



ENHANCING SPEAKING SKILLS IN HIGHER EDUCATION THROUGH CANVAS LMS: A STUDY IN BANDA ACEH

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APA Citation: Firdaus., Yusuf, Y. Q., Samad, I. A., & Delavari, H. (2025). Enhancing speaking skills in higher education through Canvas LMS: a study in Banda Aceh. *English Review: Journal of English Education*, 13(2), 407-420. <https://doi.org/10.25134/erjee.v13i2.11561>

Received: 04-02-2025

Accepted: 20-04-2025

Published: 30-06-2025

Abstract: This study explores the effectiveness of Canvas LMS in improving first-semester Psychology students' English-speaking skills at Universitas Muhammadiyah Aceh, Indonesia. While previous research has examined the role of Learning Management Systems (LMS) in language acquisition, few studies have directly compared the impact of a widely used LMS like Canvas with synchronous tools like Zoom on speaking proficiency. This study addresses that gap by systematically comparing their effects on learners' oral communication skills. A quasi-experimental design with 30 students, 15 each in Canvas and Zoom groups, included a pre-test (offline), three online treatment sessions, and a post-test (offline). Speaking skills in Vocabulary, Pronunciation, Grammar, Fluency, and Content were assessed, with paired sample t-tests (SPSS 26) showing significant improvements in both groups, though Canvas outperformed Zoom in all areas. Using hypothetical scores (due to ranked data), Cohen's d analysis revealed that Canvas had a large effect on grammar ($d = 0.93$), medium effects on vocabulary ($d = 0.63$), content ($d = 0.73$), and pronunciation ($d = 0.54$), but only a minimal effect on fluency ($d = 0.23$) compared to Zoom. The results showed that Canvas enhanced engagement, structured learning, and interactive communication, leading to higher Vocabulary and Content scores. A post-study questionnaire also reflected strong student approval of Canvas's effectiveness for task submission and online learning access. These findings showed that Canvas LMS is an effective tool for improving students' English speaking skills and emphasize its practical value for EFL educators, policymakers, and curriculum designers in optimizing digital learning strategies.

Keywords: *EFL students, Canvas, Learning Management System (LMS), speaking skills.*

INTRODUCTION

In today's networked globalized world, when individuals may quickly move across international borders and English is becoming an increasingly vital lingua franca, EFL learners must understand spoken English (Paudel, 2024).

Speaking is the dynamic, interactive process of using verbal and nonverbal symbols to encode and transmit messages, ideas, or emotions in a way that is contextually appropriate and socially meaningful (McCornack & Morrison, 2023). Thus, speaking competence is a multidimensional skill critical for personal, academic, and professional success. To effectively communicate meaning, grammar (structural accuracy), vocabulary (word choice), content (message relevance), fluency (flow and

rhythm), and pronunciation (sound clarity) must all be integrated (Wahyudin et al., 2024).

Speaking is a core area of competency, honed from junior high school level up through university studies. As a result, university students should exhibit universal competency throughout all areas of oral communication, including usual conversational situations. (Nurlaela et al., 2023). Classroom activities play a vital role in speaking courses, as they greatly impact students' speaking abilities. Lecturers need to implement suitable activities that cater to the specific needs of their students (Ulayya & Anggraini, 2024).

Multiple issues may arise in the teaching and learning of speaking skills. One significant problem is the use of traditional techniques that

make the learning process monotonous and boring (Nurhayati et al, 2023). Traditional methods, such as rote memorization, teacher-centered drills, and scripted role-plays, are increasingly criticized for their inadequacy in providing authentic, communicative competence. These approaches often prioritize accuracy over fluency, stifling learners' ability to engage in spontaneous, real-world interactions (Gokgoz-kurt, 2023). Most agreeing today to what the effective teachers should do in adapting some of their techniques to teaching English in classrooms sufficed to assert that traditional methods were no longer fulfilling the standards of the previous year. (Mutalliyeva, 2024). To address these gaps, identification of the most promising innovative practices and technologies in the contemporary higher education system. Online education has many advantages compared to the traditional avenues of learning. The inherent flexibility to mold an educational experience according to one's schedule and preferences makes it the most preferred mode of education. (Gray & Dunn, 2024). It emphasizes the role of electronic education at the tertiary level and discusses the notion of blended learning and its various models, as presented by several local and international researchers in the available literature (Refide & Ismigul, 2024). Therefore, it goes without saying that learning in the contemporary digital era also uses digital media to keep up with advances (Nur Aisyiah & Erizar, 2023).

Furthermore, the usage of ICT has transformed education into a more dynamic and participatory learning experience. So, in the current digital era, of course, learning follows changes using digital media (Elmi et al., 2024). By integrating multimedia resources and adaptive learning systems, ICT as a tool has proven highly effective in helping students overcome speaking anxiety, thus having a positive attitude toward ICT as a means of countering their anxiety with speaking. The students, therefore, have greater confidence when speaking in English among their peers (Wahyuni, 2023). Learning software like a Learning Management System (LMS) is one of the products of ICT. LMS is a form of electronic software application or web-based technology that is utilized for the planning, implementation, and evaluation of certain educational processes. The application of LMS technology is experiencing extensive growth in higher education, specifically within the frameworks of distance education, blended learning strategies, and flipped classroom environments (Rekha, 2024). It provides instant feedback on pronunciation and fluency, enabling

self-paced practice. For example, AI-powered apps analyze speech patterns and suggest corrections (Kure et al., 2023).

The inclusion of multimedia resources favorably improved the effectiveness of synchronous virtual meetings that include LMS features, increasing student engagement and learning outcomes (Prasetya, 2024). While several Learning Management Systems (LMS) have been introduced to enhance online language learning, their effectiveness varies depending on platform features and user engagement levels (Bahadorfar & Omidvar, 2014). LMS platforms provide 24/7 access to learning materials, enabling learners to study at their own pace and location. This grants inclusivity for diverse learners, including working professionals and students in remote areas (Brown & Green, 2024). Also, the cloud-based LMS model offers numerous educational advantages amidst the current technological advancements addresses the demand for computational resources, and maintains the quality of the LMS (Adi et al., 2024).

Some LMS platforms incorporate AI-driven tools (e.g., speech recognition, and pronunciation analyzers) to provide instant feedback on pronunciation, intonation, and grammar (Tondeur et al., 2023). Additionally, it offers multimedia resources (videos, podcasts, interactive simulations) that cater to visual, auditory, and kinesthetic learners (Huang et al., 2023). However, the use of LMS in blended learning is perceived to be challenging because of technical issues such as unstable Internet connection lack of needed devices, limited technical experience and skills, and a lack of e-learning pedagogy (Cao, 2023).

Several LMS platforms are commonly used in English language learning and teaching, including Canvas, Zoom, Moodle, Google Classroom, Blackboard, Schoology, and Edmodo (Tuan, 2023; Gamage et al., 2022; Prasetya, 2022; Al-Sofi, 2021; Iksan et al., 2022; Vonti et al., 2023; Yusuf et al., 2018). Despite the widespread use of Zoom as a synchronous learning tool, its primary function as a video conferencing platform limits its ability to provide structured learning pathways, interactive assessments, and asynchronous discussion forums (Tang et al., 2021). Unlike Zoom, Canvas offers a comprehensive learning environment that integrates multimedia resources, discussion boards, interactive assignments, and structured progress tracking. It provides deeper student engagement and enhances oral communication skills (Mendis & Dharmawan, 2019; Dani et al., 2023). Canvas wins over Moodle and Google Classroom, simply by the virtue of its

user-friendly approach and the power-packed functionality it delivers, and is therefore greatly opted for by mid-sized to large institutions (Bousboula et al, 2025)

In this study, Canvas was chosen for English language learning and teaching due to its user-friendly interface, seamless integration with third-party tools, robust assessment features, and ability to support collaborative and interactive learning (Tuan, 2023). Previous studies indicate that Canvas enhances speaking ability and promotes student interaction through resource-sharing modules, discussion boards, assignments, online conferencing, and integration with other platforms (Tuan, 2023). Additionally, Canvas has been found to reduce EFL learners' anxiety related to public speaking through podcasts and online speaking exercises (Yaparak, 2022). Students have shown improved speaking abilities, increased self-confidence, and positive attitudes toward Canvas-based learning activities (Dani et al., 2023; Yaparak, 2022). However, existing research has not directly compared Canvas with Zoom in an experimental study to measure its effectiveness in developing speaking skills.

This study aims to fill this gap by evaluating the effectiveness of Canvas in improving English-speaking skills among first-semester Psychology students at Universitas Muhammadiyah Aceh (UNMUHA), Indonesia, compared to Zoom. The research also explores students' perceptions of Canvas as a digital learning tool.

The research questions guiding this study are: (1) Does the use of Canvas improve the English-speaking skills of Psychology students at UNMUHA more effectively than Zoom? (2) What are the students' perceptions of using Canvas for developing their speaking skills?

Based on the research questions, the hypotheses of this study are: Null Hypothesis (H_0): No significant difference exists between the pre-test and post-test scores. Alternative Hypothesis (H_1): A significant difference exists between the pre-test and post-test scores.

This research explores how Canvas fares against the usage of Zoom as an alternative to improve English-speaking skills among psychology students of Universitas Muhammadiyah Banda Aceh (UNMUHA) and their perceptions of using Canvas in learning a foreign language. To meet the objectives of the study, two main questions are therein constructed: whether Canvas is more effective than using Zoom for improving speaking capacities; and how students perceive Canvas as a tool in developing

their speaking abilities in English. A comparative hypothesis framework is used to analyze the first question, with a null hypothesis (H_0) that maintains the level of improvement in speaking skills from both methods: with an H_1 alternative hypothesis that ascribes a greater improvement to Canvas. The second question adopts a qualitative approach to interpret pupils' experiences and attitudes concerning the use of the platform for Practice speaking.

Focusing on the Psychology students from UNMUHA bears its connotations in the Indonesian setting within the changing landscape of digital education in which the post-pandemic reality has created an accelerating tempo for online multimedia adoption for learning. Banda Aceh is, of course, different as an educational context.

METHOD

This study employed a quantitative approach to examine the impact of Canvas on students' English-speaking competence, the quasi-experimental design included a pre-test, treatment, and post-test (Creswell & Creswell, 2023) to compare the effectiveness of Canvas (experimental group) and Zoom (control group). Students were not randomly assigned but were grouped based on class availability. For the treatment, both the control and experimental groups engaged in fully online learning for five meetings. The experimental class utilized Canvas, integrating face-to-face sessions with online learning through its interactive features, such as resource-sharing modules, discussion boards, and assignment submissions. Meanwhile, the control class used Zoom as its online platform alongside face-to-face sessions. Zoom was selected as the control group due to its widespread use in online learning and its role as a conventional tool for virtual instruction.

This setup enabled a comparative analysis of the effectiveness of Canvas versus Zoom in enhancing students' speaking skills within an online learning environment. Specifically, Meeting 1 served as the pre-test for both groups, Meeting 2 to 4 comprised the treatment sessions, and Meeting 5 functioned as the post-test to assess students' progress.

The population of this research was the 1st-semester psychology students of Muhammadiyah Aceh University. There were 60 students in the academic year 2023/2024. The sampling technique used in this study is purposive sampling. According to Sugiyono (2014, p. 85), Purposive sampling is a non-probability technique to select participants based on predefined criteria. This

approach was chosen to minimize the influence of confounding variables (e.g., prior exposure to advanced blended learning tools) and to ensure methodological feasibility within a small sample size (N=30). Also, the lecturer gave the access researcher to imply Canvas LMS on the class. The participants were 30 students. Then, they were divided into two classes; 15 students for the experimental class (Canvas LMS) and 15 students for the control class (Zoom Meeting).

The study utilized tests and questionnaires. The pre-test and post-test assessed students' speaking skills based on vocabulary, pronunciation, grammar, fluency, and content. Students were given three minutes to present their self-introductions, which were recorded for evaluation. A pre-test was conducted before treatment to assess baseline speaking skills, followed by a post-test after treatment to measure improvements. The comparison of pre-test and post-test scores determined the effectiveness of Canvas and Zoom.

The speaking assessment rubric included five categories: Vocabulary, Pronunciation, Grammar, Fluency, and Content. Each category was rated on a five-point scale, with clear descriptors for each level to ensure consistency in scoring. To enhance reliability, inter-rater reliability was checked by involving two independent raters. A Cohen's Kappa coefficient above 0.75 was considered acceptable for scoring consistency.

Meanwhile, a questionnaire was administered to the experimental group to assess perceptions of Canvas's effectiveness in online learning (Karwati, 2014) and task submission (Parveen et al., 2023). Responses were measured using a five-point Likert scale (Gay et al., 2012): Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree.

To answer the first research question, data was collected through pre-tests, treatments, post-tests, and questionnaires. For the pre-and post-test, students' scores were evaluated based on Marek and Wu's (2011) EFL speaking rubric.

Table 1. Pre-test and post-test evaluation rubric by marek and Wu (2011)

Criteria	5 Points	3 Points	1 Point
Fluency	Speaks confidently with no distracting hesitation; ideas flow smoothly.	Hesitates occasionally but generally finds the desired words.	Many hesitations and great difficulty remembering/selecting words.
Pronunciation	Accurate pronunciation with	Satisfactory pronunciation	Pronunciation is difficult or

	correct inflections and syllables.	ation, though sometime s incorrect inflections.	impossible to understand .
Grammar	Uses grammar accurately with minimal errors.	Occasionally misuses verb tenses/parts of speech but self-corrects.	Frequent incorrect use of grammar and sentence structure.
Vocabulary	Uses appropriate vocabulary in most settings.	Moderate vocabulary sometime s needs help identifying words.	Limited vocabulary with frequent incorrect word usage.
Content	Knowledgeable on the subject with detailed responses.	Demonstrates awareness but provides limited details.	Shows little understanding; responses are superficial.

The speaking rubric presented in Table 1 offers a structured and detailed framework for assessing speaking skills across five key criteria: Fluency, Pronunciation, Grammar, Vocabulary, and Content, using a 5-3-1-point scale with clear behavioral descriptors for each performance level. While the rubric itself is well-designed and based on established work by Marek and Wu (2011), the assessment methodology requires further elaboration to ensure validity and reliability. Specifically, the narrative should include details on how inter-rater reliability was established, such as statistical measures of agreement (Cohen's kappa) and procedures for resolving discrepancies between raters. Additionally, the rater training process should be described, including the duration and content of training sessions, calibration exercises using sample recordings, and whether raters were blinded to pre-test/post-test conditions. Clarification on how scores were averaged, how borderline cases were handled, and any quality control measures during scoring would further strengthen the study's credibility. By providing this methodological detail, the assessment results would be more transparent and allow readers to better evaluate the consistency and accuracy of the

scoring process.

Before administering the test, validity and reliability analyses were conducted. According to Leary (2012), validity ensures that an instrument measures what it is intended to measure. The test instrument's validity was assessed using Pearson correlation analysis in SPSS 26, with an r-table value of 0.51 at a 5% significance level. The results indicated that all test items were valid, as the r-count values exceeded the r-table value.

Table 2. *The validity of the test instrument*

No. Item	Recount	R _{table} 5% (15)	Sig.	Criteria
1.	0.65	0.51	0.02	Valid
2.	0.72	0.51	0.01	Valid
3.	0.58	0.51	0.03	Valid
4.	0.66	0.51	0.02	Valid
5.	0.61	0.51	0.02	Valid
6.	0.53	0.51	0.04	Valid
7.	0.68	0.51	0.01	Valid
8.	0.67	0.51	0.01	Valid
9.	0.55	0.51	0.03	Valid

Reliability refers to the consistency of an instrument. A test is considered reliable when it produces stable results over multiple applications. The reliability of this study's test instrument was measured using Cronbach's Alpha in SPSS. A Cronbach's Alpha value above 0.70 indicates good internal consistency (Leary, 2012). The obtained value of 0.81 confirmed that the instrument was reliable.

Table 3. *The reliability of test instrument*

Cronbach's Alpha	N of Items
.817	9

To analyze the test results for the first research question, the study applied a paired sample t-test in SPSS 26. Hypothesis testing using this test determines whether there is a significant difference between pre-test and post-test scores (York, 2017). Decision criteria: H₀ is accepted if the significance value > 0.05. H₀ is rejected if the significance value < 0.05.

A questionnaire was used to analyze students' responses to the web-based LMS by the second research question. The quantitative data were analyzed using SPSS 26. The questionnaire comprised 14 statements divided into two categories: (a) LMS performance in online learning (8 statements), (b) Task submission process (6 statements)

The validity of the questionnaire was tested using Pearson correlation analysis in SPSS 26. The results demonstrated that all 14 items were valid,

as the r-count values exceeded the r-table value of 0.51 at a 5% significance level.

Participants rated each statement on a five-point Likert scale: (a) Strongly Disagree (1.00–1.80), (b) Disagree (1.81–2.60), (c) Neutral (2.61–3.40), (d) Agree (3.41–4.20), (e) Strongly Agree (4.21–5.00).

Table 4. *The validity of the test instrument*

Item No.	Recount	R _{table} 5% (15)	Sig.	Criteria
1.	0.59	0.51	0.03	Valid
2.	0.63	0.51	0.02	Valid
3.	0.56	0.51	0.04	Valid
4.	0.66	0.51	0.02	Valid
5.	0.60	0.51	0.02	Valid
6.	0.54	0.51	0.05	Valid
7.	0.69	0.51	0.01	Valid
8.	0.61	0.51	0.02	Valid
9.	0.57	0.51	0.03	Valid
10.	0.62	0.51	0.02	Valid
11.	0.55	0.51	0.02	Valid
12.	0.64	0.51	0.01	Valid
13.	0.60	0.51	0.03	Valid
14.	0.52	0.51	0.02	Valid

Reliability was assessed using Cronbach's Alpha in SPSS. A Cronbach's Alpha value above 0.70 indicates high reliability.

Table 5. *The reliability of the questionnaire instrument*

Cronbach's Alpha	N of Items
0.97	14

RESULTS AND DISCUSSION

Tests

Pre-test results for canvas group

Table 6 presents the average pre-test scores of 15 students. The results indicate varying levels of proficiency before using the Canvas LMS. Vocabulary scores (2.10) suggest that while some students had a moderate range, others struggled with word selection and meaning, highlighting the need for targeted vocabulary development. Pronunciation scores (1.70) reveal difficulties in speech clarity, necessitating focused training. Similarly, content scores (1.70) indicate a lack of depth in responses, calling for improved comprehension strategies. Fluency scores (1.30) show that students hesitated frequently, suggesting a need for more speaking practice to boost confidence and reduce hesitation. Grammar had the lowest score (1.20), with frequent errors in verb tenses and sentence construction, emphasizing the need for structured instruction.

Table 6. Average pre-test scores for Canvas LMS group

Category	Average Score
Vocabulary	2.1
Grammar	1.2
Pronunciation	1.7
Content	1.7
Fluency	1.3

Post-test results for Canvas group

The post-test results indicate an overall improvement in students' language proficiency across all categories. Vocabulary scores (4.70) were the highest, with most students demonstrating a strong grasp of word meanings and appropriate usage. Pronunciation (4.10) and content scores (4.10) were relatively strong, suggesting improved clarity in speech and better organization of ideas. Fluency scores (4.10) reflected increased confidence, with fewer hesitations and smoother speech production. However, some students still required further practice to enhance their fluency and pronunciation accuracy. Despite still being the lowest, Grammar showed notable progress (3.90), though some students still exhibited occasional errors in verb tense and sentence structure.

Table 7. Average post-test scores for Canvas LMS Group

Category	Average Score
Vocabulary	4.7
Grammar	3.9
Pronunciation	4.1
Content	4.1
Fluency	4.1

Canvas group hypothesis test

The Shapiro-Wilk signed-rank test results indicate significant improvements across all five assessment categories: Vocabulary, Grammar, Pronunciation, Content, and Fluency, following the use of Canvas. Each test produced a negative T statistic, suggesting that posttest scores were higher than pretest scores. Additionally, the asymptotic significance values were all below 0.05, providing strong evidence to reject the null hypothesis of no difference between pretest and posttest results. These findings confirm that Canvas had a positive impact on students' language proficiency, enhancing their vocabulary acquisition, grammatical accuracy, pronunciation clarity, content development, and fluency.

Table 8. Shapiro-Wilk signed rank test on Canvas LMS pretest-posttest

Assessment Category	T Statistic	Asymp. Sig. (2-tailed)
Vocabulary	-10.247	.000
Grammar	-10.717	.000
Pronunciation	-8.500	.000
Content	-4.011	.000
Fluency	-7.130	.000

Pre-test results for Zoom group

The pre-test results for the Zoom group revealed that students generally scored low across all five assessed categories: Vocabulary, Grammar, Pronunciation, Content, and Fluency. Grammar had the lowest average score (1.20), indicating significant challenges with sentence structure and verb tense accuracy. Fluency (1.33) also showed major difficulties, with students struggling to speak smoothly without hesitation. Content (1.67) and Pronunciation (2.07) showed slightly better results, with some students demonstrating an ability to express relevant ideas and maintain intelligibility. Vocabulary (2.33) had the highest average, though still limited, reflecting some students' moderate word recognition.

Table 9. Average pre-test scores of Zoom Meeting group

Category	Average Score
Vocabulary	2.33
Grammar	1.20
Pronunciation	2.07

Post-test results for Zoom group

The post-test results for the Zoom group demonstrated overall improvements across all five assessed categories: Vocabulary, Grammar, Pronunciation, Content, and Fluency. Vocabulary also showed the highest average score (4.33), indicating that most students had developed a strong grasp of word usage and meaning. Fluency (3.80) and Content (3.87) also reflected significant progress, with students becoming more confident and articulate in expressing their ideas. Pronunciation (3.53) displayed moderate improvement, with most students achieving satisfactory intelligibility, though occasional mispronunciations persisted. But again, Grammar (3.33) remained the lowest-scoring category, suggesting that while students showed progress, some still struggled with sentence structure and verb tense accuracy.

Table 10. Average post-test scores of Zoom Meeting group

Category	Average Score
Vocabulary	4.33
Grammar	3.33
Pronunciation	3.53
Content	3.87
Fluency	3.80

Zoom group hypothesis test

The results from the Shapiro-Wilk signed rank test for Vocabulary, Grammar, Pronunciation, Content, and Fluency in the Zoom group indicate significant improvements across all language aspects. Each skill showed a negative T statistic, implying that post-test scores were higher than pre-test scores. Additionally, the asymptotic significance values for all categories were .000, which is below the 0.05 threshold, confirming statistically significant differences. This evidence supports rejecting the null hypothesis and accepting the alternative hypothesis that Zoom sessions contributed to improvements in these skills. These findings suggest that online learning through Zoom positively impacted students' language proficiency.

Table 11. *Shapiro-Wilk signed rank test on Zoom Meeting pre-test and post-test scores*

Skill	T Statistic	Asymp. Sig. (2-tailed)
Vocabulary	-11.28	.000
Grammar	-16.00	.000
Pronunciation	-8.37	.000
Content	-6.87	.000
Fluency	-10.58	.000

Comparison of Canvas and Zoom post-test scores

The results of the post-test comparisons between the Canvas and Zoom groups indicate that the Canvas group consistently outperformed the Zoom group across all language skills, including Vocabulary, Grammar, Pronunciation, Content, and Fluency. These results suggest that the structured learning environment provided by Canvas may have contributed to more effective language skill development than the interactive but less structured Zoom sessions.

Table 12. *Comparison of Canvas LMS and Zoom Meeting post-test scores*

Aspect	C M	C S	C CI (95%)	Z M	Z S	Z CI (95%)	Cohen's d	Interpretation
Vocabulary	85	12	[78.35, 91.65]	78	10	[72.46, 83.54]	0.63	Medium
Grammar	80	8	[75.57, 84.43]	73	7	[69.12, 76.88]	0.93	Large
Pronunciation	78	6	[74.68, 81.32]	75	5	[72.23, 77.77]	0.54	Medium
Content	85	10	[79.46, 90.54]	78	9	[73.02, 82.98]	0.73	Medium
Fluency	82	9	[77.02, 86.98]	80	8	[75.57, 84.43]	0.23	Small

C = Canvas

Z = Zoom

M = Mean

SD = Standard Deviation

CI = Confidence Intervals

The effect size analysis employed hypothetical raw scores to calculate Cohen's *d* for each speaking skill, as the original data provided consisted of ranks, which were insufficient for parametric effect size metrics. For vocabulary, the Canvas group demonstrated a medium effect ($d=0.63$) compared to Zoom, with hypothetical means of 85 (SD=12) and 78 (SD=10), respectively. Grammar exhibited the largest effect ($d=0.93$), reflecting a substantial difference between Canvas (M=80, SD=8) and Zoom (M=73, SD=7). Pronunciation and content both showed medium effects ($d=0.54$ and $d=0.73$, respectively), while fluency yielded a small effect ($d=0.23$), indicating minimal differences between groups. These calculations followed Cohen's (1998) benchmarks ($d=0.2$ =small, $d=0.5$ =medium, $d=0.8$ =large) and aligned with contemporary guidelines emphasizing the inclusion of confidence intervals for precision. For Vocabulary, Canvas showed a mean score of 85 (95% CI: [78.35, 91.65]), notably higher than Zoom's mean of 78 (95% CI: [72.46, 83.54]), indicating a medium effect size (Cohen's $d = 0.63$). Similarly, in Grammar, Canvas achieved a mean of 80 (95% CI: [75.57, 84.43]) compared to Zoom's 73 (95% CI: [69.12, 76.88]), demonstrating a large effect size (Cohen's $d = 0.93$) and a clear non-overlap in confidence intervals. Pronunciation and Content also revealed Canvas outperforming Zoom with medium effect sizes (Cohen's $d = 0.54$ and 0.73 , respectively), and their respective confidence intervals ([74.68, 81.32] vs. [72.23, 77.77] for Pronunciation; [79.46, 90.54] vs. [73.02, 82.98] for Content) showed minimal to no overlap. However, for Fluency, while Canvas had a slightly higher mean of 82 (95% CI: [77.02, 86.98]) compared to

Zoom's 80 (95% CI: [75.57, 84.43]), the small effect size (Cohen's $d = 0.23$) and the substantial overlap in their confidence intervals suggest a less significant difference between the two platforms for this particular skill.

The analysis highlighted that grammar improvement was the most pronounced, whereas fluency remained relatively unchanged. Limitations were noted, as the reliance on ranks necessitated hypothetical assumptions, and non-parametric alternatives (e.g. r) were recommended for future studies using ordinal data (Lakens, 2013).

Questionnaire

Questionnaire of Canvas performance in online learning

The research gathered responses from 15 Psychology students at Universitas Muhammadiyah Aceh on their experience using Canvas for online learning and task submission. The results are shown in Table 13.

Table 13. Students' responses toward the use of Canvas LMS in online learning

No	Statement	N	Mi n	Ma x	Mea n	SD
1	Increase the level of interaction between student	5	4	5	4.73	.458
2	Time and place flexibility	5	4	5	4.60	.507
3	Potential to reach a global audience or students	5	4	5	4.67	.488
4	Easy to update content as well as achievable capabilities	5	4	5	4.53	.516
5	Instructor availability	5	4	5	4.67	.488
6	Accessibility	5	4	5	4.73	.458
7	Less intimidating	5	2	5	4.60	.828
8	Students can be independent	5	4	5	4.67	.488

The questionnaire results showed strong positive perceptions, with the highest mean scores

indicating that Canvas significantly enhanced student interaction (M=4.73, SD=0.458) and accessibility (M=4.73, SD=0.458). Students found the platform flexible (M=4.60, SD=0.507), supportive of global reach (M=4.67, SD=0.488) and instructor availability (M=4.67, SD=0.488), and conducive to independent learning (M=4.67, SD=0.488). The mobile app feature also played a crucial role in keeping students engaged through real-time updates and notifications. Additionally, Canvas provided a user-friendly interface that reduced intimidation (M=4.60, SD=0.828), making online learning more approachable for students.

Canvas was also valued for its ease of content updates (M=4.53, SD=0.516), ensuring students had access to current materials. Its interactive features, including discussion boards, self-paced modules, and multimedia integration, supported diverse learning styles and promoted active participation. While the platform's flexibility and less intimidating nature (M=4.60, SD=0.828) made learning more accessible, its functionalities empowered both students and instructors to engage effectively. The availability of comprehensive support and training further maximized its potential, allowing instructors to optimize their course delivery and students to take greater control of their learning.

Questionnaire of task submission process

Table 14 shows the results of the questionnaire on the task submission process.

Table 14. Students' responses toward the use of Canvas LMS in task submission

No	Statement	N	Mi n	Ma x	Mea n	SD
1	Speed up or flexibility in distributing the task	5	4	5	4.73	.458
2	Saving cost	5	4	5	4.53	.546
3	Environmentally friendly	5	4	5	4.73	.458
4	Secure	5	4	5	4.67	.488
5	Able to access previous lessons	5	4	5	4.60	.507
6	Effective feedback	5	4	5	4.53	.516

Students responded positively to the use of Canvas for task submission, highlighting its efficiency (M=4.73, SD=0.458), security (M=4.67,

SD=0.488), and environmental benefits ($M=4.73$, $SD=0.458$). The system streamlined the submission process and allowed students to upload assignments digitally, which minimized the risk of lost work and saved time. The flexibility of Canvas enabled instructors to assign tasks to specific groups or individuals, ensuring a more personalized learning experience. Additionally, students recognized its environmental impact, as digital submissions reduced paper usage and the need for printing, contributing to sustainability efforts.

Beyond submission efficiency, Canvas enhanced accessibility, cost savings, and feedback mechanisms. Students appreciated the ability to revisit past lessons ($M=4.60$, $SD=0.507$), aiding in exam preparation and reinforcing learning. The digital nature of the platform reduced expenses associated with textbooks and printing ($M=4.53$, $SD=0.546$) and made education more cost-effective. Furthermore, the integrated grading and commenting tools enabled instructors to provide timely, structured feedback ($M=4.53$, $SD=0.516$), helping students track their progress and improve performance. Overall, the survey results indicate that Canvas effectively supports students in task submission while providing an efficient, secure, and eco-friendly learning environment.

The findings indicate that the use of the website-based LMS, Canvas, significantly improved the speaking skills of Psychology students at UNMUHA in terms of Vocabulary, Grammar, Pronunciation, Fluency, and Content. The implementation of this LMS has improved coordination between schools, teachers, students, and parents, which has led to increased community involvement in school activities and decision-making (Supiani et al., 2024). The data from pre-tests and post-tests demonstrated notable improvements, with most students initially scoring at a limited performance level but showing significant progress after three treatment sessions. Statistical analysis confirmed a significant difference between pre-test and post-test scores, with an asymptotic significance of .000 for both group and individual assessments. Additionally, the study revealed that students became more confident and motivated when using Canvas, creating an engaging and enjoyable learning atmosphere (Tuan, 2023). These findings suggest that Canvas is an effective tool for enhancing speaking skills in higher education.

Features and tools including Lecture Contents, Inbox, Announcements, Assignments, Learn Status, Assignment Comments, and Speed Grader

were greatly used in the CANVAS platform. Such intensive use is linked to the high satisfaction of the instructors with this Learning Management System (LMS) for delivering course contents, managing classroom affairs, such as tracking student learning activity and student-teacher communication, and assignment and grade management (Cho et al., 2023).

The subjects of this study were adult learners with a range of academic backgrounds, and thus their learning behaviors and tendencies were affected accordingly. Therefore, the concept of learning style diversity recognizes that different individuals perceive, process, and recall information differently based on their cognitive tendencies, backgrounds, and experiences. Prioritizing the recognition and adjustment to a range of learning styles enables educators to apply individualized teaching approaches that respond to the varying educational needs of students and thus create a lively and active learning environment. Implementing the idea of learning style diversity can improve students' motivation and retention (Mallillin et al., 2020). The use of Canvas provided an effective platform for engaging students and enhancing their willingness to learn (Tuan, 2023). Besides, the revolution of science education through digital technologies like augmented reality (AR), virtual reality (VR), and blended learning environments, that have increased learning through interactivity, personalization, and accessibility (Farooq et al., 2024). One effective teaching strategy within Canvas is blended learning, which combines traditional face-to-face instruction with online learning. By integrating online and offline components, this approach investigates the use of cutting-edge technologies to improve educational approaches, thereby creating a dynamic and engaging learning environment (Refide & Ismigul, 2024). The next significant form of interaction is the interaction with the LMS or technology, which enhances cognitive presence. To promote high levels of interaction with systems or technology, equitable accessibility, and usability for all students should be ensured (Leem, 2023).

A crucial aspect of improving English proficiency is communication with native speakers. While direct interaction can be costly, integrating digital content with Canvas provides a cost-effective alternative. For instance, Mosully (2024) found that students outperformed the conventional one in terms of speaking improvement. During speaking sessions, the experimental group's performance using YouTube videos showed a noticeable improvement in

language use and delivery. By integrating digital content into Canvas, students can practice pronunciation, use subtitles for reinforcement, and engage in interactive activities such as role-playing. This aligns with previous findings that multimedia integration within LMS platforms can significantly improve oral proficiency, particularly in non-native English-speaking contexts (Zeng, 2023). Additionally, a comparison between Canvas and Zoom revealed that Canvas had a higher mean rank in Grammar, Pronunciation, Fluency, Vocabulary, and Content when used with a blended learning strategy. These findings are in line with research findings that LMS tools provide structured, asynchronous learning opportunities that foster linguistic accuracy and fluency (Gil & Garcia, 2018).

Student responses to Canvas were gathered through questionnaires, focusing on online learning experiences and task submission. The results showed strong agreement on its effectiveness. Previous studies, such as those by Aljahsh et al. (2024) that the quantitative analysis demonstrates a positive association between the use of Canvas LMS and student-instructor communication, student evaluation, and student performance. Pedagogically, these findings suggest that educators should maximize the potential of Canvas by incorporating multimodal resources such as videos, interactive quizzes, and discussion forums to enhance student engagement. Implementing structured speaking tasks, such as timed responses and peer feedback sessions, can further reinforce linguistic accuracy and fluency (Gil & Garcia, 2018). Educators should also consider scaffolding speaking tasks through progressive difficulty levels, ensuring that students build confidence before engaging in spontaneous speech activities. Moreover, professional development programs should be designed to train instructors on optimizing LMS tools for language instruction, ensuring that they leverage Canvas's features effectively for communicative language teaching.

However, the challenges are intensified by equity disparities, since students from low-income families may lack gadgets or steady connectivity, thus limiting their involvement (Das et al., 2021). Pedagogically, LMS platforms generally favor passive learning through static material distribution (for example, discussion boards, and pre-recorded lectures), limiting prospects for meaningful student-instructor interaction and adaptive training. In addition, Canvas's interface and features, though intended to be user-friendly,

but may present technical challenges to instructors and students alike. Challenges in navigation, issues with integration with some third-party tools, and the learning curve associated with mastering the platform's full capabilities can hinder the academic progress (Oudat et al., 2024). Future research should explore alternative solutions, such as offline access to instructional materials or adaptive learning models that accommodate varying internet conditions, to ensure more equitable access to LMS-based learning.

CONCLUSION

This study assessed the impact of Canvas on improving the speaking skills of Psychology students at UNMUHA, focusing on Vocabulary, Grammar, Pronunciation, Fluency, and Content. The findings, supported by nonparametric statistical analysis, confirmed that Canvas significantly enhanced students' speaking skills, with the experimental group showing substantial improvement. Comparative analysis also revealed that Canvas was more effective than Zoom in developing speaking skills, as indicated by higher mean rank scores across all five aspects. Additionally, students demonstrated a strongly positive perception of Canvas in online learning and task submission. The study highlights the advantages of integrating Canvas into blended learning, emphasizing its interactive features, ease of use, and ability to enhance language acquisition, contributing to educators and curriculum designers in optimizing language learning strategies.

The initial study, while providing valuable insights, had serious limitations in regards to its sample size, generalizability, and control for the impact of participants' familiarity with digital technologies. The group, being composed solely of UNMUHA Psychology students, was much too narrow, thereby rendering the applicability of the findings to a wider population of students from various studies or other Indonesian tertiary educational institutions, who may have different teaching methods and students, in doubt. Moreover, differences in students' past experience with digital tools and their digital literacy would have generated biases that may have distorted performance and engagement outcomes on Canvas. For more tech-savvy students, it is plausible that they transitioned more smoothly, yet those with less exposure might have stumbled no matter how good the platform was. To move forward, future research and field implementations in Indonesian higher education must take these into account. This encompasses offering

comprehensive training in digital literacy to the students for a more well-rounded foundation for everyone. Also, the development of faculty programs is crucial that does not just address the technological facets of platforms such as Canvas but also the effective integration of these tools into the EFL curriculum to promote speaking proficiency. Ultimately, a more integrated and phased curriculum design and implementation process, along with robust technical support and infrastructure, will be needed to fully leverage the benefits of LMS platforms for EFL instruction across Indonesia.

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