

**EFL STUDENTS' PERCEPTION IN THE USE OF CANVAS APP**

**THESIS**



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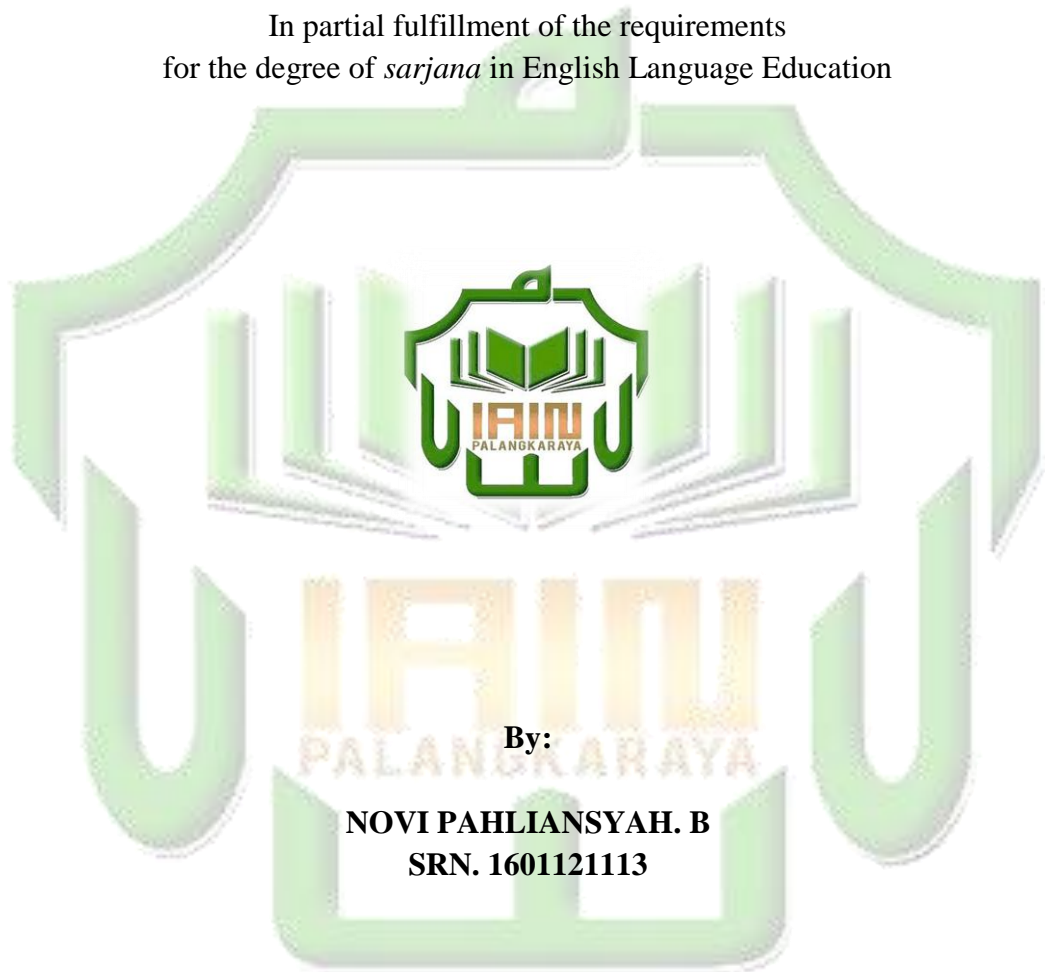
**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA**

**2021 M/1443 H**

**EFL STUDENTS' PERCEPTION IN THE USE OF CANVAS APP**

**THESIS**

Presented to  
State Islamic Institute of Palangka Raya  
In partial fulfillment of the requirements  
for the degree of *sarjana* in English Language Education



**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA  
FACULTY OF TEACHER TRAINING AND EDUCATION  
DEPARTMENT OF LANGUAGE EDUCATION  
STUDY PROGRAM OF ENGLISH EDUCATION  
2021 M/1443**

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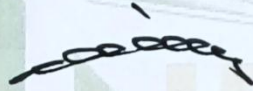
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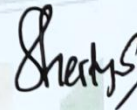
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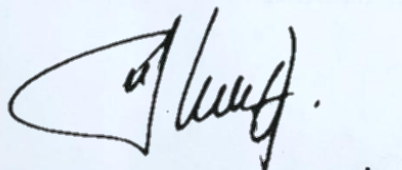


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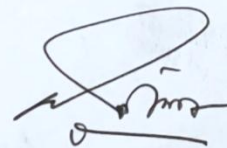
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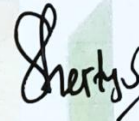
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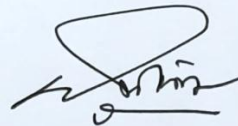
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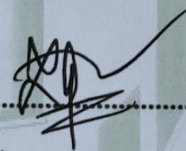
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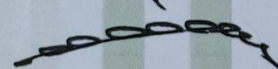
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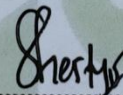
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Demikian atas perhatiannya, diucapkan terima kasih.

*Wassalammu'alaikum Wr. Wb*

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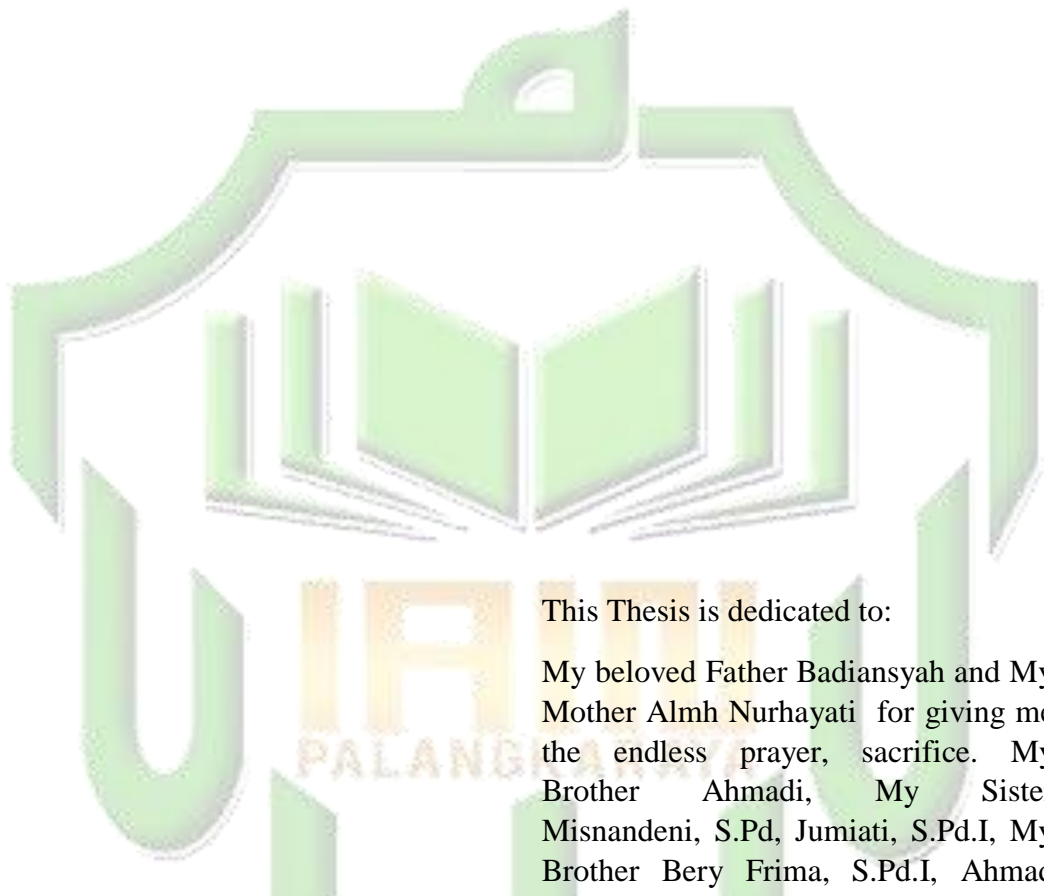
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**MOTTO AND DEDICATION**

“Allah does not burden anyone beyond its capacity “

(Q.S. Al-Baqarah: 286)



This Thesis is dedicated to:

My beloved Father Badiansyah and My Mother Almh Nurhayati for giving me the endless prayer, sacrifice. My Brother Ahmadi, My Sister Misnandeni, S.Pd, Jumiati, S.Pd.I, My Brother Bery Frima, S.Pd.I, Ahmad

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3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

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Yours Faith fully

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## **ABSTRACT**

Pahliansyah. B, Novi. 2021. EFL Students' Perception in the Use of Canvas App. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) M. Zaini Miftah, M.Pd., (II) Hesty Widiastuty.

**Keywords:** *EFL Students, Perception, Canvas App, Autonomous Learning*

In Autonomous learning, Canvas App is one of the ways to learn strategy in learning English. Then, Canvas App is an application-based learning platform that provides and facilitates features in e-learning based learning to create a unique learning experience that is naturally intuitive for students. The researcher want to know the perception of using Canvas App as a media in learning.

The purpose of this study was to investigate EFL students' perception of autonomous learning through the use of Canvas App at IAIN Palangka Raya, and also students' perceptions in terms of improving English language media after studying of autonomous learning with Canvas App and their hopes for their media in learning process.

This study used quantitative method. The design is survey design, using a purposive sampling technique. Data were analyzed with SPSS 18. The population of this research was all of the students who used Canvas App, they are 2017 and 2018 English education study program at IAIN Palangka Raya. Then, there were 3 students as the main speakers in the interview to explain more deeply about the perception of autonomous learning through the use of Canvas App. The researchers used questionnaires and interviews as the instruments of this study.

The main study findings have shown that: (1) most students have positive perceptions with result (71,71%) or "agree" perceived usefulness when autonomous learning with Canvas App. (2) students agree perceived ease to use of Canvas App with result (71,66%). (3) then the result perceived attitude to using Canvas App (73%) or they are absolutely "agree". (4) furthermore, the result based on confidence to used Canvas App (69,5%) or in category is "agree". (5) the next result is perceived freedom of choice and control of using Canvas App (74%). (6) the last result is perceived motivation to Canvas App with (69,87%) or "agree". Then the interview results show support and positive perception when independent learning through the use of Canvas App.

## ABSTRAK

Pahliansyah. B, Novi. 2021. Persepsi Mahasiswa Pembelajar Bahasa Inggris terhadap Penggunaan Aplikasi Canvas. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) M. Zaini Miftah, M.Pd., (II) Hesty Widiastuty.

**Kata Kunci:** *Pembelajar Bahasa Inggris, Persepsi, Aplikasi Canvas, Pembelajaran Mandiri*

Dalam pembelajaran mandiri, Aplikasi Canvas merupakan salah satu strategi dalam belajar Bahasa Inggris. Maka, Canvas adalah media pembelajaran berbasis aplikasi yang menyediakan fitur-fitur dalam pembelajaran berbasis online untuk menciptakan pengalaman belajar yang unik secara alami intuitif bagi mahasiswa. Peneliti ingin mengetahui persepsi dari penggunaan Aplikasi Canvas sebagai salah satu media dalam belajar.

Tujuan dari penelitian ini adalah untuk mengetahui persepsi mahasiswa pembelajar Bahasa Inggris terhadap pembelajaran mandiri melalui penggunaan Aplikasi Canvas di IAIN Palangka Raya, serta persepsi mahasiswa dalam hal peningkatan media Bahasa Inggris setelah mempelajari pembelajaran mandiri dengan Aplikasi Canvas dan harapan mereka untuk media dalam proses pembelajaran.

Penelitian ini menggunakan metode kuantitatif. Bentuk penelitian ini adalah survei, dalam pengumpulan datanya dengan teknik purposive sampling. Data dianalisis dengan SPSS 18. Populasi dalam penelitian ini adalah seluruh mahasiswa yang menggunakan Aplikasi Canvas, yaitu mahasiswa pendidikan Bahasa Inggris tahun 2017 dan 2018 di IAIN Palangka Raya. Kemudian 3 mahasiswa sebagai pembicara utama dalam wawancara untuk menjelaskan lebih dalam tentang persepsi mereka tentang belajar mandiri melalui penggunaan Aplikasi Canvas. Peneliti menggunakan kuesioner dan wawancara sebagai instrumen dalam penelitian ini.

Temuan penelitian utama menunjukkan bahwa: (1) sebagian besar mahasiswa memiliki persepsi positif dengan hasil (71,71%) atau "setuju" merasakan manfaat ketika pembelajaran mandiri dengan Aplikasi Canvas. (2) siswa setuju berdasarkan kemudahan penggunaan Aplikasi Canvas dengan hasil (71,66%). (3) maka hasil persepsi berdasarkan sikap mereka terhadap penggunaan Canvas App (73%) atau mereka setuju. (4) selanjutnya hasil berdasarkan kepercayaan menggunakan Aplikasi Canvas (69,5%) atau dalam kategori "setuju". (5) hasil selanjutnya adalah persepsi kebebasan memilih dan kontrol menggunakan Aplikasi Canvas (74%). (6) hasil terakhir adalah persepsi berdasarkan motivasi terhadap Aplikasi Canvas dengan (69,87%) atau "setuju". Kemudian hasil wawancara menunjukkan dukungan dan persepsi positif saat belajar mandiri melalui penggunaan Aplikasi Canvas.



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Finally, the researcher realized that this thesis could not be perfect. There were many mistakes and errors. Therefore, the researcher really allows the readers to give critics and suggestions for this graduating paper in order to be better. The researcher hopes this paper will be useful for the readers in general.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.



Palangka Raya, October 15<sup>th</sup> 2021  
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## TABLE OF CONTENT

COVER.....	i
COVER (Second Page).....	ii
ADVISOR APPROVAL.....	iii
PERSETUJUAN PEMBIMBING.....	iv
THESIS APPROVAL.....	v
OFFICIAL NOTA.....	vi
NOTA DINAS.....	vii
MOTTO AND DEDICATIONS.....	viii
DECLARATION OF AUTHORSHIP.....	ix
ABSTRACT.....	x
ABSTRAK.....	xi
ACKNOWLEDGEMENTS.....	xii
TABLE OF CONTENT.....	xiv
LIST OF TABLE.....	xvi
LIST OF APPENDICES.....	xvii
LIST OF ABBREVIATIONS.....	xviii
<b>CHAPTER I INTRODUCTION .....</b>	<b>1</b>
A. Background of the Study .....	1
B. Research Problem .....	4
C. Objective of the Study .....	4
D. Assumption of the Study .....	4
E. Scope and Limitation of the Study.....	4
F. Significant of the Study.....	5
G. Definition of Key Terms.....	6
<b>CHAPTER II REVIEW OF LITERATURE.....</b>	<b>8</b>
A. Related Studies .....	8
B. EFL Students.....	12
C. Perception .....	13
D. Canvas App.....	14
E. Autonomous Learning.....	17



<b>CHAPTER III RESEARCH METHOD.....</b>	<b>21</b>
A. Research Design .....	21
B. Population and Sample .....	22
1. Population .....	22
2. Sample.....	23
C. Research Instrument .....	23
1. Research Instrument Development.....	23
a. Questionnaire .....	23
b. Interview .....	25
c. Documentation.....	26
2. Instrument Validity.....	26
D. Data Collecting Procedure.....	28
E. Data Analysis Procedure .....	29
F. Data Displayed .....	31
G. Data Conclusion .....	32
<b>CHAPTER IV RESEARCH FINDING AND DISCUSSION.....</b>	<b>33</b>
A. Data Presentation.....	33
B. Research Finding .....	40
C. Discussion.....	61
<b>CHAPTER V CONCLUSION AND SUGGESTION.....</b>	<b>66</b>
A. Conclusion .....	66
B. Suggestion.....	67
<b>REFERENCES</b>	
<b>APPENDICES</b>	

## LIST OF TABLES

1. Table 3.1. Number of Population.....	22
2. Table 3.2. Number of Likert Scale.....	24
3. Table 3.3. items Specification.....	24
4. Table 3.4. Item Specification of Interview.....	26
5. Table 3.5. Category of Measurement of Students' Perception .....	31
6. Table 4.1. Result of Questionnaire.....	33
7. Table 4.2. Result of Questionnaire.....	40
8. Table 4.3. final Result of Analysis Students' Perception.....	45
9. Table 4.4. Result of Students' Perceived Usefulness of Canvas App.....	47
10. Table 4.5. Result of Students' Perceived Ease to Use of Canvas App .....	50
11. Table 4.6. Result of Students' Perceived Attitude of Canvas App .....	52
12. Table 4.7. Result of Students' Perceived Confidence of Canvas App.....	54
13. Table 4.8. Result of Students' Perceived Freedom of Choice and Control of Canvas App .....	56
14. Table 4.9. Result of Students' Perceived Motivation to Canvas App.....	58

## **LIST OF APPENDICES**

1. Research schedule
2. Questionnaire
3. The result of questionnaire (sample)
4. Interview guideline
5. The result of interview (sample)
6. Documentation
7. Research decrees
8. Curriculum vitae





## LIST OF ABBREVIATION

EFL	: English as a Foreign Language
APP	: Application
HTML	: Hypertext Markup Language
SPSS	: Statistical Package for the Social Science
SD	: Strongly Disagree
D	: Disagree
U	: Unsure
SA	: Strongly Agree
A	: Agree
MOOCs	: Massive Open Online Course
TAM	: Technology Acceptance Model
IAIN	: Institut Agama Islam Negeri

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Nowadays, the significance of English cannot be denied and disregarded since English is the most prominent common dialect talked all around. With the assistance of rising innovation, English has been playing the most portion in a few sectors including medicine, building, and instruction, etc. English may be an imperative dialect for all sorts of proficient and individual objectives (Nishanthi, 2018, p. 871).

Ahmadi (2018) expressed technology has continuously been a critical portion of the educating and learning environment of late. It is a basic portion of the teachers' calling through which they can utilize it to encourage learners' learning. With technology being a sector of our conventional lives, it is time to reexamine the thought of coordination development into the instructive programs and point to embed advancement into teaching to back the learning plan. That is to say, technology gets to be an imperative sector of learning inclusion and a critical issue for educates supported the see that tongue guideline procedure has been changed due to technology. Through utilizing technology, learners can control their learning handle and have to get too much data over which their instructors cannot control. Technology has a critical part in advancing exercises for learners and features a critical impact on teachers' educating strategies.

In learning English, the learning management system is one of the ways to learn strategy. The proposed teaching and learning advantages of the learning management system include increased students' access to information, increased interactivity between student and teacher, improved collaborative efforts, and building self-confidence (Cheng, 2011; Lonn & Teasley, 2009; Wei, Peng, & Chou, 2014). In other words, the learning management system becomes another interface between teacher and learner (Walker, et al., 2016).

Canvas is an application-based learning platform that provides and facilitates features in e-learning based learning to create a unique learning experience that is naturally intuitive for students. the advantage of Canvas is being able to integrate learning content from students. Instructors can integrate template and class material through internal applications ranging from assignments, homework, and examinations (Ayunara, 2019). And the disadvantages of Canvas are that direct interaction between teachers and students will be reduced and students who do not have high learning motivation will tend to experience difficulties in online learning (Sugiarto, 2017).

In this study, perception becomes one of the tools of consideration or evaluation of someone's personality that is owned by others. In education, students' perceptions become important things that must be known especially in students' perceptions of autonomous learning through the use of Canvas App.



Based on the above the researcher wants to know about their perception of using Canvas as a tool in learning online classes and wants to know the effectiveness of Canvas as a learning management system. The researcher believes that the application of technology as Canvas helps learners learn based on their interests. It also satisfies both the visual and auditory senses of the learners. Technology assists learners in adjusting their learning process and they could have access to a lot of information that their teachers are not able to provide. In this paper, the researcher would made a research about “ EFL Students’ Perception in the Use of Canvas App at IAIN Palangka Raya”.

This research would be discuss the importance of studying the impact cause or advantages of using Canvas as a learning medium. which Canvas is used by lecturers to facilitate students in terms of learning activities. Which media have used in the fifth and seventh semesters. Based on pre-observations of some English students at IAIN Palangka Raya who have used Canvas as a learning medium, researchers found that Canvas had a positive impact on the learning system. All these effects would be measure through a questionnaire given to each student who has used Canvas as their medium in learning.

Besides, this research would help the campus to find out students' perceptions regarding autonomous learning with Canvas App by lecturers in learning and also as a basis for developing research for other researchers in the future.

## **B. Research Problem**

The research problem in this study is what are the EFL students' perceptions in the use of Canvas App at IAIN Palangka Raya?

## **C. The objective of the Study**

Based on the research problem above, the objective of the study is to investigate the EFL students' perception in the use of Canvas App at IAIN Palangka Raya.”

## **D. Assumption of the Study**

The assumption of this study is the use of Canvas as a learning management system gives more advantages to a student in learning English on the English Education Study Program at IAIN Palangka Raya.

## **E. Scope and Limitation of the Study**

Based on the background of the study, the study makes scope and limitation focus on the EFL students' perception of autonomous learning through the use of Canvas as a learning tool in the academic year 2017 and 2018. This study focuses on the students English education study program at IAIN Palangka Raya in the academic year 2017 and academic year 2018 during they are autonomous learning through the use of Canvas as a tool in teaching and learning class.

## **F. Significant of the Study**

This study is expected to give both positive theoretical and practical significance as follows :

### **1. Theoretical significance**

This study gives a real description of the students' perception of autonomous learning through the use of Canvas App in improving learning class as a learning management system for EFL Students at IAIN Palangka Raya. A Canvas App provides many ways to engage students inside and outside of class with online discussions, group projects, and quizzes for mastery. Students can submit several types of assignments including images, text, audio, and video. Canvas facilitates online and on-screen grading and annotating of assignment submissions. Canvas also allows for the easy integration of video from various sources in many tools including assignments, announcements, discussions, quizzes, and many others.

### **2. Practical significance**

#### **a. For English Lecturer**

The researcher hopes that this study can inspire an English lecturer to conduct further researches about students' perceptions or other topics related to autonomous learning to enrich the existing study.

#### **b. For Students**

Students who learn English subjects will find it easy with Canvas learning media. Students can provide clearer perceptions about teachers

who use Canvas media, so they can provide negative and positive perceptions about Canvas.

c. For Researcher

This study will provide a media English teacher with a clear description of autonomous learning through the use of Canvas App media, especially how the students perceive and interpret the materials given. Hopefully, after knowing the result of this research, the teacher will be improving their media in learning.

## **G. Definition of Key Term**

### **1. *EFL Students***

EFL or English Foreign Language students are students whose language is not English. Students who learn English from non-native speakers living in a non-English oral environment. In this study, EFL students consist of 107 students of English Education Study Program in the fifth and seventh-semester students at IAIN Palangka Raya who used Canvas as a learning medium.

### **2. *Perception***

The perception here is the opinion of students from IAIN Palangka Raya who have used Canvas as a learning medium of autonomous learning. This opinion is was used to measure how much benefit or impact caused by Canvas App.

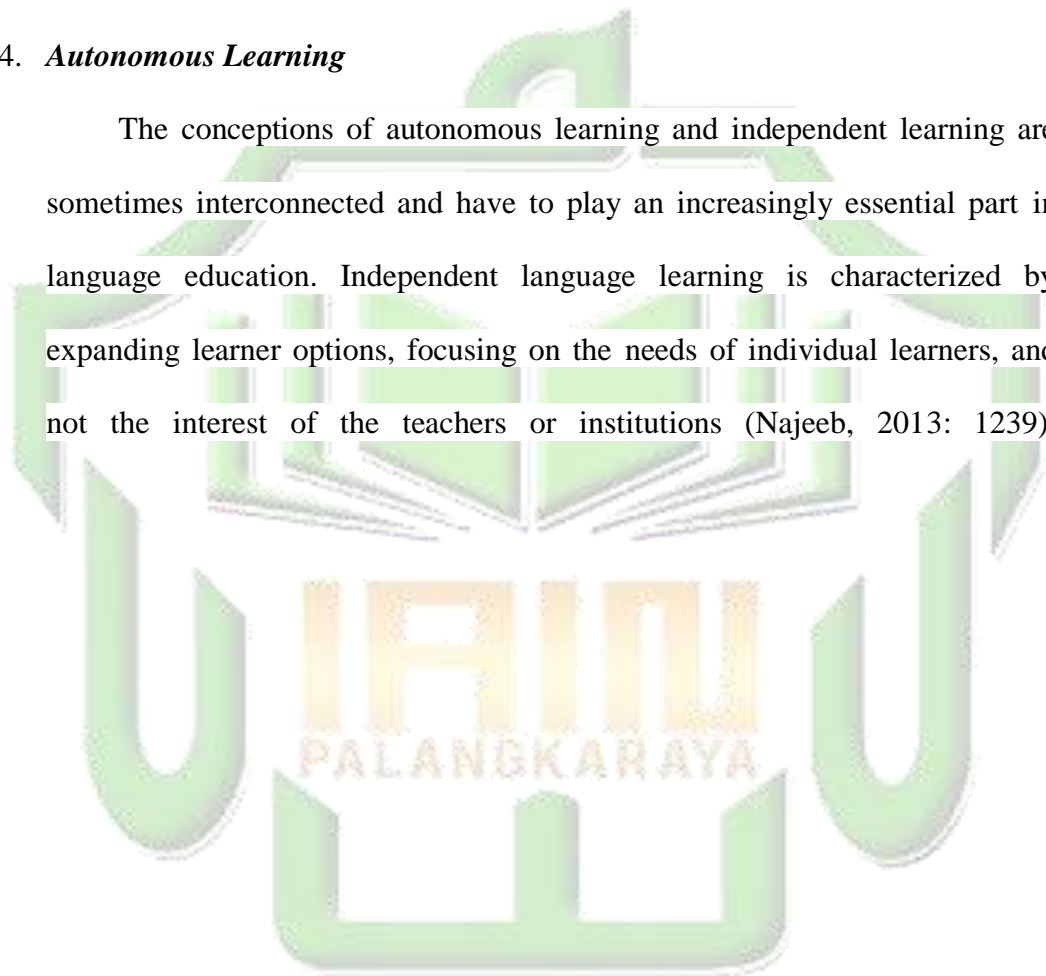


### 3. *Canvas App*

Canvas App is the learning management system, that allows teachers to take their teaching and resources online. It can be used to deliver course materials and assessments, support instructor-student and student-to-student interaction and feedback, and grade work.

### 4. *Autonomous Learning*

The conceptions of autonomous learning and independent learning are sometimes interconnected and have to play an increasingly essential part in language education. Independent language learning is characterized by expanding learner options, focusing on the needs of individual learners, and not the interest of the teachers or institutions (Najeeb, 2013: 1239).



## CHAPTER II

### REVIEW OF LITERATURE

In this chapter, the researcher discusses some related studies to support the research. And the research related to EFL Students, Perception, Canvas App, and Autonomous Learning.

#### A. Related Studies

Some studies about autonomous learning had been conducted. The researcher had taken some previous studies as the comparison and guidance of this research. The first study was conducted by Najeeb (2013). Based on this study, independence and autonomy can be encouraged by giving the learners tools for success in their further. Learners need to be able to be aware of and understand their learning styles and to use these to their advantage. At the same time, they should be willing to adapt to a more autonomous method of learning. As they gain confidence they will be more able to monitor their learning which will in turn make them confident and give them a sense of achievement.

The second study was regarding by Chris N. Wenger (2019). This research was to examine the relationship between Canvas use and student satisfaction in Face to Face courses at Colorado Mountain College. A student's experience within a course, including the use of a Learning Management System (LMS), influences their course satisfaction and impacts their decision to persist. The third study is also supported by Sofi Wulandari (2019). Based on the result of the study the students were aware of the use of Canvas. The first data clarified perceived

usefulness. The data revealed that students believe Canvas can improve learning productivity. They think it can enhance the effectiveness of their study activities. Students also declared Canvas be able to improve the quality of assignments and enable them to complete their study tasks more quickly. It makes it easier to learn English. They learn new vocabulary and correct pronunciation of English words from Canvas.

The fourth study was also supported by Shams (2013). This present study is an investigation of how Iranian advanced EFL learners improved in their autonomy level and vocabulary knowledge by attending a Hybrid Learning (HL) vocabulary course. While the results of the findings, the learners' autonomy level, and vocabulary knowledge increased after attending this Hybrid Learning (HL) course. The fifth study is also supported by Phillip (2014). In this study found the course was effective in training them to use the Canvas learning management system. While the results of the exit survey support this assertion, only four of six participants graduated with an eighty percent or higher on their final score.

The sixth study was also supported by Tsai (2019). In this study, This study investigated the effects of the flipped classroom model on EFL learner autonomy in a content-based instructional context. The comparison between the pre-and post-questionnaire on perceived learner autonomy showed no difference between the groups before instruction; however, significant statistical differences were found between the groups following instruction, especially in the constructs of learner autonomous strategy, learner behavior, and learner confidence. The examination of e-journals revealed that learner autonomy had been improved in

terms of strategy use, behavior, interaction with the materials, the use of social resources, and self-management of learning.

The seventh study is also supported by Dewi (2018). In this study to evaluate students' learning achievement through Canvas as learning media based blended learning at University of Riau Kepulauan, Batam Indonesia. This research applied a quasi-experimental method. The result showed students' achievement use Canvas based blended learning was increased. Then, the eighth study is also supported by Ding & Shen (2019). This study complemented this line of research via a qualitative investigation of a group of Chinese EFL learners in an English language Massive Open Online Courses (MOOCs). The results showed that the learners exhibited individual and dimensional variation in the extent to which they exercised autonomy. Participants were also observed to have adopted a variety of metacognitive strategies, motivation control strategies, and emotion control strategies to regulate their learning. The findings highlight the complexity of learner autonomy as displayed in the new learning interface as well as the potential of language MOOCs for fostering learner autonomy.

The ninth study was also supported by Janice et al (2018). In this study finding is consistent with earlier evaluations. Overall satisfaction with Canvas has increased over time among both faculty and students. Instructors are using Canvas primarily for course management and administration, and report that the Learning Management System (LMS) works well for these purposes. The more experience instructors have with Canvas, the more likely they are to expand their use of the tool beyond course management alone. Some instructors still experience



Canvas as a poor fit with their desired teaching practices, particularly in regard to structuring/capturing interactions among students, and between students and course material.

The last study was also supported by Almusharraf (2018). In this study, an examination of the research literature suggests that no attempt has been made to examine learner autonomy development within female university-level English as a Foreign Language (EFL) students in the Kingdom of Saudi Arabia. This is a qualitative case study that aims to explore learner autonomy in vocabulary development. The results showed that teachers are cognizant of the concept of learner autonomy. However, they are not all certain of the benefits of autonomous vocabulary learning. This study reveals how six adult learners' levels of autonomy are highly influenced by their teachers' practices. This study draws out suggestions for English language teachers who promote learner autonomy theory and practice. It also offers specific guidance, models, and adapted learning approaches of how to promote autonomy inside the classroom.

The similarities of this study discussed the use of Autonomous learning in teaching-learning with Canvas App. The difference between the researcher's research is the subject of the study that would be conduct on English students at IAIN Palangka Raya to investigated the students' perception of autonomous learning through the use of Canvas App.

## **B. EFL Students**

EFL or English Foreign Language students are students whose language is not English. Students who learn English from non-native speakers living in a non-English oral environment.

EFL is an abbreviation for “English as a Foreign Language”. This is mainly used to talk about students (whose first language is not English) learning English while living in their own country (EnglishClub.com). English as a Foreign Language (EFL) students typically takes place in a foreign country, usually with students from the same country. EFL student is where students learn English in a country where English is not the native language. For example, a Chinese student learning English in China will fall under this category (William, 2013, p. 2).

EFL students usually all be from the same country. They have the same culture and make similar mistakes in the target language. Therefore, that mistakes can be rectified by the teacher as a whole rather than individually with the ESL learner. An EFL student is far more likely to be learning the language for academic purposes and the emphasis of teaching be different. EFL is usually learned in an environment where the language of the community and the school is not English. EFL teachers have the difficult task of finding access to and providing English models for their students (Maria, 2006).

EFL students are students who learn English as a second language from their mother tongue. EFL students are students used for non-native English speakers learning

English in a country where English is not commonly spoken. So, EFL students use English by speakers with different native languages.

### **C. Perception**

Perception is the organization, identification, and interpretation of sensory information to represent and understand the presented information or the environment. Perception is arguments, opinions, or statements of people about something that happened. Perception is a process by which individuals organize and interpret their sensory perceives to give meaning to their environment.

Perception is the process by which organisms interpret and organize sensations to produce a meaningful experience of the world. Sensation usually refers to immediate, relativity on the processed result of in the eyes, ears, nose, tongue, or skin (Ary, 2010, p. 48).

Perception is defined as the conscious act of a person's environment through physical sensation, which demonstrates the ability of individuals to understand. Meanwhile, in the opinion of experts, “the perception is defined following the opinions and views of someone” (Unumeri, 2009: p.18) in (Wulandari, 2019). briefly, Students’ Perception is the opinions and views of the students about something.

It could be concluded that perception cannot be done in a vacuum; it depends on some background information that will think out a reaction. Perception may be energized by both the present and experience, the individual attitude at a particular moment, the physical state of the sense organ, the human

interest, the level of interest, and the interpretation of the perception (Diwura and Tayo, 2007: p. 166).

Students' perceptions are students' points of view toward something that happened in the learning process class and produced it with suggestions or arguments for teachers or classmates to improve their learning process (Shidu, 2003: p. 15) in (Wulandari, 2019: p. 24).

#### **D. Canvas App**

Canvas App is one of the applications which integrate and retain skills. Canvas is a cloud-based Learning Management System that can design courses in less time and have a greater impact on the students learning experience. It allows students and instructors to engage with each other in environments students are familiar with. Canvas can be used to deliver course materials and assessments, support instructor-students, and students to student interaction and feedback, and grade work (Sicco, 2014) cited in (Wulandari, 2019).

Canvas App can help instructors introduce the course; it also can be used for students to introduce themselves to the instructor, valuable for learning names (Cooper, et al, 2017) cited in (Wulandari, 2019). Instructions can range from a text-based personal bio to a pre-recorded video upload. In most cases, these introductions should be posted to a discussion topic. Instructors must allow them to attach a file to their discussion post (Digital Teaching & Learning, Brown University USA).

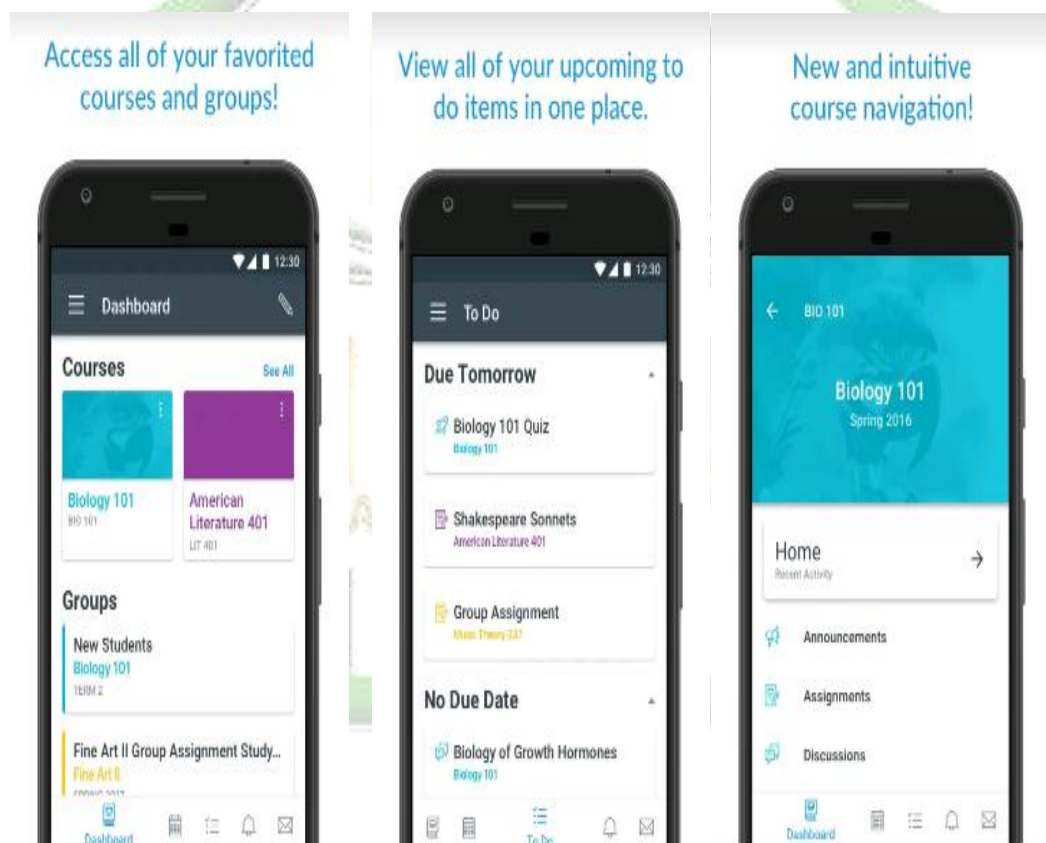


Canvas App provides the teachers to create learning modules. The features offer allows users to create visually stimulating learning modules within the course itself, as an instructional designer. The teacher can embed the materials. Youtube videos, web pages, and other web objects can be embedded easily by clicking on the HTML option in the post. This allows the users (teachers) to add interactive features to the course as well as provide students with course materials from external links within the course. Canvas provides a group feature, the teachers can set up pages for groups to allow for enhanced collaboration for a group project. In this space, students can share files, communicating via private discussion boards or charts, and collaborate effectively as a group via distance (Cleveland, 2015) in (Wulandari, 2019).

The use of Canvas has a positive impact on teaching and learning. Over half of the instructors reported making a change in their teaching practices as a result of using Canvas and found that this change had a positive effect in their classroom. Students reported being more engaged in their courses and better able to track their progress and manage assignments and noted that the opportunity to review course materials or practice exams added to their learning. Students reported little need for support with Canvas, but their feedback suggested faculty members could use expert advice on instructional design. Instructors most frequently turn to a colleague or documentation for support, however, and utilize far less often consultations with the Canvas support team or workshops on Canvas where they would be more likely to receive this type of advice.

Generally, in this study satisfaction with Canvas is high, though survey results also indicate that IT needs to continue to work with instructional support staff to help faculty expand and deepen their use of features in Canvas to increase engagement and maximize efficiency. Focusing on transforming how training is delivered, and exploring how central support services could work in concert with departmental support, will be important aspects of supporting Canvas use moving forward.

The picture of Canvas



## **E. Autonomous Learning**

Learner autonomy also owes much to constructivism, as learners center on ways in which they can oversee their possess learning (Reinders, 2010). The common theory of constructivism recommends that how learners build information comes from giving meaning to their experiences. As Liu (2015) states, developing learner autonomy is a slow and long-term process. Constructivism relates to autonomy as students ought to effectively be empowered to require the activity in their possess learning, but the new information that they accomplish will be connected to what is as of now recognizable to them (Halabi, 2018: p. 36).

Autonomy is the capacity of people to have control over their own lives as individuals, and within the specific context of learning, autonomy refers to the individual learner's organize over the learning process inside and outside the classroom. Autonomy in language learning socially intercedes, constituted conjointly obliged, and is best created in settings that energize interdependency and collaboration between learners (Al-Sadi, 2015: p. 44).

According to Benson (2006), autonomy in language learning indicates control and decision-making as regards language acquisition, including the various methods and techniques used to attain the preferred language. In short, Benson advocates that an adequate description of autonomy must recognize three levels at which learner control may be exercised, they are (1) learning situation: the act of learning a language outside an institution and without the supervision of

the teacher, (2) learning management: the control over the processes and content of learning in individual learning and the institutional context, and (3) cognitive processes: the attitudes and abilities that enable learners to take responsibility for their learning (Chia, 2007).

The conceptions of autonomous learning and independent learning are sometimes interconnected and have to play an increasingly essential part in language education. An autonomous learner can take part in classroom learning as well as learn in a self-directed learning mode (Hsieh, 2010: p. 12). Independent language learning is characterized by expanding learner options, focusing on the needs of individual learners, not the interest of the teachers or institutions (Najeeb, 2013: p. 1239).

The learners' role in an autonomous environment is not that of a passive recipient of information by assuming responsibility for their learning. They control their learning process and progress; it can impact the increasing knowledge and level of competence, besides, the teachers' role-plays as a facilitator and counselor. The teachers' role is to help learners by exposing them to the language and providing opportunities to practice.

#### 1. The Technology Acceptance Model (TAM)

The Technology Acceptance Model (TAM) has received great respect in the information technology and information systems literature (Davis, 1989; Davis, Bagozzi, and Warsaw, 1989). The key purpose of TAM is to trace the impact of external variables on internal beliefs, attitudes, and

intentions. The TAM focuses on information system use. The Technology Acceptance Model (TAM) suggests that when users are presented with a new software package, several factors influence their decision about how and when they will use it, notably:

Perceived usefulness (PU) - This was defined as "the degree to which a person believes that using a particular system would enhance his or her job performance" (Davis, Bagozzi, and Warsaw, 1989, p.320)". Perceived ease-of-use (PEOU) was defined as "the degree to which a person believes that using a particular system would be free from effort" (Davis, Bagozzi, and Warsaw, 1989, p.320).

These factors play a crucial role in understanding individual responses to information technology (Agarwal and Karahanna, 2000; Chau, 2001; Hong, Thong, Wong, and Tam, 2001). Research over the past decade provides evidence of the significant effect perceived ease of use has on usage intention (Agarwal and Prasad, 1999; Venkatesh, 2000; Venkatesh and Davis, 2000).

According to TAM, Usefulness (U) and Ease of Use (EOU) have a significant impact on a user's attitude (A) toward using a system (i.e. the feelings of favorableness or unfavorableness toward the system). Behavioral Intentions to use a system (BI) are modeled as a function of A and U. BI then determines actual use. Research has consistently shown that BI is the strongest predictor of actual use (Davis, Bagozzi, and Warsaw, 1989).



## 2. Learner Autonomy Factor

Learner autonomy encompasses confidence, motivation, then choice and control. Autonomy is often related to out-of-class learning which refers to the efforts made by learners to take classroom-based language courses and find another platform for language learning and practices outside class. Furthermore, autonomy also refers to situations where learners carry out language learning with little or no assist from teachers (Benson, 2006). Also, Dickinson (1987) defined autonomy as “the situation in which the learner is responsible for all of the decisions concerned with his learning and the implementation of those decisions”.

The relation between technology and learner autonomy has recently been in the scope of some researchers. Reinders and White state that the use of technology for learning often requires a degree of autonomy, but also the understanding of technology is changing our understanding of learner autonomy (Reinders & White, 2016, p.143).



## CHAPTER III

### RESEARCH METHOD

In this chapter, the researcher would discuss the research design and approach which used in the study included research design, population and sample, research instrument, data collection procedure, and data analysis procedure.

#### A. Research Design

The design of this study used a survey because the researcher was investigated the students' perception of autonomous learning through the use of Canvas App in EFL Classes at IAIN Palangka Raya. The researcher used of quantitative approach because based on the survey research the problem of the study may answer by a quantitative approach. According to Cresswell (2014), a survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. From sample results, the researcher generalizes or draws inferences to the population.

By the statements above, the researcher concludes that survey research is a process of collecting information about the respondents of the population. In this study, the researcher also does not control the independent variable as non-experimental research. Therefore the researcher was used the quantitative method and survey as a design to measure the students' perception of autonomous learning through the use of Canvas App in EFL classes at IAIN Palangka Raya.

## B. Population and Sample

### 1. Population

Based on Ary (2002, p. 56), a population is defined as all members of any well-defined class of people, events, or objects. That means that a population is the total of cases that conform to some designed specifications, which could be people, events, or things of interest to the researcher. The population of this research was chosen for all the students English education study programs fifth-semester and seventh-semester because all of them used Canvas as a medium in learning at IAIN Palangka Raya.

**Table 3.1 Number of Population**

Semester	Class	Subject	Total student
Fifth semester	Class A	Teaching English as a Foreign Language	35
	Class B	Speaking for Group Activities	34
Seventh semester	Class B	Cross-Cultural Understanding	22
	Class C	Scientific Writing	16
<b>Total</b>			<b>107</b>

## **2. Sample**

The sample is a part of the population. According to Ary, a sample is a group selected from the population for observation in a study (Ary, 2010 p. 649). The purposive sampling technique was used to gather the samples of this study. Based on Arikunto (2010 p. 183), the purposive sampling technique is the method of selecting a sample by taking a subject that is not based on the level or region but is taken based on a particular reason. The samples of this study were taken from the total population of the fifth and seventh semester students of English Education who learned by using Canvas App at IAIN Palangka Raya.

The data would gather from the fifth and seventh semesters, the way to gather the sample used purposive sampling that includes the criteria :

- a. English education student of IAIN Palangka Raya
- b. Students who learned by using Canvas App academic years 2017/2018

## **C. Research Instrument**

### **1. Research Instrument Development**

#### **a. Questionnaire**

Arikunto (2006) states that the questionnaire is a list of questions given to others who are willing to respond by user request. The questionnaire was adopted from Sofi Wulandari (2019) to conduct find out the students' perception of autonomous learning by using Canvas as a learning management system.



This study was used an open-ended questionnaire to measure students' perception of Canvas App. This questionnaire would help students to express their perception and help the researcher help to know the data about students' perception with autonomous learning by using Canvas App. According to Ary (2010) said that the various agree-disagree responses would assign a numeric value, and the total scale score is finding by summing the numeric responses would give to each item. This total score assesses the individual's student beliefs and perception toward the Canvas App in learning, so by the questionnaire the researcher could measure the students' perception toward Canvas App in learning.

The instruments ask respondents to see the response of students' beliefs and perceive learning using Canvas App. The questionnaire is constructed in the form of the five Likert-type scales.

**Table 3.2 Number of Likert Scale**

No	Scales	Scores
1	Strongly Disagree (SD)	1
2	Disagree (D)	2
3	Unsure (U)	3
4	Agree (A)	4
5	Strongly Agree (SA)	5

**Table 3.3 Items Specification of Questionnaire**

No	Indicators	Numbers
1.	Technology Acceptance Model (TAM) a. Perceived usefulness. b. Perceived ease to use. c. Attitude toward the use of Canvas in English language learning.	1-7 8-10 11-12

2.	Learner Autonomy Factor a. Confidence b. Freedom of Choice & Control c. Motivation	13-14 15-16 17-24
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### **b. Interview**

In this study, an interview also becomes an important technique to collect the data, because this study needs to support answering the students' perception of autonomous learning through the use of Canvas App in EFL classes at IAIN Palangka Raya. According to Ary et. all (2010), an interview may provide information that cannot be obtained through observation, or it can be used to verify observations.

According to Burn cited in Pratiwi (2013) states the advantages of this type of interview are enabling the interview's as well as the interview's perspective to inform the research agenda, and therefore give rise to an equal balance in the research relationship. The interview was used to answer the problems of this study. The researcher conducts online interviews with participants involving unstructured and generally open-ended questions that are few and intend to elicit views and opinions from the participant.

For supporting the questionnaire data that would get from the students, the researcher ask some interview questions to support the data. There are six questions interview that asked the researcher to students. The item specification could be seen in Table 3.4 :

**Table 3.4 Items Specification of Interview**

No	Indicators	Numbers
1	Technology Acceptance Model (TAM)	25-27
2	Learner Autonomy Factor	28-30

### c. Documentation

According to Arikunto (2002) states that documentation is a search of data about things of a variable through notes, transcripts, books, news, paper, magazine, and so on. The technique will collect some documents related to the subject of the research to get the completeness of the data. This technique supports the data through documents or orally that are connected to this study. Some of the data in this study are photos, a list of names samples, and the result of the questionnaire which has been answered by students.

## 2. Instrument Validity

Sugiyono (2014) has expressed a similar view validity instrument it means the instrument that used to get the data (measure) is valid. Valid means the instrument can be used to measure what were we want to measure.

This study used two validities to know the instrument validity of the study, they are faced with validity and content validity. That is it should measure what it is intended to measure and nothing else.

Specifically in this study, the test must be the make up of the items questionnaire. The questionnaire in this study is to know the students' perception of autonomous learning through the use of Canvas App for EFL classes at IAIN Palangka Raya.

a. Face Validity

Face validity is asking respondents whether the instrument or test looks valid to them is also important. For measuring instruments the researcher use questionnaire. Confront legitimacy alludes to the degree to which examinees believe the instrument is measuring what it is gathered to measure (Ary, 2010, p. 228).

b. Content Validity

Content validity is one of the most common assessment methods for the reliability of researcher-made instruments, which is often determined in the initial stage of developing the instrument. The researcher made sure that the questionnaire was valid. There is an important role for theory in determining validity. An extensive search of the literature on the concept of the researcher wanting to measure and to accept content validity. Ary (2010) has drawn attention to the fact that content validity is essentially and of necessity based on the judgment, and such judgment must be made separately for each situation.

#### **D. Data Collecting Procedure**

On the other hand, the importance of designing a survey is deciding what means of collecting information was effective. The most prevalent data-collection methods are questionnaires. In this research, the researchers used the questionnaire and interview as the technique for collecting the data by respondents.

In this data collecting procedure, the researcher gave a questionnaire related to the students' perception of Autonomous Learning through The Use of Canvas App. Because of the situation and conditions of pandemic corona virus disease 2019 (COVID-19) that do not allowed to collect the data face-to-face. Therefore the data was collected online with a google form.

In this below, the researcher used some procedures to accumulate the data, they are:

1. The researcher has chosen the fifth semester and seventh semester they are used Canvas as a medium in learning.
2. Found out the syllabus.
3. The researcher prepared the questionnaire. In this case, the researcher adopted the questionnaire from Sofi Wulandari (2019).
4. Made a list of questions for an interview.
5. Distributed the questionnaire with google form related to the perception of autonomous learning through the use of Canvas App:



[https://docs.google.com/forms/d/e/1FAIpQLSdTj2qKac54kEOmF6Qb4aXmTYMJuLzDfMjxLi3rbLLEzLnaRQ/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSdTj2qKac54kEOmF6Qb4aXmTYMJuLzDfMjxLi3rbLLEzLnaRQ/viewform?usp=sf_link)

6. The researcher collected the result of the questionnaire.
7. Ask the students to answer the interview question.

### **E. Data Analysis Procedure**

In this research, the researcher used an interval scale and to collect the data by using questionnaires both open-ended and Likert-type questions. This research is about students' perception which is known as attitudinal information.

The researcher analyzing the data used computer programs for processing questionnaire data. Numerous static software packages could be used to process quantitative questionnaire data. Personally use SPSS (Statistical Package for the Social Sciences). Which is the market leader category? For the process analysis open-ended in this survey, the researcher used SPSS 18, because the process analysis of this program makes it possible not only to provided statistic-based on the method. Besides, because it is strongly linked with the statistic modules of software data management for analysis by importing and exporting the text-based result becomes easier.

1. The researcher arranged the data from the questionnaire into the distribution of the frequency of the score table.
2. The researcher calculated Mean using the formula, Medium, and Modus. According to Sugiono (2013).
  - a. Mean

$$M_x = \frac{\sum x}{N}$$

Where:

$M_x$ : Mean Value

$\sum \int x$  = sum of each mid-point times by its frequency

$N$  = Number of Case

b. Median

Median is defined as that point in a distribution of measure in which 50 % percent of the cases lie.

c. Modus/Mode

The mode is the value in distribution that occurs most frequently.

d. The researcher calculated the deviation score and standard.

Deviation using the formula:

1) Deviation Score

$$x = X - \bar{X}$$

$x$  = Deviation Score

$X$  = raw score

$\bar{X}$  = Mean

2) Standard Deviation

$$S^2 = \frac{\sum x^2}{N-1}$$

$$S = \frac{\sqrt{\sum x^2}}{N-1}$$

$$S = \frac{\sqrt{\sum X^2 - \frac{(\sum x)^2}{N}}}{N-1}$$

$\sum X^2$  = Sum of the squares of each score

$(\sum X)^2$  = Sum of the score squared (the score are first summed, and then this total is squared)

$N$  = number of cases

3. The researcher collected the data from the interview
4. The researcher interpreted the analysis
5. Discussion
6. The researcher gave a conclusion

#### F. Data Displayed

Sandra (2006) Coding categories are the first thing to do for the research when deciding to compile survey research. The researcher would assign a numerical code to the data, the data needed to be recorded in some fashion. The best way to do this was in some type of table in which the researcher identified the respondent in the left-hand column and used the rows in the table to list the participant's response to each item.

No	Score	Categorized
1.	80 %– 100 %	Strongly Agree
2.	60 %– 79.99 %	Agree
3.	40 %– 59.99%	Unsure
4.	20 %– 39.99 %	Disagree
5.	0 %– 19.99 %	Strongly Disagree

**Table 3.5**  
**Category of Measurement of Students Perceptions**

(Nazir M. Metode Penelitian, Ghalia Indonesia: Bogor: 2005)

With interval scales, one could be described the data in terms of *central tendency*. As mentioned earlier, attitude scales are often treated as interval scales so that the central tendency of Likert-scale questions is sometimes calculated. The most common types of central tendency are the mean, mode, and median. The *mean* or average is calculated by add-in group the scores and dividing by the number of participants. The *median* is the number in a set of numbers that represents the point at which 50% of the items are above and 50% are below. The *mode* is simply the most common number.

#### **G. Data Conclusion**

The researcher finds a conclusion answering for formulating the problems. The researcher concluded all the data that is getting to make a clear understanding for the students.

## CHAPTER IV

### RESEARCH FINDING DAN DISCUSSION

In this chapter, the researcher presented the data which had been collected from the research in the field of the study. The data were data presentation, research findings, and discussion.

#### A. Data Presentation

1. The result of questionnaire

The percentage calculation of the questionnaire result on the Students' Perceptions of Autonomous Learning through The Use of Canvas App in EFL Classes at IAIN Palangka Raya.

**Table 4.1 Result of Questionnaire**

No	Statement	Number & Percent	Scale					Total Population
			SD=1	D=2	U=3	A=4	SA=5	
1	Using Canvas in my own learning time improves my learning productivity.	Number	2	2	29	64	10	107
		Percent	1.9%	1.9%	27.1%	59.8%	9.3%	100%
2	Using Canvas in my own learning time enhances the effectiveness of my study activities.	Number	2	7	23	68	7	107
		Percent	1.9%	6.5%	21.5%	63.6%	6.5%	100%



3	Using Canvas in my own learning time improves the quality of assignments I do.	Number	3	2	23	68	11	107
		Percent	2.8%	1.9%	21.5%	63.6%	10.3%	100%
4	Using Canvas in my own learning time enables me to complete my study tasks more quickly.	Number	2	6	31	59	9	107
		Percent	1.9%	5.6%	29.0%	55.1%	8.4%	100%
5	Using Canvas makes it easier to study/learn English in my own learning time.	Number	2	3	28	63	11	107
		Percent	1.9%	2.8%	26.2%	58.9%	10.3%	100%
6	I learn new vocabularies from Canvas.	Number	4	11	30	50	12	107
		Percent	3.7%	10.3%	28.0%	46.7%	11.2%	100%
7	I learn correct pronunciation of English words from Canvas.	Number	4	15	46	37	5	107
		Percent	3.7%	14.0%	43.0%	34.6%	4.7%	100%
8	Becoming skilful at using Canvas in English language learning is easy.	Number	3	5	37	50	12	107

		Percent	2.8%	4.7%	34.6%	46.7%	11.2%	100%
9	Getting information using Canvas is easy.	Number	3	4	12	69	19	107
		Percent	2.8%	3.7%	11.2%	64.5%	17.8%	100%
10	Using Canvas independently takes up a short time in language learning.	Number	2	13	43	44	5	107
		Percent	1.9%	12.1%	40.2%	41.1%	4.7%	100%
11	Canvas provides an attractive learning environment.	Number	2	4	32	61	8	107
		Percent	1.9%	3.7%	29.9%	57.0%	7.5%	100%
12	I like using Canvas in English language learning.	Number	4	3	26	61	13	107
		Percent	3.7%	2.8%	24.3%	57.0%	12.1%	100%
13	Using Canvas independently enhances my confidence to learn English.	Number	2	6	35	60	4	107
		Percent	1.9%	5.6%	32.7%	56.1%	3.7%	100%
14	Using Canvas independently enhances my confidence to practice English.	Number	2	7	40	54	4	107
		Percent	1.9%	6.5%	37.4%	50.5%	3.7%	100%

15	Using Canvas enables me to control my own learning.	Number	2	7	26	63	9	107
		Percent	1.9%	6.5%	24.3%	58.9%	8.4%	100%
16	I enjoy choosing materials on Canvas in learning English.	Number	2	5	22	66	12	107
		Percent	1.9%	4.7%	20.6%	61.7%	11.2%	100%
17	I enjoy learning English independently through Canvas.	Number	2	6	30	57	12	107
		Percent	1.9%	5.6%	28.0%	53.3%	11.2%	100%
18	Using Canvas in my own time makes English language learning more interesting.	Number	2	8	39	43	15	107
		Percent	1.9%	7.5%	36.4%	40.2%	14.0%	100%
19	Using Canvas independently makes language learning easier.	Number	3	4	36	54	10	107
		Percent	2.8%	3.7%	33.6%	50.5%	9.3%	100%
20	Using Canvas independently increases my motivation to learn English.	Number	3	6	45	43	10	107
		Percent	2.8%	5.6%	42.1%	40.2%	9.3%	100%

21	I feel more comfortable in using Canvas to learn English independently.	Number	2	8	37	51	9	107
		Percent	1.9%	7.5%	34.6%	47.7%	8.4%	100%
22	Using Canvas in language learning decreases my anxiety and tension in language learning.	Number	2	10	38	45	12	107
		Percent	1.9%	9.3%	35.5%	42.1%	11.2%	100%
23	I learn English faster and better by using Canvas.	Number	5	12	45	40	5	107
		Percent	4.7%	11.2%	42.1%	37.4%	4.7%	100%
24	Using Canvas in independent language learning increases my memory and understanding.	Number	3	8	34	55	7	107
		Percent	2.8%	7.5%	31.8%	51.4%	6.5%	100%

2. The result of interview

- a. What is your opinion about using Canvas in your learning time to improve your learning productivity?

RA said, "I think that my learning productivity is improved by using Canvas, because learning by Canvas is free. I mean there are no limit time there, I can learn everytime".

RD said, "By using Canvas, I can see what I have learned and can also monitor the time I have spent studying. so, I can find out my productivity level in learning".

AT said "I enjoy using Canvas because this platform provides good user interface and easy to use, it makes my time efficient so I can improve my learning productivity".

- b. How do you think about the convenience of gaining information by using Canvas?

RA said, "I think I am comfortable gaining an information of the material that is given by the teacher".

RD said, "By using Canvas I can find out what material I have not and I have studied and the time I have spent studying".

AT said, "The language used in Canvas is easy to understand, so I never confuse how to gain the information".

- c. What is your opinion about Canvas provides an attractive learning environment?

RA said, "I agree with that statement. Canvas is interesting for Learning English".

RD said, "on the Canvas I can create my own study schedule, which can remind me of studying and make my study more interesting".



AT said, “i think attractive learning environment is created by the lecture, not the platform”.

- d. What do you think about using Canvas independently enhances your confidence to learn English?

RA said, “I think my confidence in learning English is improved by Canvas. Because Canvas gives many interesting features”.

RD said, “I can repeat the material that I have studied easily, so that I can learn English more easily”.

AT said, “I don’t really think so. Because Canvas is just a platform”.

- e. What do you think about using Canvas enables you to control and conduct autonomous learning?

RA said, “I agree that Canvas help me to control and conduct my autonomous learning”.

RD said, “On the Canvas I can create my own study schedule, which can remind me of studying and calculate how long I study. So that I can measure the extent of my ability”.

AT said, “i’m agree with the statement Canvas is a platform that enables to control and conduct autonomous learning, because it is easy to access”.

- f. What do you think about using Canvas independently increases your motivation to learn English?

RA said, “Yes of course I agree. I think that Canvas really help me to increase my motivation in learning English”.

RD said, “By using Canvas can increase my motivation in learning English because I can create my own learning method that I like”.

AT said, “in my opinion, increasing motivation to learn english is depend on the lecture, not the platform”.

## B. Research Finding

The rate calculation over of the survey appeared to result in the students' recognition toward Students' Perceptions of Autonomous Learning through the Use of Canvas App in EFL Classes at IAIN Palangka Raya. The survey was given to 107 under studies as a test, that counting English under studies era 2019-2020. All the participants consist of 4 classes in students 5<sup>th</sup> semester and 7<sup>th</sup> semester, 69 students from the 5<sup>th</sup> semester and 38 students from the 7<sup>th</sup> semester. The survey was disseminated to the understudies in the classroom after their learning by used Canvas App. The rate of the comes about on students' discernment as follows. Based on Table 4.2, the students' appeared positive discernment toward autonomous learning through the use of Canvas App at IAIN Palangka Raya. The displayed information comprised reactions, central inclination (mean, median, modus), and standard deviation.

Then, the score of mean, median, Modus, and Standard Deviation are arranged within Table 4.2.

**Table 4.2 Result of Questionnaire**

No	Number & Percent	Scale					MN	MDN	MOD	ST. DEV
		SD=1	D=2	U=3	A=4	SA=5				
1	Number	2	2	29	64	10	3.73	107	4	0.734

	Percent	1.9%	Item	27.1%	59.8%	9.3%				
2	Number	2	7	23	68	7	3.66	107	4	0.776
	Percent	1.9%	6.5%	21.5%	63.6%	6.5%				
3	Number	3	2	23	68	11	3.77	107	4	0.772
	Percent	2.8%	1.9%	21.5%	63.6%	10.3%				
4	Number	2	6	31	59	9	3.63	107	4	0.795
	Percent	1.9%	5.6%	29.0%	55.1%	8.4%				
5	Number	2	3	28	63	11	3.73	107	4	0.759
	Percent	1.9%	2.8%	26.2%	58.9%	10.3%				
6	Number	4	11	30	50	12	3.51	107	4	0.955
	Percent	3.7%	10.3%	28.0%	46.7%	11.2%				
7	Number	4	15	46	37	5	3.22	107	3	0.883
	Percent	3.7%	14.0%	43.0%	34.6%	4.7%				
8	Number	3	5	37	50	12	3.59	107	4	0.857
	Percent	2.8%	4.7%	34.6%	46.7%	11.2%				
9	Number	3	4	12	69	19	3.91	107	4	0.83
	Percent	2.8%	3.7%	11.2%	64.5%	17.8%				
10	Number	2	13	43	44	5	3.35	107	4	0.825
	Percent	1.9%	12.1%	40.2%	41.1%	4.7%				
11	Number	2	4	32	61	8	3.64	107	4	0.756
	Percent	1.9%	3.7%	29.9%	57.0%	7.5%				
12	Number	4	3	26	61	13	3.71	107	4	0.858
	Percent	3.7%	2.8%	24.3%	57.0%	12.1%				
13	Number	2	6	35	60	4	3.54	107	4	0.743
	Percent	1.9%	5.6%	32.7%	56.1%	3.7%				
14	Number	2	7	40	54	4	3.48	107	4	0.757
	Percent	1.9%	6.5%	37.4%	50.5%	3.7%				
15	Number	2	7	26	63	9	3.65	107	4	0.802

	Percent	1.9%	6.5%	24.3%	58.9%	8.4%				
16	Number	2	5	22	66	12	3.76	107	4	0.787
	Percent	1.9%	4.7%	20.6%	61.7%	11.2%				
17	Number	2	6	30	57	12	3.66	107	4	0.824
	Percent	1.9%	5.6%	28.0%	53.3%	11.2%				
18	Number	2	8	39	43	15	3.57	107	4	0.891
	Percent	1.9%	7.5%	36.4%	40.2%	14.0%				
19	Number	3	4	36	54	10	3.6	107	4	0.823
	Percent	2.8%	3.7%	33.6%	50.5%	9.3%				
20	Number	3	6	45	43	10	3.48	107	3	0.851
	Percent	2.8%	5.6%	42.1%	40.2%	9.3%				
21	Number	2	8	37	51	9	3.53	107	4	0.828
	Percent	1.9%	7.5%	34.6%	47.7%	8.4%				
22	Number	2	10	38	45	12	3.51	107	4	0.883
	Percent	1.9%	9.3%	35.5%	42.1%	11.2%				
23	Number	5	12	45	40	5	3.26	107	3	0.894
	Percent	4.7%	11.2%	42.1%	37.4%	4.7%				
24	Number	3	8	34	55	7	3.51	107	4	0.84
	Percent	2.8%	7.5%	31.8%	51.4%	6.5%				

From the result, obtained at item number 1 that is mean (3,73), median (107, modus (4), and standard deviation (0,734).

From the result, obtained at item number 2 that is mean (3,66), median (107, modus (4), and standard deviation (0,776).

From the result, obtained at item number 3 that is mean (3,77), median (107, modus (4), and standard deviation (0,772).

From the result, obtained at item number 4 that is mean (3,63), median (107, modus (4), and standard deviation (0,795).

From the result, obtained at item number 5 that is mean (3,73), median (107, modus (4), and standard deviation (0,759).

From the result, obtained at item number 6 that is mean (3,51), median (107, modus (4), and standard deviation (0,955).

From the result, obtained at item number 7 that is mean (3,22), median (107, modus (3), and standard deviation (0,883).

From the result, obtained at item number 8 that is mean (3,59), median (107, modus (4), and standard deviation (0,857).

From the result, obtained at item number 9 that is mean (3,91), median (107, modus (4), and standard deviation (0,83).

From the result, obtained at item number 10 that is mean (3,35), median (107, modus (4), and standard deviation (0,825).

From the result, obtained at item number 11 that is mean (3,64), median (107, modus (4), and standard deviation (0,756).

From the result, obtained at item number 12 that is mean (3,71), median (107, modus (4), and standard deviation (0,858).

From the result, obtained at item number 13 that is mean (3,54), median (107, modus (4), and standard deviation (0,743).

From the result, obtained at item number 14 that is mean (3,48), median (107, modus (4), and standard deviation (0,757).

From the result, obtained at item number 15 that is mean (3,65), median (107, modus (4), and standard deviation (0,802).

From the result, obtained at item number 16 that is mean (3,76), median (107, modus (4), and standard deviation (0,787).

From the result, obtained at item number 17 that is mean (3,66), median (107, modus (4), and standard deviation (0,824).

From the result, obtained at item number 18 that is mean (3,57), median (107, modus (4), and standard deviation (0,891).

From the result, obtained at item number 19 that is mean (3,6), median (107, modus (4), and standard deviation (0,823).

From the result, obtained at item number 20 that is mean (3,48), median (107, modus (3), and standard deviation (0,851).

From the result, obtained at item number 21 that is mean (3,53), median (107, modus (4), and standard deviation (0,828).

From the result, obtained at item number 22 that is mean (3,51), median (107, modus (4), and standard deviation (0,883).

From the result, obtained at item number 23 that is mean (3,26), median (107, modus (3), and standard deviation (0,894).



From the result, obtained at item number 24 that is mean (3,51), median (107, modus (4), and standard deviation (0,84).

The data in Table 4.3 be detailed as follow:

**Tabel 4.3. Final Result of Analysis Students' Perception**

<b>NO</b>	<b>Score</b>	<b>Categorized</b>	<b>NO</b>	<b>Score</b>	<b>Categorized</b>
<b>1</b>	74	AGREE	<b>13</b>	70	AGREE
<b>2</b>	73	AGREE	<b>14</b>	69	AGREE
<b>3</b>	75	AGREE	<b>15</b>	73	AGREE
<b>4</b>	72	AGREE	<b>16</b>	75	AGREE
<b>5</b>	74	AGREE	<b>17</b>	73	AGREE
<b>6</b>	70	AGREE	<b>18</b>	71	AGREE
<b>7</b>	64	AGREE	<b>19</b>	71	AGREE
<b>8</b>	71	AGREE	<b>20</b>	69	AGREE
<b>9</b>	78	AGREE	<b>21</b>	70	AGREE
<b>10</b>	66	AGREE	<b>22</b>	70	AGREE
<b>11</b>	72	AGREE	<b>23</b>	65	AGREE

12	74	AGREE	24	70	AGREE
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$$\begin{aligned} \text{Final result} &= \frac{\text{Total score}}{\text{Total item}} \\ &= \frac{1709}{24} \\ &= 71\% \text{ (Agree)} \end{aligned}$$

Based on the result of the questionnaire, students felt that Canvas App gave positive and good impacts on students of autonomous in learning English. This is indicated by the positive perception of autonomous learning in the English class that is needed to help to learn English. The total questionnaire items consisted of 24 questions with the final result being 71% and categorized agreed.

In the following discussion, an analysis of students' perception of autonomous learning through the use of Canvas App in EFL classes at IAIN Palangka Raya would be discussed. The results of the questionnaire are shown in the following data with the students' perception of the statement asked in the sheet of each questionnaire item about Canvas App as a media in the language class of English language education students.

From the results of research conducted on two batches of students namely semesters 5 and 7. Obtained data from 107 people who answered the questionnaire attached to the results of the study above, these results can be made in a table result to make the students' perception of autonomous learning through the use Canvas App notice English at IAIN Palangka Raya.

## 1. Technology Acceptance Model (TAM) Factor

### a. Perceived usefulness

Based on Table 4.4, the number of statements in the questionnaire is 7 items perceived usefulness. This questionnaire was used to find out specific information concerning students' perceptions of autonomous learning through the use of Canvas in English classes at IAIN Palangka Raya.

**Table 4.4 The Result of Students' Perceived Usefulness of Canvas App**

No	Statement	The Percentages of Answer					Score
		SD=1	D=2	U=3	A=4	SA=5	
1	Using Canvas in my own learning time improves my learning productivity	1.9%	1.9%	27.1%	59.8%	9.3%	74
2	Using Canvas in my own learning time enhances the effectiveness of my study activities	1.9%	6.5%	21.5%	63.6%	6.5%	73
3	Using Canvas in my own learning time improves the quality of assignments I do.	2.8%	1.9%	21.5%	63.6%	10.3%	75
4	Using Canvas in my own learning time enables me to complete my study tasks more quickly.	1.9%	5.6%	29.0%	55.1%	8.4%	72
5	Using Canvas makes it easier to study/learn English in my own learning time.	1.9%	2.8%	26.2%	58.9%	10.3%	74
6	I learn new vocabularies from Canvas.	3.7%	10.3%	28.0%	46.7%	11.2%	70

7	I learn correct pronunciation of English words from Canvas.	3.7%	14.0%	43.0%	34.6%	4.7%	64
<b>Total</b>		17.8%	43.0%	196.3%	382.3%	60.7%	502

$$\text{Final result} = \frac{\text{Total score}}{\text{Total item}}$$

$$= \frac{502}{7}$$

$$= 71,71\% \text{ (Agree)}$$

Based upon Table 4.4, it seems that most of the students in IAIN Palangka Raya that using Canvas in their learning time improved their learning productivity. About 1.9 % of participants strongly disagree and 1.9% disagree if using Canvas in their learning time improves their learning productivity. Some of them 27.1% are unsure (neutral), while 59.8 % agree (9.3% strongly agree and 59.8% just agree).

The next idea regarding the effectiveness of the study by using Canvas. If in the former about 8.4 % who disagree with the statement with each percentage 1.9% strongly disagree and 6.5% disagree, while 63.6% agree and 6.5% who strongly agree with the effectiveness. Thus, some of them (21.5%) are unsure. In the education processes, most of them (73.9%) believe that Canvas can improve the quality of their assignment, with each percentage 63.6% agree and 10.3% strongly agree, while (21.5%) are unsure (neutral) and only 4.7% who does not believed regarding the improvement.

They also believe that Canvas can complete their tasks more quickly. Half of the participants (63.5%) agree that Canvas helps them to complete the assignment more quickly, (29.0%) are unsure or neutral, and only (7.5%) who does not believe regarding that statement.

In English learning, about (69.2%) believe that Canvas makes easier to learn English, while (4.7%) are do not feel that Canvas makes easier, and (26.2%) are unsure or neutral. After the learning process, about (57.9%) or half of the participants believed that through Canvas they got new vocabularies, only (14.0%) does not believed, and (28.0%) are unsure or neutral.

The last statement about the perceived usefulness of Canvas, about (17.7%) participants does not believed if using Canvas can know the correct pronunciations. Some of them (43.0%) are unsure or neutral, while (39.3%) agree (4.7%) strongly agree and (34.6%) just agree. Participants think that Canvas is usefulness for them in the learning process.

Based on the opinions of all students who became a sample of 107 people about the question of interview perceived usefulness, 87 people gave a positive opinion on the statement based on usefulness, while 20 people gave an opinion that did not agree with the statement. Therefore, the result of the questionnaire and interview perceived usefulness is had similarities or positive perceptions.

## b. Perceived ease to use

Based on Table 4.5, the number of statements in the questionnaire is 3 items perceived ease to use. This questionnaire was used to find out specific information concerning students' perceptions of autonomous learning through the use of Canvas in English classes at IAIN Palangka Raya.

**Table 4.5 The Result of Students' Perceived Ease to Use of Canvas App**

No	Statement	The Percentages of Answer					Score
		SD=1	D=2	U=3	A=4	SA=5	
8	Becoming skilful at using Canvas in English language learning is easy.	2.8%	4.7%	34.6%	46.7%	11.2%	71
9	Getting information using Canvas is easy.	2.8%	3.7%	11.2%	64.5%	17.8%	78
10	Using Canvas independently takes up a short time in language learning.	1.9%	12.1%	40.2%	41.1%	4.7%	66
	<b>Total</b>	7.5%	20.5%	86.0%	152.3%	33.7%	215



$$\begin{aligned}
 \text{Final result} &= \frac{\text{Total score}}{\text{Total item}} \\
 &= \frac{215}{3} \\
 &= 71,66\% \text{ (Agree)}
 \end{aligned}$$

As the previous explanations about the perceived usefulness of Canvas in English learning, students' perceptions about ease to use Canvas are also needed to be observed conscientiously. In the table, it is seen (2.8%) strongly disagree and (4.7%) disagree that becoming skillful at Canvas is easy, meanwhile (34.6%) are unsure or neutral, (46.7%) agree, and (11.2%) strongly agree with the given statement. This means (57.9%) agree, that more than half of participants said that becoming skillful at Canvas is easy.

Besides, participants think that getting information by using Canvas, with (82.3%) agree, (11.2%) are unsure or neutral, and only (6.5%) who are does not disagree. It is concluded that Canvas is easy to use. Moreover, the used of Canvas independently takes up a short time in language learning. It is shown in table 4.5 that, (1.9%) strongly disagree, (12.1%) disagree, (40.2%) are unsure or neutral, (41.1%) agrees, and (4.7%) are strongly agree, this means that (45.8%) are agree or half of the participants are believed with that statement. Their perceptions on the perceived ease of use are in agree category because they have believed on Canvas is easy to use

Based on the opinions of all students who became a sample of 107 people about the question of interview perceived ease to use, 92 people gave a positive opinion on statement perceived ease to use of Canvas App, while 15 people gave an opinion that not agree with the statement. So, the result of the questionnaire and interview perceived ease to use is positive.

c. Attitude toward the use of Canvas in English Language Learning

Based on table 4.6, the number of statements in the questionnaire is 2 items perceived attitude. This questionnaire was used to find out specific information concerning students' perceptions of autonomous learning through the use of Canvas in English classes at IAIN Palangka Raya.

**Table 4.6 The Result of Students' Perceived Attitude of Canvas App**

No	Statement	The Percentages of Answer					Score
		SD=1	D=2	U=3	A=4	SA=5	
11	Canvas provides an attractive learning environment.	1.9%	3.7%	29.9%	57.0%	7.5%	72
12	I like using Canvas in English language learning.	3.7%	2.8%	24.3%	57.0%	12.1%	74
<b>Total</b>		5.6%	6.5%	54.2%	114.0%	19.6%	146

$$\begin{aligned}
 \text{Final result} &= \frac{\text{Total score}}{\text{Total item}} \\
 &= \frac{146}{2} \\
 &= 73\% \text{ (Agree)}
 \end{aligned}$$

Students' attitudes towards the use of Canvas relatively stay in agreed. They are absolutely agreed with inclusion. The first concerns the idea that Canvas provides an attractive learning environment. (5.6%) disagree if Canvas provides an attractive learning environment. Some of them (29.9%) are unsure or neutral, while 64.5% agree if Canvas provides an attractive learning environment with 57.0% agree and 7.5% strongly agree. The previous ideas concerning the idea that Canvas provides an attractive learning environment portrait, the second tendency dealing with the preference. If in the former about 6.5% who dislike using Canvas in English learning, while more than half percentage of participants like using canvas, with (69.1%) who agree with the statement. Thus, some of them (24.3%) are unsure. This means that more supporters like or agree with Canvas than those who dislike using Canvas.

Based on the opinions of all students who became a sample of 107 people about the question of interview perceived students' attitude toward used of Canvas App, 91 people gave a positive opinion on statement perceived ease to use of Canvas App, while 16 people gave an opinion that not agree with the statement. So, the result of the questionnaire and

interview perceived attitude toward the used of Canvas App is positive opinion.

## 2. Learner Autonomy Factor

### a. Confidence

Based on Table 4.7, the number of statements in the questionnaire is 2 items perceived confidence. This questionnaire was used to find out specific information concerning students' perceptions of autonomous learning through the use of Canvas in English classes at IAIN Palangka Raya.

**Table 4.7 The Result of Students' Confidence of Canvas App**

No	Statement	The Percentages of Answer					Score
		SD=1	D=2	U=3	A=4	SA=5	
13	Using Canvas independently enhances my confidence to learn English.	1.9%	5.6%	32.7%	56.1%	3.7%	70
14	Using Canvas independently enhances my confidence to practice English.	1.9%	6.5%	37.4%	50.5%	3.7%	69
<b>Total</b>		3.8%	12.1%	70.1%	106.6%	7.4%	139

$$\begin{aligned}
 \text{Final result} &= \frac{\text{Total score}}{\text{Total item}} \\
 &= \frac{139}{2} \\
 &= 69,5\% \text{ (Agree)}
 \end{aligned}$$

Students' confidence towards the used of Canvas independently relatively stuck in agreed. The first concerns the thoughts that using Canvas independently enhances the confidence to learn English. (1.9%) participants strongly disagree and (5.6%) disagree if using Canvas independently enhances the confidence to learn English. Some of them (32.7%) are unsure or neutral, while 59.8% agree if Canvas provides an attractive learning environment with (56.1%) agree and (3.7%) strongly agree.

The second tendency is practicing English. If in the former about (37.4%) who unsure that the using Canvas independently enhances the confidence to practice English, while (54.2%) who agree with the statement. Thus, some of them (8.4%) disagree. This means that enthusiasts who think that using Canvas independently could be increased their confidence to practice English in absolute terms who agreed more than those who disagree.

Then, based on the opinions of all students who became a sample of 107 people about the question of interview perceived confidence, 74

people gave a positive opinion on statement perceived ease to use of Canvas App, while 33 people gave an opinion that not agree with the statement. So, the result of the questionnaire and interview perceived confidence as a positive perception.

b. Freedom of choice and control

Based on Table 4.8, the number of statements in the questionnaire is 2 items perceived choice and control. This questionnaire was used to find out specific information concerning students' perceptions of autonomous learning through the use of Canvas in English classes at IAIN Palangka Raya.

**Table 4.8 The Result of Students' Freedom of Choice and Control of Canvas App**

No	Statement	The Percentages of Answer					Score
		SD=1	D=2	U=3	A=4	SA=5	
15	Using Canvas enables me to control my own learning.	1.9%	6.5%	24.3%	58.9%	8.4%	73
16	I enjoy choosing materials on Canvas in learning English.	1.9%	4.7%	20.6%	61.7%	11.2%	75
<b>Total</b>		3.8%	11.2%	44.9%	120.6%	19.6%	148



$$\begin{aligned}\text{Final result} &= \frac{\text{Total score}}{\text{Total item}} \\ &= \frac{148}{2} \\ &= 74\% \text{ (Agree)}\end{aligned}$$

As the previous explanations about students' confidence in English learning, students' freedom and control of the using of Canvas are also needed to be observed conscientiously. In the table, it is seen (1.9%) strongly disagree, (6.5%) disagree that using Canvas enables them to control their learning; while (24.3%) are unsure, (58.9%) agree, and (8.4%) strongly agree with the given statement. This means that 67.3% agree that using Canvas enables them to control their learning. While participants enjoy choosing materials on Canvas in learning English, (61.7%) agree, (20.6%) unsure, and only (6.6%) disagree. It is concluded that they enjoyed using Canvas.

Based on the opinions of all students who became a sample of 107 people about the question of interview perceived freedom of choice and control, 90 people gave a positive opinion on statement perceived ease to use of Canvas App, while 17 people gave an opinion that not agree with the statement. So, the result of the questionnaire and interview perceived freedom of choice and control is positive or they enjoy to used Canvas App.

#### c. Motivation

Based on Table 4.9, the number of statements in the questionnaire is 8 items of perceived motivation. This questionnaire was used to find out specific information concerning students' perceptions of autonomous learning through the use of Canvas in English classes at IAIN Palangka Raya.

**Table 4.9 The Result of Students' Motivation to Canvas App**

No	Statement	The Percentages of Answer					Score
		SD=1	D=2	U=3	A=4	SA=5	
17	I enjoy learning English independently through Canvas.	1.9%	5.6%	28.0%	53.3%	11.2%	73
18	Using Canvas in my own time makes English language learning more interesting.	1.9%	7.5%	36.4%	40.2%	14.0%	71

19	Using Canvas independently makes language learning easier.	2.8%	3.7%	33.6%	50.5%	9.3%	71
20	Using Canvas independently increases my motivation to learn English.	2.8%	5.6%	42.1%	40.2%	9.3%	69
21	I feel more comfortable in using Canvas to learn English independently.	1.9%	7.5%	34.6%	47.7%	8.4%	70
22	Using Canvas in language learning decreases my anxiety and tension in language learning.	1.9%	9.3%	35.5%	42.1%	11.2%	70
23	I learn English faster and better by using Canvas.	4.7%	11.2%	42.1%	37.4%	4.7%	65
24	Using Canvas in independent language learning increases my memory and understanding.	2.8%	7.5%	31.8%	51.4%	6.5%	70
<b>Total</b>		20.7%	57.9%	284.1%	362.8%	74.6%	559

$$\begin{aligned}
 \text{Final result} &= \frac{\text{Total score}}{\text{Total item}} \\
 &= \frac{559}{8} \\
 &= 69,87\% \text{ (Agree)}
 \end{aligned}$$

Students' motivation towards the use of Canvas is relatively agreed. They are absolutely agreed with inclusion. The first concerns with the ideas whether the enjoying of students in English learning independently through Canvas. (1.9%) are strongly disagree, (5.6%) disagree. Some of them (28.0%) are unsure or keep on between, while (64.5%) agree that they enjoy learning English independently through Canvas with (53.3%) agree and (11.2%) strongly agree.

The next tendency is ahead of the using Canvas makes the English language learning more interesting. In the former about (9.4%) who disagree, (54.2%) agree and some of them (36.4%) are unsure. The third tendency about the using of Canvas independently makes language learning easier, (6.5%) of the participants disbelieve that the using of Canvas independently could be made language learning easier.

However, (59.8%) of them still believed that the used of Canvas independently could be made language learning easier, and (33.6%) who are unsure of that statement. Fourth statements of motivation factor, in the following answer by which (8.4%) disagree, but (49.5%) participants

agree with the statement. Besides, (42.1%) are unsure. By contrast, (9.4%) of the participants feel not comfortable in using Canvas to learn English independently compare to followers who feel more comfortable (56.1%) and who are stuck in between or unsure (34.6%).

Based on Table 4.9, in the next statement, (11.2%) disagree, (35.5%) unsure, and (53.3%) agree. It means that participants feel that Canvas can decrease anxiety and tension in language learning. Then the statements concerning the using Canvas could make students learn English faster and better, around (15.9%) participants do not agree that Canvas can affect them learn English faster and better, only (42.1%) who agree with that statement, and around (42.1%) participants do not absolutely or neutral in inclusion. In the same tendency, around (10.3%) participants do not agree that using Canvas can increase their memory and understanding. While (57.9%) of participants believed that using Canvas could be increased their memory and understanding, and the others said do not agree and disagreed or were stuck in the between (31.8%).

Therefore, based on the opinions of all students who became a sample of 107 people about the question of interview perceived motivation, 76 people gave a positive opinion on statement perceived ease to use of Canvas App, while 31 people gave an opinion that not agree with the statement. So, the result of the questionnaire and

interview perceived motivation is positive or they agree Canvas App gave motivation for them.

## **B. Discussion**

In the following discussion, the researcher's finding discussed the students' perception of autonomous learning through the use of Canvas App in English Classes at IAIN Palangka Raya. The results of the questionnaire and interview showed the following data related to students' perceptions of the statements asked in the questionnaire sheets related to students' perception of autonomous learning through the use of Canvas App.

In this section, the researcher would be discussed the results of an open-ended question related to the Technology Acceptance Model factors (usefulness, ease to use, and attitude), and learner autonomy factors (confidence, freedom of choice and control, and motivation).

### **1. Perceptions of usefulness of Canvas App**

Based on questionnaire results data collected from students, showed that all categories of questionnaires perceived usefulness have been dominated by positive opinions with a total of 71,71% the categorized is agreed. Based upon table 4.4, it seems that most of the students in IAIN Palangka Raya that using Canvas in their learning time improve their learning productivity. Base on Wulandari (2019) responses from the respondents perceived usefulness implied that the majority of the students believed that Canvas was a useful medium to enhance their English language learning.

### **2. Perceptions of ease to use Canvas App**



Based on questionnaire results 8-10 data collected from students, shows that all categories of questionnaires perceived ease to use have been dominated by positive opinions with a total of 71,66% the categorized is agreed. Base on Wulandari (2019) shows the majority of the participants from each indicator provided positive responses which suggested that they had a high level of belief that using Canvas for English language learning was easy and did not require too much Effort.

### 3. Perceptions of attitude to use Canvas App

Based on questionnaire results 11-12 data collected from students, shows that all categories of questionnaires perceived attitude toward the use of Canvas have been dominated by positive opinions with a total of 73% the categorized is agreed.

Students' attitudes towards the use of Canvas relatively stay in agree. They agree with inclusion. In Wulandari (2019) Since Islam was sent to be "rahmatan lil 'alamiin" muslims should have positive attitudes to others, including to the new application and method in education. At least, participants showed a high level of three elements at this factor.

### 4. Perceptions of confidence to use Canvas App

Based on questionnaire results 13-14 data collected from students, shows that all categories of questionnaires perceived confidence have been dominated by positive opinions with a total of 69,5% the categorized is agreed.

Students' confidence towards the use of Canvas independently relatively stuck in agreed. The first concerns the thoughts that using Canvas independently enhances the confidence to learn English. In Wulandari (2019) The level of confidence from participants indicated that they were not able to use the language outside the classroom. This means that enthusiasts who think that using Canvas independently could be increased their confidence to practice English in absolute terms who agree more than those who disagree.

#### 5. Perceptions of freedom of choice and control when using Canvas App

Based on questionnaire results 15-16 data collected from students, shows that all categories of questionnaires perceived freedom of choice and control have been dominated by positive opinions with a total of 74% the categorized is agreed.

As the previous explanations about students' confidence in English learning, students' freedom and control of the using of Canvas are also needed to be observed conscientiously. When in Wulandari (2019) strongly suggested that they were very motivated in learning English on their own. This showed that their autonomous learning was enhanced through Canvas. It is concluded that they enjoyed using Canvas.

#### 6. Perceptions of motivation to Canvas App

Based on questionnaire results 17-24 data collected from students, shows that all categories of questionnaires perceived motivation have been dominated by positive opinions with a total of 69,87% the categorized is agreed.

In Conclusion, the result of the research was supported with the theories in chapter II Students' motivation towards the use of Canvas is relatively agreed. They agree with inclusion. The first concerns with the ideas Wulandari (2019) indicated that the use of Canvas enhanced their autonomous learning in the English language. It demonstrated that they enjoy learning by using Canvas to learn the English language independently. This occurred because they perceived Canvas as a useful medium in learning English independently, as reported in the earlier part of this chapter in TAM.

Based on the result above it could be concluded that most of the students agreed with the advantages of autonomous learning through the use of Canvas App as a medium in learning English at IAIN Palangka Raya, it could be seen in the percentage and opinions of the Students' Perceptions of Autonomous Learning through The Use of Canvas App in EFL Classes at IAIN Palangka Raya based on the results of the questionnaire and interview, students felt that Canvas App gave positive and good impacts on students in autonomous learning. This is indicated by the positive perception of Canvas App as a media in autonomous learning to help to learn English. The total questionnaire items consisted of 24 questions with the final result being 71% and categorized agreed.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter provides a conclusion and suggestion which was made based on the data description, data finding, and data analysis.

#### A. Conclusion

The study was conducted to find out EFL students' perceptions of autonomous learning through the use of Canvas App at IAIN Palangka Raya in the academic year of 2017 and 2018. After collecting data from the first factor, the researcher found the final result of their perception of autonomous learning through the use of Canvas App.

1. Technology Acceptance Model (TAM)
  - a. The first data was about the perceived usefulness. It was proven in table 4.4 with the total frequency achieved (71,71%) in the agreed category.
  - b. The second data was discussed about perceived ease of use. In table 4.5 showed (71,66%) in the agreed category.
  - c. The third part discussed attitude toward the use of Canvas. It provides an attractive learning environment, (73%) They agree with those statements.
2. Learner Autonomy Factor
  - a. The first discussed perceived confidence. Based on table 4.7, (69,5%) in agree category, and students said that they are believed Canvas can enhance their confidence to learn English and to practice.

- b. The second was perceived freedom of choice & control. The majority of students enjoyed choosing materials on Canvas in learning English. It reached (74%) in agree category or they enjoyed using Canvas App.
- c. The last topic discussed perceived motivation. Based on table 4.9, about (69,87%) students agree that Canvas makes the English language learning more interesting, enjoying and comfortable learning English independently through Canvas App.

## **B. Suggestion**

From the result presented earlier in chapter four, there are some suggestions as follows:

1. It is recommended that lecturers use Canvas App as teaching medium for EFL students, to add variety to the learning environment and to make interest the learners' attention. Furthermore, the use of Canvas may also inspire and engage the learners to learn the English language independently outside the classroom or online learning. Canvas provides embed materials, youtube videos, web pages, and other web objects that could be embedded easily by clicking on the HTML option in the post. It is also recommended that learners of EFL use Canvas as one of the platforms in independent English language learning. EFL learners need to be aware of the educational aspect of Canvas App.
2. Students who used Canvas App as medium for learning could take many advantages, because Canvas App provided many features to support in teaching and learning process, especially in independent learning online.



3. Future studies could employ the qualitative method since this study employed a quantitative method by using descriptive statistics. Furthermore, it is also suggested that further studies look into how the students use Canvas App in English language learning. It is also strongly recommended that further studies look at other variables in carrying out the research, for example, the correlation.



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