Improving Student's Motivation and Learning Outcomes through Canva in English Learning at Middle Schools

Ferdian Rizki Pratama[1], Mauly Halwat Hikmat[2]
[1][2] *Department of English Education, Muhammadiyah University of Surakarta*
Author[1] email: rizkypratamaa7890@gmail.com

APA Citation:
Pratama, F. R., & Hikmat, M. H. (2024). Improving Student's Motivation and Learning Outcomes through Canva in English Learning at Middle Schools. *Journal of English Language Teaching and Linguistics, 9(3), December 2024,* 241-255. doi: http://dx.doi.org/10.21462/jeltl.v9.i3.1381

Abstract

Increasing student motivation and learning outcomes can be done by utilizing technology in the learning process. The objective of this study was to describe students' perspectives on the use of the Canva in English class. The type of research was descriptive qualitative. The subjects of the study were students of class VIII of SMP Muhammadiyah 7 Surakarta. The sampling method used purposive sampling. Data collection techniques used questionnaires, observations, and interviews. Before the instrument was used, validation was carried out by experts (supervisors), and the collected data was validated using source triangulation and triangulation of data collection methods. Data analysis used qualitative analysis. The results of the study were: (1) Teachers use Canva in English classes for three reasons. First, to display learning materials interactively. Second, to create interesting worksheets. Third, for students to do assignments with Canva; (2) Students' perspectives on Canva as a mediua in English classes showed good results. Students agreed and gave positive responses regarding Canva as a media in learning English. Students agreed that Canva is a good mediua to use in learning English. The conclusion is that the use of Canva as a learning media can increase students' learning motivation and learning outcomes. The implication of the results of this study is that teachers can use the Canva application as a learning medium.

Keywords: EFL students, learning outcomes, motivation

1. Introduction

Technology has been applied to many aspects of education to make the value of education better. Technology Enhanced Learning (TEL) is something that is widely used in European countries and technology is believed to be able to improve (Price, 2014). One of the applications of technology in schools or education is as a learning media. Teachers are required to have creative ideas for learning materials and use the right media that will provide good results. As previously mentioned, teachers must utilize and apply technology in learning activities. The choice of media used in the classroom significantly impacts the quality of student learning. When teachers make mistakes when choosing or applying technology, it will greatly interfere with the quality of student learning (Akrim, 2018).

Teachers can apply various learning styles for English learning activities. The selection and use of various learning styles will make students enjoy the learning process more and also enjoy learning more. Sources of information covering various styles and learning materials are also evolved along with the evolution of technology. The development of digital media makes learning activities occur not only with limited sources of information but with more varied and open ones (Suryani, 2016).

Using technology in Class can motivate students. Students become more interested, active during the learning process, so they do not get bored. According to the latest information on how modern students today prefer to use technology and its impact on their learning if they use technology, it was found that with modern devices and tools, student learning motivation and interaction increase (Raja & Nagasubramani, 2018). therefore the use of media or digital tools is quite important in learning. By increasing student motivation in learning, the results that will be obtained can also be increased. Nowadays, teachers are required to understand technology more deeply so the teacher can apply it in class.

In English Class, digital devices can be utilized optimally. Digital devices such as mobile phones and laptops have become part of the lives of most students and teachers. Some students and teachers can no longer be separated from technology such as mobile phones. In this school, students can bring their cell phones to help them study in class. Cell phones are not only for communication but also as a tool or media to help students in class. Digital media and technological devices can be used and help teachers teach with more diverse and interesting methods for students (Ratheeswari, 2018). There are several methods in teaching vocabulary, such as using mobile phones or mobile applications (Kieu et al., 2021). Canva is a helpful thing in learning activities, where Canva makes it easier and it encourages students to be more innovative and enhances their focus and motivation in the learning process. Canva also helps teachers create teaching materials and helps teachers teach with interesting materials and media (Pelangi, 2020).

Teachers at SMP Nusantara Plus in South Tangerang City agreed that canva as a digital media, helped teachers create teaching materials and media that are interesting for students. As for the use of this Canva application for responses from Class VII.2 students at SMP Nusantara Plus in South Tangerang City, learning using electronic-based PPKn learning media attracted their interest and curiosity (Andarwatia & Pujilestari, 2024). Students' understanding and abilities can increase by using Canva in classroom learning, because the appearance produced by Canva-based media is not monotonous and we can design LKPD with different variations according to the needs of students. It is important to increase creativity so that learning can be varied and not monotonous, especially in PPKn learning (Pragista & Alfiandra, 2023). After training was held in creating media to be used in class, it was found that using Canva in class made teachers' ability to create media better (Purba & Harahap, 2022).

English teachers use mobile phone applications in English classes at SMP Muhammadiyah 7 Surakarta. Supported by students and teachers who already have cellphones, making Canva easier to use in the classroom as a tool and media. Canva is used in English classes at SMP Muhammadiyah 7 Surakarta. Canva is a piece of technology that can be used for students and also for teachers in English

classes. Students' interest and motivation in learning in class and online increases for the better and makes learning unlimited by space and time (Wulandari & Mudinillah, 2022). Teachers can create media and design learning methods that are more interesting for teaching and as a online plan that provides an online plan program with various tools or modification tools to create various realistic plans such as banners, pamphlets (Nur et al., 2023). Teachers can create materials and curriculum that can increase student motivation in the classroom using Canva, which is a great application in this regard (Saputra et al., 2022). As a software that functions for image editing Canva can also create presentation slides that can be used as media in English Class. In a study at the English Department, University of Bengkulu, data was obtained that 78.06% of students who were part of the study stated that Canva was the best application for learning, 80.64% of students stated that they enjoyed learning English using Canva to understand how to create short functional texts. Canva used in the classroom can serve as a tool that helps students grasp concepts more easily and boosts their motivation during learning activities, SMP Negeri 16 Makassar (Andriansyah et al., 2024). Students think it is easier to understand lessons when using interesting materials available on Canva. Students are more interested in learning that uses visuals and audio both online and offline (Rahmatullah et al., 2020). The learning process becomes easier with technology, for students it is easier to understand lessons and student creativity also increases. For teachers, they can also easily create teaching materials and get attention from students with technology such as Canva (Triningsih, 2021).

Learning activities with modern methods should be used more often because they are more relevant. Its use is very effective, in learning situations such as during the Covid-19 pandemic, the media developed is very suitable and make learning activities more practical and can be done more flexibly (Mila et al., 2021). Canva as an application can be said to be an easy and complete application in terms of design because there are many templates and options that can be selected according to your wishes. Classroom learning can be improved in the visual aspect where with Canva students can be more proficient and accustomed to visual literacy (Maulia, 2023).

Technology used in the form of applications such as Canva can enhance students' creativity in learning and help them develop their skills in writing captions. Teachers must also be more skilled in choosing teaching methods because they cannot only rely on media. Combined with the ability to create interesting media by teachers about good caption writing strategies for students and teacher guidance in writing the text will be able to improve students' abilities in writing texts. Using canva in class at school shows good results where students' English language skills increase (Chamidah, 2022).

Many students agree and give positive responses regarding the use of Canva in English class. Student responses are important things that can be used to evaluate learning. With this, teachers can more easily choose an effective learning style to use as well as good media. Teachers can also find out whether a learning method is liked by students and suits them. That way teachers can evaluate learning so that learning is more effective, so that it can convey the material well. With the right method, students can also understand English material well.

Previous research on the same topic has been done by many other researchers. However, previous studies were conducted in regular classes or general classes. While, in SMP Muhammadiyah 7 Surakarta there is not only 1 type of class. Researchers found that there are 2 types of classes, namely " Global Class "and"regular class". The difference between the two classes is in English language learning. Global classes have more hours of English lessons than regular classes. In addition, mastery of English is also a requirement for graduating global class students. The previous study only used questionnaires to obtain data while this study used interviews to support existing data.

2. Literature Review

2.1 Concept of Teaching English

Everyone needs to learn English since English is widely recognized as the global language of communication, serving as a bridge between people from diverse cultures and regions. It is used in

international business, diplomacy, science, technology, and education, making it a key tool for global interaction and understanding. The learning and teaching of English is also shaped by the goals of our students and the conditions in which they live and work, as well as by changing academics' ideas about the nature of the discipline and the relationship with other adjacent areas (Gregory, 2016). English curriculum and pedagogy emphasizes the teaching of functional and communicative language, with the aim of being able to communicate in English (Broughton, 2018). Learning English is important so that students can communicate well and master English as an English language. The aim of learning English is basically so the learners can understand English and can use English to communicate. Learning is process that is done with the purpose of get knowledge, mastering some skills and create the attitudes of students (Puspitarini & Hanif, 2019).

Teaching English and delivering it to students will enable students to understand English. Foreign language learning was done by providing students with simple sentence-based texts that contained most of the grammatical features of the target language (Setiyadi, 2020). The teaching English is not only aimed at understand English as a language for educational and academic purposes. The teaching English also aims to enable learners to apply English to communicate. Since English has become the language used to communicate in the world.

2.2 Concept of Learning Media

The type of media used in the classroom is a key factor in the English learning process. For teachers, selecting the right media is crucial, as it can greatly influence student engagement, improve understanding, and contribute to better learning results and important thing that needs to be considered because with the right media, students can understand what the teacher teaches more quickly and easily. Using or selecting good learning media will also support the learning activity that make the learning process will be easier. Learning media using digital media has become popular nowadays as technology develops.

2.2.1 Technology in Learning

The role of the technology is vital aspect in modern systems of education. Therefore, teachers and students must also continue to develop following technological developments in order to remain relevant and effective. In the modern era have often encountered learning that utilizes technology. The use of technology such as computers, laptops and projectors has become part of the modern learning. This is considered to help and facilitate learning in the classroom. Incorporating technology into learning can increase motivation of the students to engage with their studies. This happens not because of the use of technology or not, but how good the technology is used in learning (Kieu et al., 2021)

2.2.2 Digital Media

Digital media as a media in learning and teaching has become popular. Technology in communication has developed greatly and can facilitate the teaching process. The world of education, especially English language lessons, is very interested in topics that have emerged in the last few decades, the ever-growing technology is what is meant (Cakici, 2016).

With the advanced development of ICT accompanied by technological developments, digital media is easy to access. Moreover, now everyone has a device in the form of a cellphone that can be used to access many things, including learning media. Technology tool help student to communicate with other student and teacher can acces internet (Price, 2014), so that with a mobile device we can search for lots of learning content. With mobile phones everyone and all students can install and open applications like canva where they can use it for learning.

2.2.3. Canva

Canva can be a site that is a source or link to broader knowledge than just language studies, even as a visual resource, and also on Canva there is a lot of original material that anyone can access without

having to make an effort (Utami & Suryani, 2021). Editing images, adding text and image editing features are Canva's strengths, making it an interesting media that can be used in the classroom. The experience of engaging users or students with the creative learning process in Canva can make students remember their previous knowledge by remembering and repeating information (Yundayani, 2019). Teachers must be good at designing their teaching materials, such as using Canva to teach in class. Teachers can teach using Canva as a media for delivering material to students. Apart from that, students can also be trained in their creativity using the Canva application.

3. Research Methods

3.1 Research Design

This research employs a qualitative descriptive method, which is chosen for its clear objectives, tailored to fit the specific focus of the study. This method is used to understand the responses of individuals to the problem and explore the meaning of those responses (Creswell & Creswell, 2018). This suggests that the researcher will use qualitative types to learn about students' perceptions at SMP Muhammadiyah 7. Eighth-grade students at this school were chosen as participants for data collection, and it was observed that English teachers were already using Canva in their classes.

3.2 Participants

The object of this research is student's perspective of Canva in English class and 25 students were selected as subjects where they were 8th grade students at SMP Muhammadiyah 7 Surakarta. Researchers employ purposive sampling, where participants or subjects are chosen based on their relevance to the research topic (Andrade, 2021). Where the students who became participants were students who had used Canva in English classes. In this way, participants can provide clear information in accordance with the objectives of the research.

3.3 Instruments

The researcher employed the following methods of data collection: (1) Observations is a method to collect data such as monitoring the activities in the spot. Observation held for 3 times (15-40 minutes). The length of observation approximately were held in 1 months. The type of observation were systematic; (2) Questionnaire. Through question that have been provided through Gform can give more detail information. The researcher provided a Gform link to students to answer the questions. The data that took from questionnaire were the students' perspectives in the using Canva in English classes. The type of questionnaire is close questionnaire that compiled by the researcher itself; (3) Interview with teachers of English class regarding to the use of Canva in English classes to provide information regarding how teachers use Canva in English classes. With this interview, researchers can obtain detailed information to obtain data.

3.4 Data Analysis

3.4.1 Interview and Observation

Researchers have interviewed English teachers and observed English learning activities in the classroom 3 times. After the results were obtained, the researcher began to analyze the existing data, there are 6 steps to analyze qualitative data as follows (Miles & Huberman, 2016): familiarization, coding, generate theme, review themes, determine and name the theme.

3.4.2. Questionnaire

Researchers have collected 10 questionnaires that relate students ' perspectives on using Canva in English classes. Researchers used a likert scale in the questionnaire. The Likert scale is carried out by offering or providing questions that are appropriate to the situation and phenomena being researched. Students are given 10 statements related to the topic and are required to choose their level of agreement

with the statement. There are *5* levels of approval in each statement for each correspondent to choose, as in table 1 below:

Table 1: Level of agreement with questionnaire statements

Statement	Score
Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

The questionnaire was conducted using a google form that was distributed to all students. Google Forms is very helpful in analyzing data. Google Forms can directly calculate the percentage of points from each statement. It can directly display how many responders at each level of agreement.

4. Results

4.1. How the teacher use Canva in English Class

Based on data obtained from interviews with one English teacher and the results of observations of English class activities, researchers found that teachers utilize or use the Canva application for three things. Researchers divided the results of interviews conducted with teachers into 3 themes.

4.1.1 Use the Canva app as a learning media

In an interview the teacher said "I often use the Canva application in English classes, as a media to explain the material". The teacher also explained that with the Canva app she can create more interesting materials. As the teacher said that "Canva is more interesting as a learning media, the templates available are more fariative to make the media made more interesting and make students more interested". From the results of observations teachers use Canva to create slides that are used to explain the material. The slides contain short message material explained by the teacher in front of the class.

4.1.2. Using the Canva app to create worksheets

From the interview it was found that English teacher use Canva to create worksheets. The teacher said "in addition to creating media to teach I use the Canva application to create worksheets, because with Canva I can create more easier and can make the worksheet more beautifull and interesting".

4.1.3. Using the Canva app for student assignments

From the observations found that the teacher will give students an assignment to create a short message using Canva. Teacher ordered the students to make a group with *5* people to discuss. Students create short messages using Canva. Students discuss the content and design of the short messages they create. The results of their work are downloaded in the form of images and then collected in 1 folder. Students discuss the content and design of the short messages they create. The results of their work are downloaded in the form of images and then collected in 1 folder. In an interview the teacher said that "in addition to teaching media I also give assignments to students with Canva. Because it can be more flexible, students can load in the form of pictures to make short letters, personal letters and also Conversation pictures".

4.2. Student's perspective on using Canva in English class

Data were obtained from questionnaires and interviews. The questionnaire in the form of a gform of 10 statements was answered by class 8c students of SMP Muhammadiyah 7 Surakarta. Participants in this study were given several interview questions about Canva used in English classes and the results or

answers from this interview will be the data. The questionnaire results were categorized into two groups, namely benefits and practicality.

4.2.3. Benefit

In this group consists of several statements with the same theme. This class contains statements related to the benefits of Canva or the benefits of using Canva in English classes. In this group there are four statement from the questionnaire that belong to the benefit Group which means the advantages and positive impacts of using Canva in English classes including students who become more active and students become more focused on lessons when using Canva in English classes. Canva as a teaching medium makes learning activities more fun, I don't feel bored with the use of Canva in English classes, I want to explore more Canva, especially for Learning English. The result of the average value of each statement will determine students' perceptions of the English class method using Canva. The results of the questionnaire showed 80.02% which means students respond positively to the benefits of Canva in English class

4.2.4. Practical

In this group there are six statements that include practical statements related to the ease and feasibility of using Canva as a media include Canva as a media in learning that easy to use and easy to understand, Canva is a flexible medium to use, the results of Canva's work can be easily downloaded and Canva's features help students do their work. The results of each statement are calculated and obtained an average that determines the student's response to Canva in a practical way. In Table 2, obtained 81.06% which means that students responded well to Canva being used in English classes as a medium that is easy to use and suitable.

Table 2: The Student's Response to Canva

Statement	Score	Mean	Grading
Canva is a good application as a learning media	87	79,09%	High
Canva as a learning media is easy to understand	83	75,45%	High
Canva as a learning media is easy to use	98	89,09%	Very High
The use of Canva as a learning media can increase student's creativity	94	85,45%	Very High
Canvas as a learning media makes learning activities more fun	88	80%	Very High
Canva is a flexible media for use in English classes	84	76,36%	High
The results of the work from the Canva application can be easily downloaded	94	85,45%	Very High
Features in Canva to help students in English classes (such as creating cards or conversation images)	89	80,90%	Very High
I don't feel bored using Canva in English class	82	74,54%	High
I want to explore Canva more specifically to learn English	82	74,54%	High
MEAN		80,09%	Very High

From the data result, the percentage of every statement between high and very high. For the Mean was found at 80.09% which is very high when viewed in intervals.

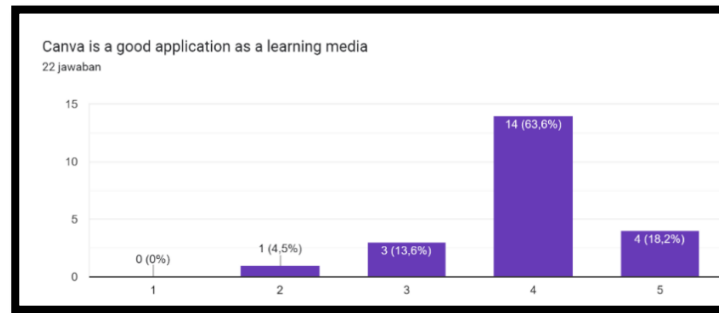1. Canva is a good application as a learning media

Figure 1: Canva is a good application as a learning media

The first point or the first statement in this questionnaire is "Canva is a good application as a learning media". The results of the questionnaire on this statement show that most students agree with this statement where 14 students chose to agree with this statement which means that 63.6% of students in the class agree with this statement. This means that students agree that Canva is a great app for learning it also supported by interviews that student said "For me Canva is much better than other media, because Canva's interface is simple and attractive so I don't get confused".

2. Canva as a learning media is easy to understand
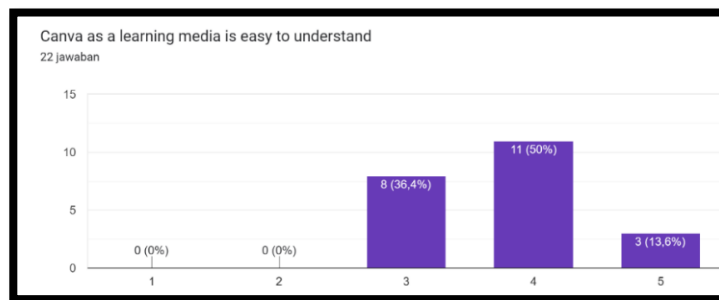
Figure 2: Canva as a learning media is easy to understand

The second statement in this questionnaire is " Canva as a learning media is easy to understand". The results of the questionnaire on this statement show that most students agree with this statement where 11 and 3 students chose to agree and strongly agree with this statement which means that more than 50% of students in the class agree with this statement. This means that students agree that Canva as a learning media is easy to understand. The Student said "For me the fiturs on Canva uses simple and easy words that make Canva easier for users to understand". The results of the observation were also obtained that when students do their assignments with the Canva application. Students can easily understand the function of the menu in Canva to work on their assignments.

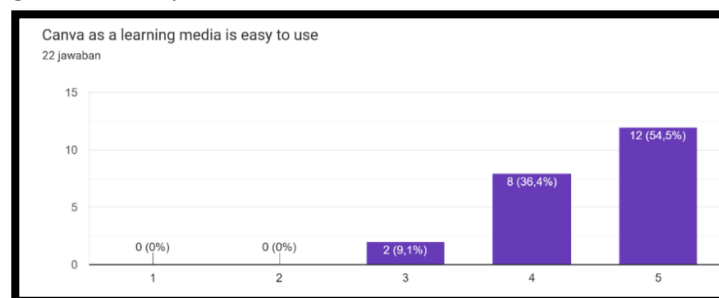3. Canva as a learning media is easy to use

Figure 3: Canva as a learning media is easy to use

The third statement in this questionnaire is "Canva as a learning media is easy to use". The results of the questionnaire in this statement showed 0 students (0%) voted strongly disagree and disagree, 2 students (9.1%) voted neutral, 8 students (36.4%) voted agree, and 12 students (54.5%) voted strongly agree. This means students agree that Canva is easy to use. This is supported by the results of the interview on the previous questionnaire. With Canva menus or interfaces that are easy to understand, "Yes with the menu on Canva that is easy to understand makes it easy to use of course. Besides that, with the many templates in Canva, it is also easier for us when doing our work".

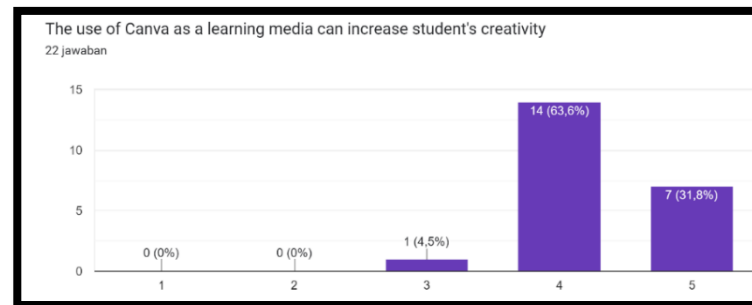4.   The use of Canva as a learning media can increase student's creativity

Figure 4: The use of Canva as a learning media can increase student's creativity

The fourth statement in this questionnaire is "The use of Canva as a learning media can increase student's creativity". The results of the questionnaire in this statement showed 0 students (0%) voted strongly disagree and disagree, 1 student (4.5%) voted neutral, 14 students (63.6%) voted agree, and 7 students (31.8%) voted strongly agree. This means that students agree that Canva as a learning media can increase student creativity. Students said "Yes, of course because Canva is a design application that frees us to be creative with existing features. We can add images, text and even we can edit videos with Canva. With all this right Canva can increase our creativity when using it".

5.   Canvas as a learning media makes learning activities more fun
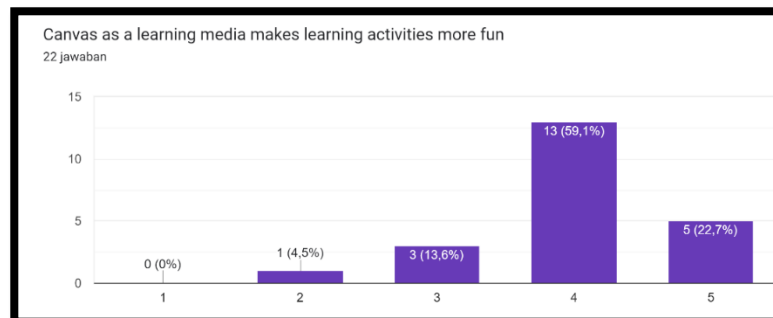

Figure 5: Canvas as a learning media makes learning activities more fun

The fifth statement in this questionnaire is "Canvas as a learning media makes learning activities more fun". The results of the questionnaire in this statement showed 0 students (0%) voted strongly disagree 1 student (4.5%) voted disagree, 3 students (13.6%) voted neutral, 13 students (59.1%) voted agree, and 5 students (22.7%) voted strongly agree. This means students agree that Canva as a learning media makes learning more fun. From the interview results, it was found that students were more interested when the teacher explained the material using Canva. Students said "in my opinion, when the teacher explains with slides it is more interesting because the slides shown look interesting. Compared to the teacher just explaining the material in front of the class was very boring and the assignment is also more fun because I can use my cellphone".

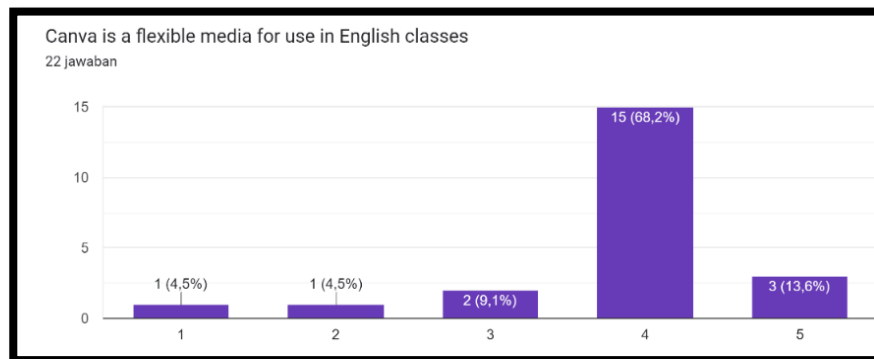6.   Canva is a flexible media for use in English classes

Figure 6: Canva is a flexible media for use in English classes

The sixth statement in this questionnaire is "Canva is a flexible media for use in English classes". The results of the questionnaire in this statement showed 1 student (4.5%) voted strongly disagree 1 student (4.5%) voted disagree, 2 students (9.1%) voted neutral, 15 students (68.2%) voted agree, and 3 students (13.6%) voted strongly agree. This means students agree that Canva is a flexible media to use in English classes. This is supported by the observation that each student can install the Canva application on their respective cellphones. Other results show students can open Canva using their laptop. In the interview, the student said that "Compared to other media Canva is the most flexible because it can be used anywhere, can be by installing the Canva application on your cellphone or can open with an existing browser, also in addition to using hp Canva can also be installed or opened on a laptop".

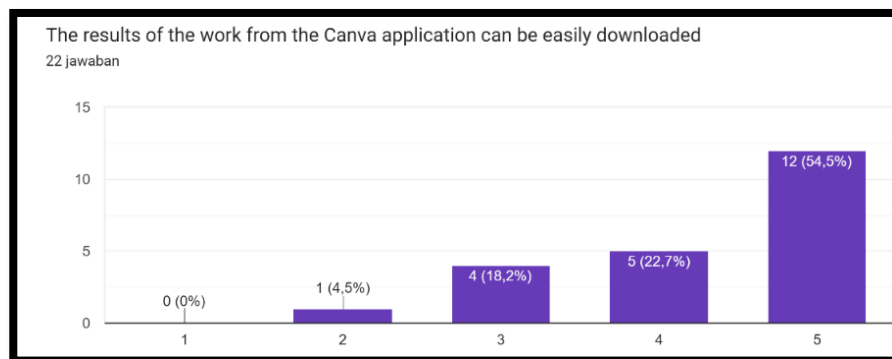7. The results of the work from the Canva application can be easily downloaded

Figure 7: The results of the work from the Canva application can be easily downloaded

The seventh statement in this questionnaire is "The results of the work from the Canva application can be easily downloaded". The results of the questionnaire in this statement showed 0 students (0%) voted strongly disagree, 1 student (4.5%) voted disagree, 4 students (22.7%) voted neutral, 5 students (22.7%) voted agree, and 12 students (54.5%) voted strongly agree. This means that students agree that the results of work done with the Canva application can be easily downloaded. In interviews students said "that's right, in Canva we just have to press the Download button and then choose what format we want and our work will be downloaded according to the format we want".

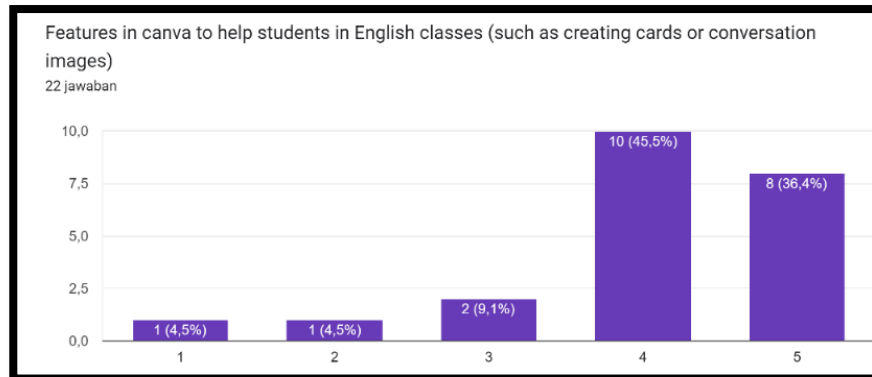8. Features in Canva to help students in English classes (such as creating cards or conversation images)

Figure 8: Features in Canva to help students in English classes (such as creating cards or conversation images

The eighth statement in this questionnaire is "Features in Canva to help students in English classes (such as creating cards or conversation images)". The results of the questionnaire in this statement showed 1 student (4.5%) voted strongly disagree, 1 student (4.5%) voted disagree, 2 students (9.1%) voted neutral, 10 students (45.5%) voted agree, and 8 students (36.4%) voted strongly agree. This means students agree that Canva's in-app features help students create their assignments and work such as creating cards and conversation images. It found that student said "for me, the features in Canva are very helpful in doing task tasks, adding images, text and changing colors is very useful when doing task tasks. Plus, Canva's easy-to-understand and simple features make it even easier for me to do my tasks with Canva. Like making short messages, pictures, even video".
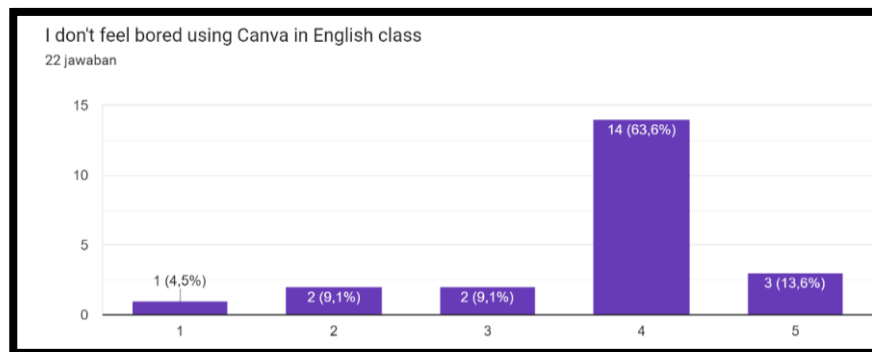
9. I don't feel bored using Canva in English class

Figure 9: I don't feel bored using Canva in English class

The ninth statement in this questionnaire is "I don't feel bored using Canva in English class". The results of the questionnaire on this statement showed 1 student (4.5%) voted strongly disagree, 2 students (9.1%) voted disagree, 2 students (9.1%) voted neutral, 14 students (63.6%) voted agree, and 3 students (13.6%) voted strongly agree. This means students agree that students don't feel bored when learning in English classes using the Canva app. In an interview, students said that "Unlike the usual learning where the teacher explains in front, with Canva I am more interested in paying attention to the material and not getting sleepy".

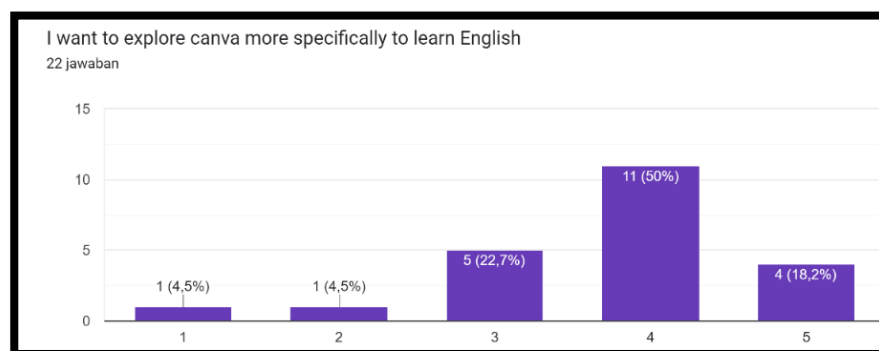10. I want to explore Canva more specifically to learn English

Figure 10: I want to explore Canva more specifically to learn English

The last statement in this questionnaire is "I want to explore Canva more specifically in learning English". The results of this statement showed 1 student (4.5%) voted strongly disagree, 1 student (4.5%) voted disagree, 5 students (22.7%) voted neutral, 11 students (50%) voted agree, and 4 students (18.2%) voted strongly agree. This means students agree that students want to explore the Canva app more specifically to learn English. The results of interviews with students also support the results of this questionnaire where students said "I am interested and want to explore Canva to open and learn features that I don't know yet and try to practice the material that has been given from classroom learning".

5. Discussion

From the results it was found that English teachers use Canva in English classes as a teaching medium, use Canva to create worksheets, and use Canva as a medium for student assignments. Students' motivation to learn becomes higher when English class learning uses Canva, which has interesting features for students. Using technology and digital media in class can motivate students to be more active in learning (Monoarfa & Haling, 2021). Fajri et al. added that Canva is very useful for educators in developing media used in the class by teachers in teaching, especially with technology that is popular with students. Learning in class becomes more effective and efficient. The Canva application is also considered suitable for use because Canva when used as a media in the classroom is quite easy to operate by students and teachers (Fajri et al., 2022). Canva really helps teachers and also help students increase creativity in the learning process. With the many materials and templates available on Canva, it helps teachers and students, especially in terms of learning, which can improve students' abilities in many ways (Pelangi, 2020). Triningsih also added that classroom learning becomes more effective and easier for teachers and students when using technology in the classroom such as Canva, where with Canva students become more active in learning and teachers are also helped by Canva because it allows teachers to create interesting teaching materials (Triningsih, 2021).

In addition to being used as a direct learning medium in the classroom, Canva can also be used as an online learning medium. Mila et al. explained that Learning by utilizing technology such as Canva in the classroom is considered very suitable for use by teachers. Its use is also very effective, during learning periods that cannot be held directly in the class or online learning (Mila et al., 2021). Canva As an application or media used in class, it has a design and use that can be said to be easy, where there are many templates and choices that can be adjusted to your needs. The learning process can be improved in many ways, one of which is with good media. Canva is one of the media that can improve not only the learning process but can also improve students' understanding of the material (Maulia, 2023).

5.1. Benefit

The research findings revealed that when Canva is used as a tool in English classes, it helps students stay more focused, which makes the learning process more active, students find it easier to receive learning materials. This is in line with the research results of Pajarullah & Triwahyuni that the Canva application media has an influence on improving students' ability to understand learning materials (Pajarullah & Triwahyuni, 2023). Wulandari & Mudinillah added that students feel more helps when learning in class uses Canva in terms of, So students' interest can be higher which can make students' abilities and understanding also increase after class (Wulandari & Mudinillah, 2022). The material presented by the teacher in class becomes easier for students to absorb and understand when learning uses interesting media in the form of visuals (Rahmatullah et al., 2020). Learning videos made with Canva are able to clarify and facilitate the delivery of material to students (Rusanti et al., 2024). In addition, Canva also helps teachers in preparing and implementing learning. This is in accordance with the results of research byAndarwatia & Pujilestari, that the Canva application helps teachers design effective media to make students have a higher willingness to learn (Andarwatia & Pujilestari, 2024).

5.2. Practically

From the results, it was found that Canva is a good digital media that flexible and has features that can help students in doing their assignments. The Canva interface is quite simple, so students can easily understand it and operate Canva. Canva can be opened flexibly with a cellphone or laptop and can even be opened on the web without having to install the application. Thus, Canva is a practical media, which makes students more enthusiastic in learning and makes students want to learn more. Using the appropriate media in the classroom can encourage students to be more active and creative in their learning, sparking a greater desire to engage with the material (Andriansyah et al., 2024). Using Canva in the classroom makes students' understanding better when learning because the appearance produced by Canva-based media is not monotonous and the design varies according to the needs of students (Pragista & Alfiandra, 2023). The use of Canva media has significantly improved students' abilities in English subjects (Lestari, 2022). Learning activities in the classroom have increased where students have become more active and students have also become better in terms of their achievements and grades in English lessons (Maryunani & Hasan, 2021). Students' interest in learning can be increased by many things, one of which is an interesting learning method and the selection of interesting media, such as Canva, which teachers can use as a medium for teaching so that students' interest can increase and students become more active (Maryunani & Hasan, 2021). Students' abilities have improved quite well and students are more motivated to learn with interesting media used by teachers using Canva (Siswanjaya, 2021).

6. Conclusion

Teachers use canva as digital media in english class because: (1) Teachers use it to display the material studied in English class; (2) teachers use Canva to create worksheets that have easy-to-use features and have an attractive appearance; (3) used by teachers to give assignments that must be done by students with Canva. Using Canva as a digital media in English class make students more active in learning English and make students master the material better. The implication of this study is that teachers can choosing Canva as a technology that can support the classroom learning activities to be more effective.

References

Akrim. (2018). Media Learning in Digital Era. *Advances in Social Science, Education and Humanities Research, 231*(5), 258–260.

Andarwatia, N., & Pujilestari, Y. (2024). Pemanfaatan Aplikasi Canva Sebagai Media Pembelajaran Pendidikan Pancasila dan Kewarganegaraan. *Jurnal Mahasiswa Karakter Bangsa, 4*(1), 38–48.

Andriansyah, L., Djangi, M. ., & Nuryati, S. (2024). Penggunaan Media Canva Pada Model

Pembelajaran Discovery Learning untuk Meningkatkan Motivasi Belajar dan Hasil Belajar Peserta Didik IPA Kelas 7.3 SMP Negeri 16 Makassar. *Jurnal Pemikiran Dan Pengembangan Pembelajaran, 6*(2), 719–733.

Andrade, C. (2021). The Inconvenient Truth About Convenience and Purposive Samples. Indian Journal of Psychological Medicine, 43(1), 86-88.

Broughton, G. C. B. (2018). *Teaching English as a Foreign Language.* Taylor and Francis e- Library.

Cakici, D. (2016). The use of ICT in teaching English as a foreign language. *Participatory Educational Research (PER), 3*(1), 23–28.

Chamidah, S. N. (2022). Pemanfaatan Aplikasi Canva Dan Padlet Untuk Meningkatkan Kemampuan Siswa Dalam Menulis Teks Caption. *Jurnal Dharma Pendidikan, 17*(1), 74–94.

Creswell, J. W., & Creswell, J. D. (2018). Research Design Qualitative, Quantitative, and Mixed Methods. Los Angeles: SAGE Publications, Inc.

Fajri, A. K., Aksah, S. Y., & Hermanto. (2022). Pemanfaatan Aplikasi Canva sebagai Media Pembelajaran Bahasa Indonesia di SMA Negeri 1 Turi. *Seminar Nasional Hasil Pelaksanaan Program Pengenalan Lapangan Persekolahan UAD Yogyakarta,* 221–226.

Gregory, E. C. (2016). *Teaching and Learning English Literature.* SAGE Publications.

Kieu, V. L., Anh, D. T., Tran, P. D., Nga, V. T., & Ho, P. V. (2021). The Effectiveness of Using Technology in Learning English. *Asia CALL Online Journal, 12*(2), 24–40.

Lestari, N. S. (2022). Penerapan Model Project Based Learning Menggunakan Media Canva Untuk Meningkatkan reatifitas Pada Mata Pelajaran Bahasa Inggris. *Jurnal Sintaksis: Pendidikan Guru Sekolah Dasar, IPA, IPS Dan Bahasa Inggris, 4*(2), 28–36.

Maryunani, & Hasan, N. (2021). Peningkatan Prestasi Belajar Melalui Aplikasi Canva Selama Pembelajaran Daring Masa Pandemi Covid-19. *Inteligensi: Jurnal Ilmu Pendidikan, 4*(2), 91–96.

Maulia, S. (2023). Pemanfaatan Aplikasi Canva sebagai Media Pembelajaran di Era Digital. *Seminar Nasional Hasil Penelitian, Pengabdian, Dan Diseminasi Program Studi Pendidikan Bahasa Dan Sastra Indonesia Fakultas Pendidikan Bahasa Dan Seni, IKIP PGRI Bojonegoro. Tema "Urgensi Hasil Penelitian Dan Pengabdian Yang Inovatif Serta Adaptif Untuk M,* 83–87.

Mila, N., Nuralamsyah, Alisyahbana, A. N. Q. ., Arisah, N., & Hasan, M. (2021). Efektivitas Pemanfaatan Canva Sebagai Media Pembelajaran Daring. *Seminar Nasional Penelitian Dan Pengabdian 2021, Penelitian Dan Pengabdian Inovatif Pada Masa Pandemi Covid-19,* 181–188.

Miles, M. B., & Huberman, A. M. (2016). *Analisis Data Kualitatif.* UI Press.

Monoarfa, M., & Haling, A. (2021). Pengembangan Media Pembelajaran Canva dalam Meningkatkan Kompetensi Guru. *Seminar Nasional Hasil Pengabdian 2021, Penguatan Riset, Inovasi, Dan Kreativitas Peneliti Di Era Panemi Covid 19,* 1085–1092.

Nur, D. M., Hasanuddin, & Hermansyah, S. (2023). Influence of using Canva media on learning outcomes of class VII students at MTSN 2 Sidenreng Rappang. *Global Synthesis in Education Journal, 1*(1), 7–12.

Pajarullah, R., & Triwahyuni, H. (2023). Pengaruh Media Pembelajaran Canva terhadap Hasil Belajar Siswa Memahami Teks Biografi. *LOKABASA, 14*(2), 180–190.

Pelangi, G. (2020). Pemanfaatan aplikasi Canva sebagai media pembelajaran bahasa dan sastra indonesia jenjang SMA/MA. *Jurnal Sasindo Unpam, 8*(2), 79–96.

Pragista, C. A., & Alfiandra. (2023). Peningkatan Hasil Belajar Melalui Media Pembelajaran Berbasis Canva di SMP Negeri 38 Palembang. *JLEB: Journal of Law Education and Business, 1*(2), 31–36.

Price, A. K. (2014). Technology-enhanced learning and teaching in higher education: what is 'enhanced' and how do we know? A critical literature review. *Learning, Media and Technology, 1*(1), 1–5.

Purba, Y. A., & Harahap, A. (2022). Pemanfaatan Aplikasi Canva Sebagai Media Pembelajaran Matematika di SMPN 1 NA IX-X Aek Kota Batu. *Jurnal Cendekia: Jurnal Pendidikan Matematika, 6*(2), 1325–1334.

Puspitarini, D. Y., & Hanif, M. (2019). Using Learning Media to Increase Learning Motivation in Elementary School. *Anatolian Journal of Education, 4*(2), 53–60.

Rahmatullah, Inanna, I., & Ampa, A. T. (2020). Media Pembelajaran Audio Visual Berbasis Aplikasi Canva. *Jurnal Pendidikan Ekonomi Undiksha, 12*(2), 317–327.

Raja, R., & Nagasubramani, P. C. (2018). Impact of modern technology in education. *Journal of Applied and Advanced Research, 8*(1), 33–35.

Ratheeswari, K. (2018). Information Communication Technology in Education. *Journal of Applied and Advanced Research, 8*(1), 45–47.

Rusanti, P., Wismadewi, I. G. G., Susanti, N. K. A., Suryati, N. W. N., & Cintya, N. K. M. (2024). Pengembangan Video Pembelajaran Menggunakan Canva pada Pembelajaran Bahasa Inggris. *Edukatif: Jurnal Ilmu Pendidikan, 6*(3), 2628–2639.

Saputra, A. G., Rahmaawati, T., Andrew, B., & Anri, Y. (2022). Using Canva Application for Elementary School Learning Media. *Scientechno: Journal of Science and Technology, 1*(1), 46–57.

Setiyadi, B. (2020). *Teaching English As A Foreign Language.* Graha Ilmu.

Siswanjaya. (2021). Penggunaan Canva Pada Pembelajaran Berbasis Proyek Untuk Meningkatkan Keterampilan Dan Motivasi Menulis Siswa. *Jurnal Didaktika Pendidikan Dasar, 5*(2), 421–442.

Suryani, L. (2016). Utilization of Digital Media to Improve The Quality and Attractiveness of The Teaching History. *International Conference on Teacher Training and Education, 2*(1), 34–39.

Triningsih, D. E. (2021). Penerapan Aplikasi Canva untuk Meningkatkan Kemampuan Menyajikan Teks Tanggapan Kritis Melalui Pembelajaran Berbasis Proyek. *Paper Knowledge. Toward a Media History of Documents, 15*(1), 128–144. https://doi.org/https://doi.org/10.30957/cendekia.v15i1.667

Utami, Y., & Suryani, D. (2021). Students' motivation in writing class using of Canva: students' perception. *The 3rd Bogor English Student and Teacher (BEST), 3*(1), 153–159.

Wulandari, T., & Mudinillah, A. (2022). Efektivitas Penggunaan Aplikasi CANVA sebagai Media Pembelajaran IPA MI/SD. *Jurnal Riset Madrasah Ibtidaiyah (JURMIA), 2*(1), 102–118.

Yundayani, A. S. C. (2019). Investigating the effect of Canva on students' writing skills. *English Review: Journal of English Education, 7*(2), 169–175.