# The Responses of Students using CANVA in English Language Teaching Media Course

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## Abstract

The study focused on the responses of students using Canva in English Language Teaching Media (ELTM) course. The study has 80 participants out the 120 from total population. The students were fourth semester students which from 4 classes of English Education Study Program who took the English language teaching media course in academic year 2023/2024. The students employed are those who experienced Canva application in this course for one semester. After experienced Canva application in six consecutive meetings. In the last meeting, the participants were answering the question of interview and share their ideas regarding its implementation. Based on the results of the students' interviews, it was the first time their use Canva, so its unfamiliarity to students. Canva has been implemented in the ELTM Course to create a new educational atmosphere that students have embraced. They participate in group activities with eagerness, focusing on their individual tasks. The Canva application enables students to access it conveniently at any time and from any location, provided that they have an internet connection. This feature greatly enhances the usability of Canva for students. With Canva, students are empowered to tap into their creative abilities and explore the vast possibilities of the digital era.

Keyword: The Responses of Students, Canva, English Language Teaching Media Course

## Introduction

English that must be learnt in school since kindergarten level until university level. English is a compulsory subject at both junior and senior secondary levels, including higher education. In every college department or study program, English is a discipline subject that must be studied according to each study program, which is given in a different semester or simultaneously based on the curriculum of the department or study program. This aims to prepare a person for success in the academic field and to support a career in the world of work.

The PGRI Pontianak Teacher Training and Education Institute (IKIP) has 11 educational study programs in bachelor's degree, and 4 accredited Master's Study Programs. Master's Study Programs consist of Mathematic, History, Physical Education and Health and Indonesian Language and Literature. For the bachelor's degree which are divided into 4 faculties, including the PPKN Education Study Program, Counselling Guidance (Bimbingan Konseling), History and Geography under the auspices of the IPPS Faculty. The Mathematics, Physics, Biology and IT Education Study Program is at the Faculty of MIPATEK. The Language and Literature Education, and English Education Study Program is in the Faculty of Languages and Arts. Then the final one is the Physical Education and Health Study Program, which is at the

Faculty of Physical Education, Sports, Health, Recreation. English courses in each non-English education study program, except Master's Study Programs because it is advanced level, are given in different semesters according to the curriculum of each study program. In the first even academic year, English is taught at the Faculty of Language and Arts Education, and MIPATEK. Meanwhile, the physical education faculty, sports and recreation, and IPPS, are taught at the beginning of the odd semester. Even it is though t in different semesters, in general it has the same goal, namely students are expected to have English language skills. If a student has mastered 4 English skills, then the student is good at or proficient in English.

English Education Study Program has 63 courses, which are divided into even and odd semesters. English Language Teaching Media is one of the courses in even(4th) semester. English Language Teaching Media (ELTM) course is a compulsory subject that students are required to enrol in, serving as a prerequisite for Introduction to the School Field (Pengenalan Lapangan Persekelohan 2). Learning outcomes from English language teaching media course is students are able to explain learning media describe educational resources, offer instances, and develop then apply conventional and technology-infused English learning materials (CALL and ICT) in junior and senior high school levels. At the of semester, students can create their own teaching media. According to Gagne dan Briggs in Hamid et al. (2020), they state that "media is a tool used to deliver the content of learning materials that can stimulate learners to participate in learning activities commonly referred to as instructional media." The meaning of media in Latin is medium, which means a conduit or intermediary. According to Arsyad (2016), media is "a tool that refers to the intermediary or connector between the giver and the receiver of information." According to Suryani (2018), "media is all forms and channels that can be used to convey messages or information specifically."

There are many theories on the definition of instructional media, one of which is stated by Ramli (2018) that "instructional media is an integral part of the learning system because the use of instructional media can influence the learning outcomes of students." This is also supported by the opinion of Wulandari et al., (2022) that "instructional media is a determining factor for success during classroom learning." Learning media must be used to

convey messages to students. From these statements, it can be said that instructional media serves as a means to deliver information to the recipients, so that learning activities can achieve the desired learning objectives effectively and efficiently, creating a pleasant learning environment in the classroom that supports and facilitates students in mastering the subject matter and building students' interest in learning to enable conducive learning. The use of learning media is crucial in facilitating the organization of teaching and learning processes. It includes both physical and non-physical tools that educators use to effectively deliver educational content to students. By utilizing learning media, educators aim to improve the efficiency and effectiveness of the learning experience, ensuring that students quickly understand the material and remain engaged in the learning process.

In English language teaching media course, students not only learn about the traditional teaching media, but they study technology teaching media. One of the technology teaching media is Canva application. In the present digital era, Canva serves as a valuable learning media that supports the process of learning English. Canva is an online design program that offers a wide range of tools including presentations, resumes, posters, pamphlets, brochures, graphics, infographics, banners, flyers, certificates, diplomas, invitation cards, business cards, and thank you cards (Tanjung & Faiza, 2019). By utilizing Canva, learners can have an enjoyable and creative learning experience, fostering a positive learning environment. This positive atmosphere enhances students' motivation, concentration, attitude, and memory. Consequently, learners become more actively involved in the learning process and find it easier to retain information and knowledge from the learning materials they receive. This is supported by Yundayani et al. (2019), stating that visual educational media like Canva transform imaginative ideas into reality, motivating students and capturing their attention, while also facilitating the review and recall of previously acquired knowledge. Using Canva to create learning media offers numerous benefits. Firstly, it allows for the creation of diverse designs, enabling teachers and students to explore different visual styles. Additionally, Canva is equipped with a wide range of animation functions, templates, and page numbers, which further enhance the creative possibilities. By utilizing these features, both educators and students can save time and improve their efficiency in producing

engaging and visually appealing learning materials. This application media has now become an essential tool for both educators and students, providing a valuable resource to aid in educational experience of students.

The student's activity in studying this application was aimed its applicability to all language learning skills not only for the junior high school, but also for the senior high school, it included the vocational school. The first step is lecturer introduce the Canva application, how to create account of Canva application, then teach them how to use it when they want to make or create one of the materials that they had chosen before. The work how they learnt then they created were in groups, they divided into some groups based on the Junior and senior high school also vocational school level. First class, second class and third class every level, its mean that there are 12 groups every class in this course. In order to align with each class at each level, students must have prepared a syllabus based on the class and level that has been established. Then, every group had chosen one material which their implemented with Canva, and shared to the class, 2 groups every week.

**Method**

The research was descriptive qualitative study. This study used methods of interviews with students. The aim is to gather feedback from students about their experiences using Canva for ELT purposes. The study has 80 participants out the 120 from total population. The students were fourth semester students which from 4 classes of English Education Study Program who took the English language teaching media course in academic year 2023/2024. The students employed are those who experienced Canva application in this course for one semester. After experienced Canva application in six consecutive meetings, as a part of sixteen meetings in one semsester. In the last meeting, the participants were answering the question of interview and share their ideas regarding its implementation. The aim is to discover the students' feelings (pleased, relaxed, enthusiastic, etc.)

**Result and Discussion**

The researcher found some findings when the interview had been done. It can be seen in the following table:

**Table of Students' Interview**

| No | Interview Indicator | Result |
|---|---|---|
| 1. | Reflect on the material covered in today's class | Today's instruction builds upon the most recent student educational experiences. |
| 2. | The study carried out earlier today | The present study that has not been explored in prior studies. Previous studies were limited to utilizing learning materials like videos, Power Point slides, and hands-on practice. |
| 3. | Interested in this new approach to learn | Students experience great joy when lecturer offer guidance on utilizing Canva to enhance their learning experiences. |
| 4. | Today's study session was filled with enjoyment and excitement. | The class held today was quite enjoyable |
| 5. | The new learning environment has the potential to shape and influence your personal growth. | The Canva application integrated into the ELTM course provides a new educational setting that encourages creative expression. |
| 6. | The rearrangement of seating assignments within this course. | The Canva-powered New Learning Environment in the ELTM course facilitates students in swapping seats or positions with their classmates, with a few individuals choosing to sit on the floor. |
| 7. | The Canva-supported learning environment significantly aids in comprehending the subject matter. | The Canva application provides a fresh learning environment that supports students in grasping the course material, particularly scientific concepts that demand simulation and visualization. This tool enables students to apply their newfound knowledge effectively. Through the Canva application, students can explore various examples related to the course. |
| 8. | Acquire new perspectives in an innovative educational environment. | The students actively engage in the learning process by attentively listening to their teachers' explanations. To enhance their creative abilities, they utilize the Canva application on their mobile |

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|---|---|---|
| | | devices, following the step-by-step instructions provided by their instructors. By doing so, they can produce visually captivating and informative creatives for the ELTM Course. These creatives take the form of infographics, mind maps, and videos, enabling the students to effectively comprehend and apply the course material in their day-to-day activities. |
| 9. | Facing difficulties while learning | The learning experience was faced by a few difficulties, such as limited data quota, unreliable signal connectivity throughout the lesson, and a lack of comprehension regarding the usage of the Canva application. |
| 10. | The response to overcome these issues or challenges difficulties. | in order to resolve this problem, implement data sharing quotas, position oneself in front of the door or window, and offer guidance to peers. |
| 11. | Cooperate with classmates to discover the new learning environment with the help of Canva in the ELTM Course. | Difficulties arose in the learning process, including limited data quotas, unreliable signal connectivity during classes, and a lack of understanding in utilizing the Canva application. Students responded by sharing data allowances and participating in peer tutoring, demonstrating teamwork among learners. |
| 12. | Developing Student Skills with Canva's application in the new learning environment | Students find the new educational setting environment to be highly advantageous in understanding the ELTM Course and improving their skills. |

Based on the results of the students' interviews, reflect on the material covered in today's class was carried out for the first time because before the material from the present study that has not been explored in prior studies. Previous studies were limited to utilizing learning materials like videos, PowerPoint slides, and hands-on practice. The reason behind this is the unfamiliarity of students with Canva. Consequently, when lecturer utilize Canva to create a new learning environment for the ELTM Course, students readily embrace it, then they practice it in group enthusiastically dealing with their own material and concern during learning activities. This can be demonstrated through the emotional states and varied

reactions of students towards the new learning environment facilitated by Canva. Some students express great happiness, while others exhibit curiosity about Canva. Additionally, there are students who already possess the skills to use Canva and willingly teach their peers who are unfamiliar with it. Some students are self-taught by exploring the desired icons, allowing for a sense of freedom and creativity in their work, students have the flexibility to change their seating positions, with some even opting to sit on the floor. Moreover, there is a spirit of cooperation and mutual assistance, and quota sharing. These findings are in line with Gola et al. (2022) argument that student responses encompass expression, interest in learning, ease, or difficulty in grasping the material, and differ from the assessment of learning outcomes.

In response to the identified need, the lecturer has organized training sessions to teach students how to operate the Canva application effectively. This training is designed to help students with tasks related to infographics, posters, mind mapping, and videos. The students showed great enthusiasm for this training, where they were guided by lecturers and peers in creating projects using Canva related to the ELTM Course. This training activity allows students to freely explore their creativity, critical thinking, cooperative, and communication skills. The Canva application proves to be highly beneficial in the field of education, serving as a learning medium and a tool for accomplishing tasks such as infographics, posters, mind mapping, and videos. Moreover, the Canva application can be accessed anytime and anywhere, as long as there is an internet connection, thereby facilitating its usage for students. The incorporation of Canva in the learning process can enhance students' skills, reading, speaking, writing and listening by incorporating images and audio, thereby fostering creativity in the digital era. Consequently, students can apply these

skills when they embark on their teaching practice in schools. This aligns with the findings of Yundayani (2019), Homsini and Salsabila (2021), Rahmatullah et al. (2020) who assert that the Canva media can assist teachers and learners in the learning process and promote student creativity in the digital age, as creativity holds paramount importance in the current era.

The Canva app stands out for its wide array of design options that can inspire not only for the lecturers, even students, it could also be teachers where students will practice teaching at school to be more creative in developing educational content. With its numerous features, Canva not only saves time in designing learning resources but also allows users to work conveniently without the need for a laptop, making the design process more practical. Moreover, the use of Canva can capture students' attention, particularly when visualizing complex concepts in ELTM Course. By incorporating Canva into learning materials, teachers and students can facilitate a better understanding of the subject matter. This aligns with the findings of Aji et al (2020) and Budiman (2017), who highlighted the three key functions of learning media: stimulating interest in deep learning, mediating teacher-student interactions, and providing informative explanations.

Lecturer was awarded of the requirements of their students, thus they adjust the educational approach to enhance the comprehension of teaching materials, particularly in the ELTM Course. They have devised a fresh tactic to establish a different learning setting through the utilization of Canva. A new approach has been developed by lecturer to establish a unique learning environment using Canva. Learning in a different environment signifies a scenario where students are exposed to new learning environment or information that was previously unfamiliar to them. This exposure enables students to enhance their cognitive and

psychomotor skills by absorbing the new information and applying it according to their specific needs.

## Conclusion

Based on the results of the research, it can be concluded that Canva has been implemented in the ELTM Course to create a new educational atmosphere that students have embraced. They participate in group activities with eagerness, focusing on their individual tasks. The Canva application enables students to access it conveniently at any time and from any location, provided that they have an internet connection. This feature greatly enhances the usability of Canva for students. With Canva, students are empowered to tap into their creative abilities and explore the vast possibilities of the digital era. The range of emotional responses and reactions from students towards the innovative learning environment enabled by Canva is apparent. Some students show excitement, while others are curious about exploring Canva further. Furthermore, students who are already skilled in using Canva willingly share their knowledge with classmates who may be less familiar with those application. All the members work together to practice Canva dealing with their own material then shared to the class. By participating in various activities, this hands-on training prepares them with the necessary skills to effectively instruct in real classrooms. Moreover, even after completing their studies, they can apply these skills by adapting to the specific environment of the school where they are employed.

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