dr. M. Chalis, M.Ag.



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FAKULTAS TARBIYAH DAN KEGURUAN
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SURAT KETERANGAN

Nomor: B-25/Un.08/PBI/TL.00/01/2021

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-76/Un.08/FTK.I/TL.00/01/2021 tanggal 04 Januari 2021, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Fadhilah Rahmah
NIM : 160203052
Fak/Prodi : FTK/Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

Students' Perceived Learning Satisfaction Using Learning Management System of Canvas in English Language Assessment (ELA) Course.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 12 Januari 2021

Ketua Prodi Pendidikan Bahasa Inggris,


T. Zulfikar



Title : Students' Perceived Learning Satisfaction Using Learning Management System of Canvas in English Language Assessment (ELA) Course

Research by : Fadhilah Rahmah

System Usability Scale (SUS) Questionnaire

Assalamu'alaikum wr wb

My name is Fadhilah Rahmah students of PBI UIN Ar-Raniry. I am researching about Students' Perceived Learning Satisfaction Using Learning Management System of Canvas in English Language Assessment (ELA) Course. In this occasion, I would like to ask your time to fill-in my questionnaire related to my research. please answer the question below based on your real experience.

This form was designed by John Brooke

Please rate the questionnaire item below with 5 available answers; Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5)

1. I think that I would like to use this Canvas frequently.
2. I found the Canvas unnecessarily complex.
3. I thought Canvas Instructure was easy to use.
4. I think that I would need the support of a technical person to be able to use this LMS.
5. I found the various functions of Canvas were well integrated.
6. I thought there was too much inconsistency in this Canvas.
7. I would imagine that most people would learn to use this LMS very quickly.
8. I found the LMS very cumbersome to use.
9. I felt very confident using the Canvas.
10. I needed to learn a lot of things before I could get going with this LMS.

INTERVIEW PROTOCOL

Project: Students; Perceived Learning Satisfaction Using Learning Management System of Canvas in English Language Assessment (ELA) Course

Time of interview :
 Date :
 Place :
 Interviewer : Fadhilah Rahmah
 Interviewee :
 Position of interviewee : English Language students who had finished learning English language Assessment (ELA) using Canvas Instructure

Interview Questions

1. Have you experienced with Canvas Instructure before? When?
2. How did you perceive about the Canvas Instructure LMS?
3. There are several features provides by Canvas Instructure such as grade, module, assignment, and discussion forum. What is the most important feature of Canvas for you?
4. What are challenges in using Canvas Instructure?
5. Will you suggest your friend to use Canvas Instructure in the future? Why?

Results of Interview

1. Have you experienced with Canvas Instructure before? When?

- Participant 1** : My first time using it is on ELA class
- Participant 2** : Yes I did. The first time was when I enrolled in ELA class
- Participant 3** : Yes, I used it while in class ELA (English Language Assessment) at fifth semester.
- Participant 4** : Yes, I have. At 5th Semester
- Participant 5** : I use canvas on the writing class at the first time, i think it is very difficult because the lecturer not clear when explain the use of the tools in canvas
- Participant 6** : Yes, it was on ELA class
- Participant 7** : I used it when I joined mr.Jarjani's class, it was writing 2 class
- Participant 8** : Yes. When I was in my 2nd semester
- Participant 9** : In Ela class with mr rayus
- Participant 10** : Yup, when I was in semester 3 or 4 in an ELA course
- Participant 11** : No. My first time using this LMS was in ELA class with Mr. Rahmat Yusni
- Participant 12** : Yes, when I joined ELA course.
- Participant 13** : I've used canvas before. my time in semester 5
- Participant 14** : I never used this before, the first time I used it was when I learned ELA.
- Participant 15** : Yes I have, it was in fifth semester.
- Participant 16** : Yes I have, in semester 5th
- Participant 17** : Yes I have. I used it for the first time when I took ELA course
- Participant 18** : I used canvas first at 2018 when I took ELA course.

- Participant 19** : No, in ELA class
- Participant 20** : Yes I have,the first time when I learned ELA
- Participant 21** : Yes, in writing 3 with Mr.Jarjani
- Participant 22** : When I was at fifth semester
- Participant 23** : Yes, i've experienced using canvas before. I begin use them

ever since i took mr. Rahmat yusny class.

- Participant 24** : Yes, it's was in 5 semester
- Participant 25** : I have used canvas for some class such as ela and instructional media class
- Participant 26** : Yes, I have. Since I was on semester three.
- Participant 27** : No. That is my first time
- Participant 28** : Yes, I have. I forgot but I think it's around two years ago.
- Participant 29** : In Mr.Rayus class
- Participant 30** : Yes I do, I used it a year ago.

2. How did you perceive about the Canvas Instructure?

- Participant 1** : Its really help me in learning process
- Participant 2** : Good enough
- Participant 3** : Canvas provide excellent tools and service in assisting me during teaching-learning
- Participant 4** : It was good enough
- Participant 5** : I think after know all the tools in canvas it is quiet enough

to use in daring class

- Participant 6** : That's great, I found many interesting things when using canvas.
- Participant 7** : It is kinda easy to use, but sometimes condition didn't support us to use it, i mean we have some problem when use it, like the lack of connection

- Participant 8** : Not really good. Because for accessing the canvas platform,
it needs strong internet connection
- Participant 9** : Quiet good. Just that we have to really understand all the feature in that canvas
- Participant 10** : I think, it's good. It has a lot of things that can help teaching-learning more effective and efficient in this technology era. The service of the Canvas Instructure is very supported to improve student's learning.
- Participant 11** : I have a very good experience
- Participant 12** : It's quite good. But i have to learn before i use it. It also makes students do homework as soon as possible.
- Participant 13** : in my opinion it is quite complicated, so it makes me less clear
- Participant 14** : Quite complicated.
- Participant 15** : I think it has a good service in every aspect and fortunately
it also can make all users easier
- Participant 16** : I think it was quite complicated for me.
- Participant 17** : It was great. Canvas is smooth and really easy to use even the user is not a tech-savvy.
- Participant 18** : It's great, it provides lot of features.
- Participant 19** : Good
- Participant 20** : I think canvas LSM is very useful
- Participant 21** : At first I get little bit difficult to use it because the fitur is hard to use I don't understand some fitur actually when I to give comment on teacher post I got little bit anxiety to did it wrong because my friends can read what I ve write.
- Participant 22** : I think it was so great application that may help me to learn

English

Participant 23 : It's quite complicated since i were not used to use it before

Participant 24 : It little difficult to people never use, and will be easy to people using it

Participant 25 : It was pretty good and i enjoyed a lot

Participant 26 : It easy to use.

Participant 27 : Good

Participant 28 : It's surprising me. I found the complete system whereabouts help students in learning a lot.

Participant 29 : Great

Participant 30 : I feel satisfied using it.

3. There are several features provides by Canvas Instructure such as grade, material & assignment, and discussion forum. What is the most important feature of Canvas for you?

Participant 1 : Rubric

Participant 2 : The lecturer's coloumn

Participant 3 : Material and assignment.

Participant 4 : Material and assignment.

Participant 5 : All of the feature like embed video, write a long answer in the paragraph, etc

Participant 6 : I think that grading system is the most important feature in

Canvas Instructure due to the fairness of how we will get the point

after submitting the assignment. Late submission will get penalty automaticly, while on time submission will get a good point.

Participant 7 : We can edit our task easily

Participant 8 : Feature showed complete/uncomplete of the subject requirement

- Participant 9** : I think it in the page that show all your score
- Participant 10** : All of feature of canvas is important to me
- Participant 11** : Every feature in Canvas is important
- Participant 12** : Handout or the material provided by our lecturer on the canvas account.
- Participant 13** : the most important feature in my opinion is rubric
- Participant 14** : The way of evaluating it is very important.
- Participant 15** : Collaborative workplace
- Participant 16** : The assment feature is one of the features that takes big part in using the Canvas Instructure.
- Participant 17** : There are a lots. But I really love how canvas permitted the user comments on the other user's work.
- Participant 18** : Im not sure about the important one, because I feel all I need is there.
- Participant 19** : Kalender
- Participant 20** : I think assignment feature is the most important one because it helps students to collect the score to achieve better outcome at the end of the class
- Participant 21** : It shows My score on the questions that I have answered. I feel satisfied when I got the higher score.
- Participant 22** : Rubric
- Participant 23** : In my opinion, calendar is one of the most important features in canvas because it helps to remind me of the tasks that must be done
- Participant 24** : There are many important feature, to teach and learning, as a media one of them as making google form example
- Participant 25** : We are as students able to get or to connect with the material by using internet

- Participant 26** : Easy to see the assignment
- Participant 27** : I think that every features in canvas is important
- Participant 28** : Discussion.
- Participant 29** : all of the features
- Participant 30** : I think the link embedding feature is very important because I do not need to upload large task files.

4. What are challenges in using Canvas Instructure?

- Participant 1** : connection of internet
- Participant 2** : The lecturer provided limited time and many tasks
- Participant 3** : The system and how to operate it.
- Participant 4** : connection of internet
- Participant 5** : Canvas can be very difficult to use if the lecturer can't be a instucture in the class. The lecturer effect the student succes using this LMS
- Participant 6** : Perhaps, it could be the way how I understand the regulation of how to accomplish the task, the lectures' explanation sometimes confusing. I mean like, misunderstanding about the explanation.
- Participant 7** : Connection, out campus have poor wifi connection, even when we have our on internet connection, it sometime didn't work well.
- Participant 8** : Canvas has not good internet access
- Participant 9** : I dont know. I forget about it
- Participant 10** : Signal, you need good signal to use it.
- Participant 11** : Nothing for me. Everything is easy to use, all directions and guides are pretty clear
- Participant 12** : Unfamiliar learning platform. For the first time using canvas i was confused about how to use it. So i have to learn before I use it.

- Participant 13** : The challenge is understanding the features of the canvas
- Participant 14** : Time that made me challenged to collect assignments.
- Participant 15** : Having a lot of features make students a bit tired in learning

Canvas Instructure

- Participant 16** : We need some more flexible time to do the assignment while we have to do in by online. Beside we also have another activity related to our academic before the covid

19

happend. This LMS just need more effort and make it a little bit more complicated.

- Participant 17** : Since it is an app, it needs WiFi or mobile data and good signal which is quite challenging for student.

- Participant 18** : We have to know more about technology system.

- Participant 19** : Lack of exposure

- Participant 20** : when unable to send assignments because the due date has passed

- Participant 21** : A lot of fitur that hard to use and some fitur do not arrange with good arrangement

- Participant 22** : making a rubric for students

- Participant 23** : You will need someone to lead you on how to use some features as it might be quite confusing for those who are

not

used to it. Also, some features are practically hidden except

if we really look for it

- Participant 24** : Maybe data or paket To browser

- Participant 25** : The internet connection

- Participant 26** : First, hard to sign up and last, its hard when to upload the assignment.

- Participant 27** : Might be hard to use for the learning proccess for the first

time

Participant 28 : The challenges are if u forgot the password of your account's canvas, it will be a burden for you bcs the access comes from lecturer (if i don't wrong). The last is u can't submit ur tssk more than deadline date. It's automatically closed.

Participant 29 : bad network

Participant 30 : The challenge is that the link that you put in the assignment is sometimes inaccessible.

5. Will you suggest your friend to use canvas Instructure in the future? Why ?

Participant 1 : yes, because in some aspects this apps is really systematic

Participant 2 : I do not think so because I think everyone has their own argument of canvas

Participant 3 : Of course. Technology become very crucial thing in this era, and I think everybody need to understand every aspect of the technology itself.

Participant 4 : Yes, I will. Because it has lot of benefit to the students and lecturers

Participant 5 : The tools are very complete and simple to use in daring class

Participant 6 : Of course, I will. Using canvas really provides us a lot of new insight of the technology nowadays. It also allows us to learn new interesting information unconsciously.

Participant 7 : I won't suggest it, because it's complicated for some people

Participant 8 : Yes. Canvas provides many features

Participant 9 : Yess. It was very usefull for learning process. Make it easier for the teacher

- Participant 10** : Yes of course, it's very useful.
- Participant 11** : Sure. This LMS is good and easy to use. The guidance and the features are complex and simple
- Participant 12** : Maybe. Depends on them. If they like IT they will be interested in using canvas and the canvas also make them easier in learning the material. But i will not suggest my friends who have lack ability in IT, because it will make them complicated in using it.
- Participant 13** : yes,because canvas is useful for our future to assess student performance
- Participant 14** : Maybe yes, because canvas can make learning effective and easy to understand.
- Participant 15** : Yes, because this platform encourage students more consistency in doing assignment, and also it help student having more discussion although outside the classroom
- Participant 16** : This pandemic really give a bad influence for the academic performance. I think this LMS will become a choice to still make the students understand about their subject. may be, I will suggest them to use this LMS during this covid 19 pandemic.
- Participant 17** : Of course yes. I really feel that canvas is such a good way to experiencing a brand new learning style for the people that maybe feel bored with the usual learning style. So I think with canvas , the experience will be different.

- Participant 18** : Of course yes. Because it provides all what we need during learning process.
- Participant 19** : Yes, many features help us in teaching and learning process
- Participant 20** : maybe yes, because canvas is more flexible and easy to use
- Participant 21** : Canvas is a good web, but I will prefer another app that more easier to use such as edmodo or google classroom
- Participant 22** : Yes. Because it helps everyone to increase their English
- Participant 23** : yes, it might help some people who is in the need of using a new media in learning
- Participant 24** : Yes, because it very useful for teaching and learning as media
- Participant 25** : Yes of course
- Participant 26** : Yes, it easy to use canva. Student easy to see the assignment from the lecturer and also the deadline.
- Participant 27** : Ofcourse. Because it is really helpfull in learning process
- Participant 28** : I think I will. It's caused the complete feature will help learning process. Lets say the students can discuss the task there (open discussion among members), the grade table after examinations, etc.
- Participant 29** : I will, because its easy to use
- Participant 30** : I think I would suggest other people to use it because we are not always able to learn face-to-face, sometimes there are obstacles that force us to learn through internet media.