MAXIMISING STUDENTS' TASK SUBMISSION AND ENGLISH WRITING EXPRESSION THROUGH CANVAS LMS

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ABSTRAK

Task submission often becomes the burdens of lecturers or teachers since they have to report it and use it their students' assessment result. However, in today's Covid-19 epidemic season, online Learning Management System (LMS), which has abundant multimedia resources and conduct online assessments can help teachers to collect and report their students' task-submission. Besides that, LMS can make their students express their thought in English in various genres. This study highlights the use of LMS Canvas in teaching Entrepreneurship for the eighth-semester students of English Department of UNIPA Surabaya. Sixty-two students registered themselves after receiving notification e-mail from the Canvas in order to take part in one of their compulsory courses – Entrepreneurship. This study applies descriptive quantitative and convenient sampling. In the context of learning Entrepreneurship, withing a half-semester, the students learned five units, and 95% of them submit their written assignment in the LMS Canvas with the average score 75. Meanwhile, for their English writing in their Entrepreneurship course' tasks, they manage to write their inspired person, family, future life, their future business, character and personality, and write dream book. Those who did not submit their works cannot be contacted, although their name is registered in the Entrepreneurship class. It is evident since canvas always send a notification e-mail to both lecturer and students any lessons, tasks, and announcements from the lecturer. The students always get any information from their lecturer and class amidst this pandemic season.

Keywords: *LMS, Canvas, task submission, English Writing Exposure*

BACKGROUND

In today's COVID-19 Pandemic, most higher education institutions all over the world have implemented web-based learning environments to deliver online education in their academic setting. The "social distancing" or "physical distancing" is attempting to minimize interpersonal contact in order to reduce virus transmission in dense social networks like the university campus. This exceptional and extraordinary in educational systems internationally respond to the pandemic with emergency eLearning protocols from face-to-face classes to online learning mode(Murphy, 2020).

Therefore, online delivery learning is considered the most effective education by applying synchronous and asynchronous system. The flexibility of asynchronous eLearning may provide more comprehensive access, particularly in the form of a learning management system (LMS) (Estacio & Raga Jr, 2017). The Canvas LMS is Web-enhanced Learning Management system that students can access remotely all their course materials which include a syllabus, class schedule, assignments, lecture notes, templates of project papers and research papers, Internet links, lists of recommended video, and many more from the Whatsapp (Riabov, 2017).

This "virtual" LMS Canvas supports communication between students and the lecturer, and also as among peers working group on a team project outside the classroom. Therefore, it is a valuable resource for those students who cannot attend the synchronous learning mode to continue working online (Aldiab, Chowdhury, Kootsookos, Alam, & Allhibi, 2019). This article reports how the students

manage to submit their assignment papers on time and can express their business thought well in their papers. It helps their teachers to collect their works since all their academic works are organized in LMS Canvas which always send any information from lecturers about the tasks' due date and all lecturer's announcement. Since the feedback can be set in the Canvas system, the student's engagement can be maintained, and they are motivated to write their ideas as much as they can.

RESEARCH METHOD

This article applies a descriptive qualitative method and convenient sampling. In this research, sixty-two students of eight-semester English Department of Universitas PGRI Adi Buana Surabaya take part. They came from two classes of Entrepreneurship. Three of them did not submit their work and could not be contacted. The data collection is taken from the students' task for a half-semester and also an informal interview.

They studied and submit every task of five units consisting of the role of entrepreneurship and small business in Indonesia, Personality characteristics of successful entrepreneurs, Business leadership, Business Communication, Interpersonal Skill. Each unit has its task consisting of either written discussion, PPT file submission, peer evaluation, or summary. For their middle test, they submit their 10-15 page dream book revealing their personal information, family description, inspiring person description, strengths and weaknesses, dreams, and how to realize their dreams.

Once they submit their task, the lecturer gets their submission information in her mailbox. When the lecturer checks and marks their written work, they also get the information via e-mail. The students and lecturer also use WhatsApp to smooth their communication. During half-semester, it is a 'shocking' learning period for them because the students and lecturer have to adapt to the total online learning system, which has never been applied before.

RESULT AND DISCUSSION

The fifty-nine students or 95% can submit their written works on time because the Canvas system always keeps informing anytime they have an assignment and due date. They also receive direct feedback in the form of completing accomplishment and marking from the LMS (Abdel-Maksoud, 2018). In detail, their mark is shown in the following diagram.
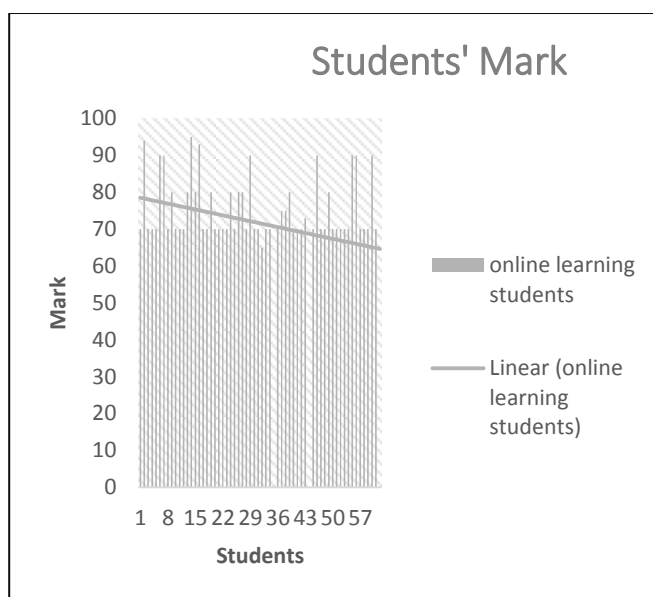

Figure 1. Diagram of Online Learning Students

Their average mark reaches 75, and most of them get 80 to 70. The ten students also manage to get 90, which are considered having minor flaws. It means that 17% of the total fifty-nine students, they can express their ideas and thoughts in doing all their 5-unit assignments and middle test maximally.

These students have low anxiety because they have high confidence to express their thought in a proper English manner (Bailey, Lee, Vorst, & Crosthwaite, 2017). They sent their five-unit assignments in the form of written discussion, PPT file submission, peer evaluation, and summary on time due to the LMS Canvas system.

For the half-semester, the students study the role of entrepreneurship and small business in Indonesia, Personality characteristics of successful entrepreneurs, Business leadership, Business Communication, Interpersonal Skill. For their middle test, they submit their 10-15 page dream book revealing their personal information, family description, inspiring person description, strengths and weaknesses, dreams, and how to realize their dreams.

The Canvas always gives notification mail to both the lecturer and students. Once the lecturer creates a module of the lesson and assignment, both students and the lecturer receive a notification letter from Canvas. Anytime the students send their work in Canvas, both also get notification e-mail from Canvas. Next, the lecturer responds to the notification by sending her personal and motivating feedback and evaluation, not only relying on automatic feedback provided by Canvas. It can make all students and lecturers well engaged with the class activity although they do not meet in person.

Nevertheless, not all students can keep up with this full online system; three of them admitted that they could not follow this system. One of them informed that he did not have computers while the two other students did not give any information. Indeed, there are still some people who are not ready with this survival online learning (Bailey et al., 2017).

However, the similar eight-semester students who took Entrepreneurship Course with the blended learning system in the previous year did not get the maximum score as these total online learning students. The students applying total online in this research can achieve a maximum score of 98 like the following diagram.
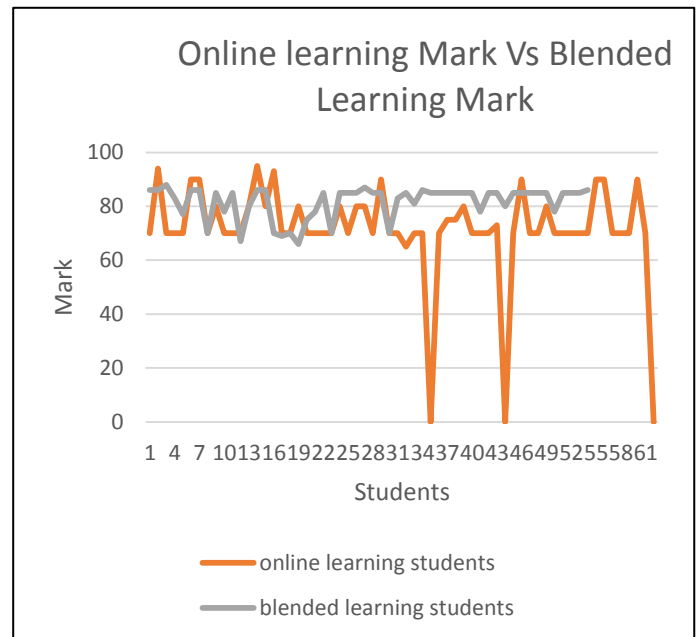

Figure 2. Diagram of Students' Mark of Online Learning Vs. Blended Learning.

On average, the students who join blended learning all their assignments and also reach a higher average score of 81. None is absent since they also have a chance to meet their lecturer both face to face and 'virtual' online. The direct meeting can be the personal touch to urge the students to comply with all their academic tasks and assignments. It may be direct academic and personal encouragement from the lecturer to students(Abdel-Maksoud, 2018; Estacio & Raga Jr, 2017).

From the informal interview with the 50 students when they attended a Zoom meeting after the middle test, only two of

them preferred exclusively online learning. The 48 students did not like online learning because they cannot talk to their lecturer and meet their friends in person. They confess that this online learning slightly discourages their learning motivation (Paz, 2017).

The participants of this research do not meet their peers and lecturer in person. 18 % of the students get their best marks, which are not achieved by the students of the blended learning Entrepreneur class. They can manage to express their thought in English by completing all their five units and middle test in the highest score, although their average score is 75. These students' expression in their written task demonstrates reasonable, but not consistent, control of the Composing/Written Expression domain's features. Meanwhile, the ten of the 59 students can show consistent idea expression, though not necessarily perfect, control of the written expression domain's features (Holman, 2013).

Indeed, combining Canvas and Whatsapp into the practice of Entrepreneur teaching underpins the critical components of learning, such as engagement, participation, consistent interaction, and critical reflection. Thus, meaningful learning Entrepreneur experiences is well supported by actively engaged and participated learners. (Latheef, 2015).

CONCLUSION AND SUGGESTION

The multifaceted resources and updated technological tools have provided high chances for diverse levels of learning experiences, which make the learners or students express their thought more productively and creatively. It is crucial to understand the potential LMS Canvas and Whatsapp to create a learning environment in which students are motivated to sense of what they are learning. The positive impacts of these tools on the student's autonomy can

accelerate the students' creative expression and a better engaging atmosphere.

The LMS Canvas and Whatsapp, which are asynchronous learning mode, can motivate the students to learn independently and productively create their expression in learning Entrepreneur Subject. It is far different from the synchronous mode of the real-time virtual meeting, which urges the learners to attend it by using their computer or smartphone with speedy internet access. Most students can participate in the asynchronous mode since it does not need high-speed internet access. It can reduce students' anxiety relating to their lack of confidence by encouraging students to give themselves ample time to show writing performance, as well as kind inspiration words provided by their lecturer. Therefore, during online learning, the teacher or lecturer is recommended to spend their time to write their feedback to make their students' learning more enthusiastic and engaging. It can smooth and accelerate the students' task submission.

Compared with blended learning, this inclusive online learning causes the students' anxiety because not all students manage to attend this mode. Thus, It might be one of the weaknesses of fully online learning since the students do not have a chance to meet in person with the lecturer. Amidst this pandemic, they cannot see their friend in person. They confess that this inclusive online learning slightly discourages their learning motivation. However, online learning also creates learning autonomy and creativity. Some students can produce their written thought in a well orderly manner at their tasks and test.

The research in students' behavior in learning entrepreneurship in terms of how they submit their work and in learning achievement, particularly in express their thought in English, needs to be dug more. This article still applies minimal population

and limited web tools and applications. It does use a statistical calculation to compare and model how the students' behavior model in the learning model. Therefore, shortly, quantitative and mix-method research is quite suggested to reveal and learn how the students apply full digital system, mainly to help them learning Entrepreneur during this pandemic outbreak

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