THE USE OF CANVA AS A TOOL TO CREATE ENGLISH LEARNING MEDIA: EFL STUDENTS' PERCEPTION

A THESIS

Submitted in Partial Fulfillment of the Requirements for Degree of *Sarjana Pendidikan in* English Education

By:

Ilma Rizanah
SN. 2521044

ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

UNIVERSITAS ISLAM NEGERI

K.H. ABDURRAHMAN WAHID PEKALONGAN

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Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid Pekalongan untuk diajukan dalam sidang munaqosah.

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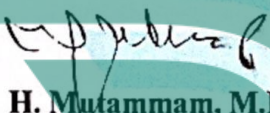
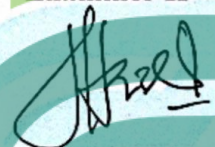|		
Nama	:	**ILMA RIZANAH**
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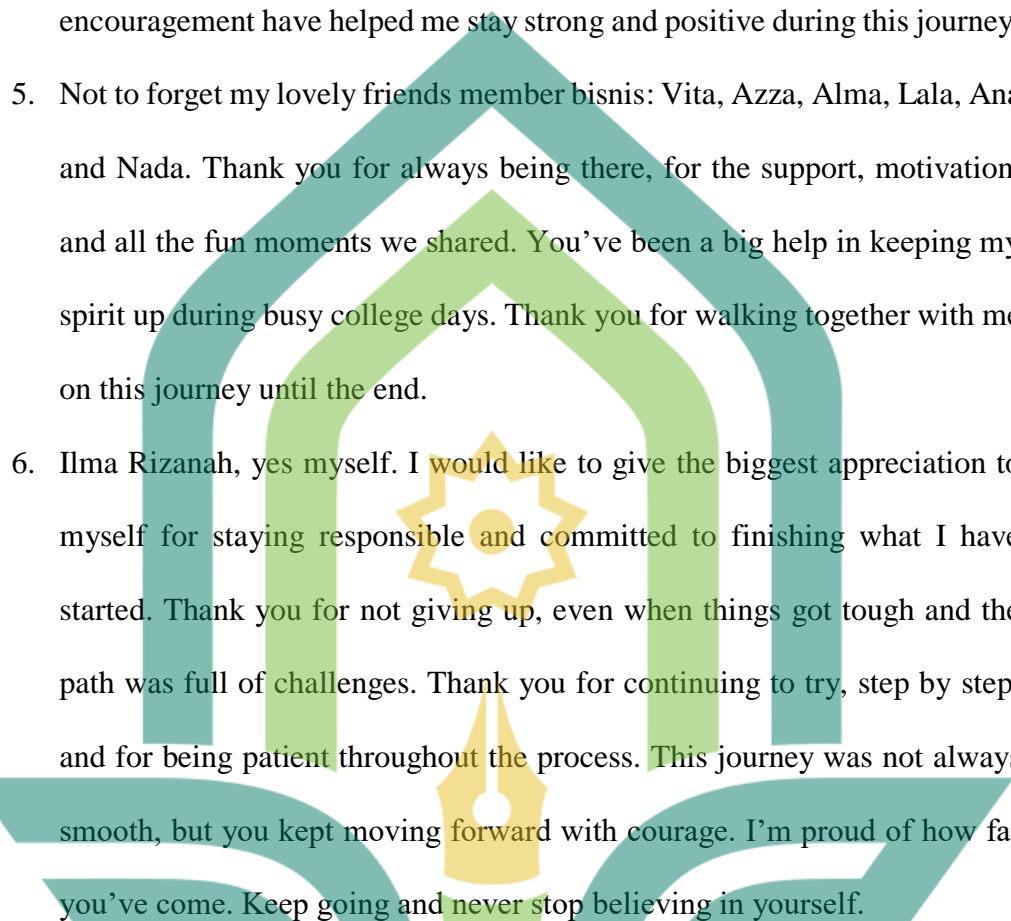The Dean of FTIK UIN K.H. Abdurrahman Wahid Pekalongan

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MOTTO

"*Allah tidak membebani seseorang melainkan sesuai dengan*

kadar kesanggupannya"

(QS. Al-Baqarah 2: Ayat 286)

"It wiil pass, everything you've gone through it will pass"
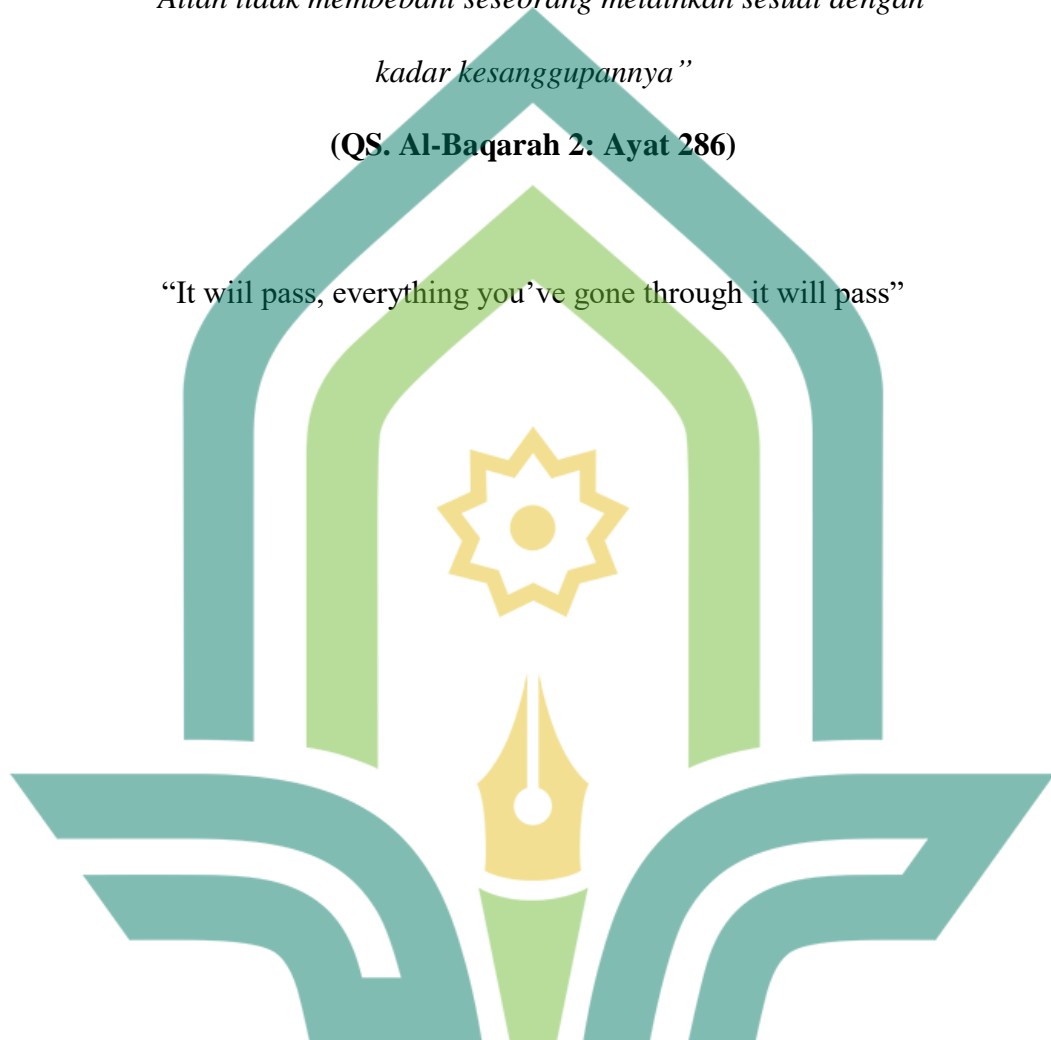
ABSTRAK

Penggunaan teknologi dalam pembelajaran Bahasa Inggris telah mengalami peningkatan signifikan, termasuk penggunaan Canva sebagai alat bantu desain grafis untuk menciptakan media pembelajaran. Meskipun demikian, masih sedikit penelitian yang secara khusus mengkaji bagaimana persepsi mahasiswa EFL terhadap Canva, terutama dalam konteks pembuatan media belajar. Penelitian ini penting karena dapat memberikan wawasan tentang sejauh mana Canva mampu mendukung motivasi, keterlibatan, dan kreativitas siswa dalam proses pembelajaran. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus, yang melibatkan wawancara mendalam dengan tiga mahasiswa semester enam dari jurusan Pendidikan Bahasa Inggris. Hasil penelitian menunjukkan bahwa mahasiswa memiliki persepsi positif terhadap Canva karena antarmuka yang ramah pengguna, fitur visual yang menarik, dan kebebasan dalam memilih desain yang sesuai dengan preferensi pribadi mereka. Disisi lain, ditemukan pula tantangan seperti keterbatasan fitur dalam versi gratis, koneksi internet yang tidak stabil, serta kurangnya bimbingan dari dosen. Temuan ini menunjukkan bahwa meskipun Canva memiliki potensi untuk meningkatkan keterlibatan dan kreativitas belajar, dukungan institusional seperti pelatihan dan akses premium sangat dibutuhkan agar penggunaannya lebih optimal.Oleh karena itu, penelitian ini merekomendasikan integrasi Canva yang lebih strategis dalam kurikulum pembelajaran Bahasa Inggris sebagai bahasa asing (EFL).

Kata Kunci: Canva, media pembelajaran Bahasa Inggris, persepsi mahasiswa, EFL, teknologi pendidikan.

ABSTRACT

The use of technology in English language learning has significantly increased, including the adoption of Canva as a graphic design tool to create educational media. However, few studies had specifically explored EFL students' perceptions of Canva, particularly in the context of designing learning materials. This study was considered important as it provided insights into how Canva supported student motivation, engagement, and creativity in language learning. The research employed a qualitative approach using a case study method and involved in-depth interviews with three sixth-semester students majoring in English Education. The findings revealed that students held positive perceptions of Canva due to its user-friendly interface, attractive visual features, and the freedom to customize designs based on their personal preferences. On the other hand, several challenges were also identified, such as limitations of the free version, unstable internet connectivity, and lack of guidance from instructors. These findings indicated that while Canva had the potential to enhance learning engagement and creativity, institutional support through training and premium access was essential for its effective implementation. Therefore, this study recommended a more strategic integration of Canva into EFL curricula to optimize its educational benefits.

Keywords: Canva, English learning media, student perception, EFL, educational technology.
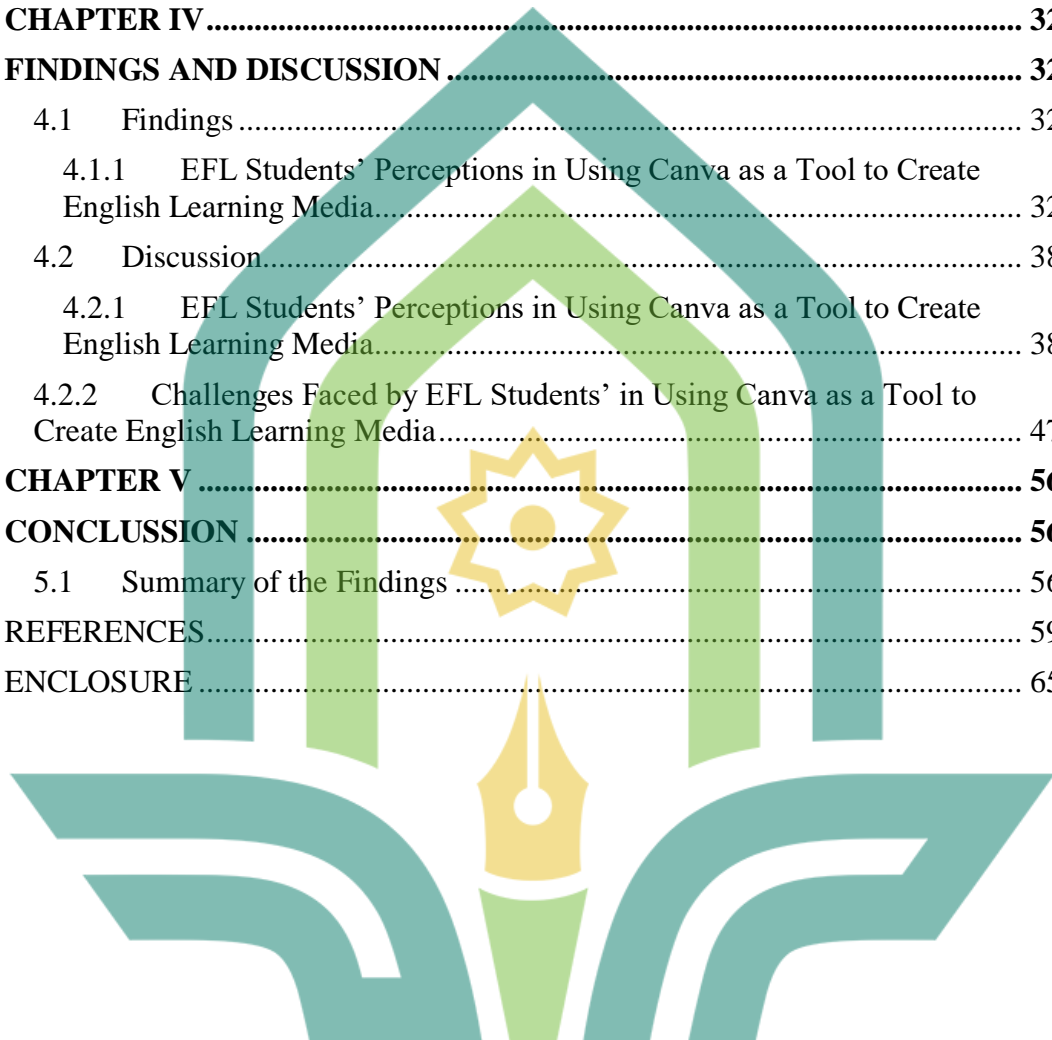
PREFACE

All praise and gratitude I express to Allah SWT for all His blessings and guidance which enabled me to complete my thesis titled "Using canva as a tool to create English learning media: efl students' perception". This thesis is conducted as one of the requirements for passing the English language education study program at the faculty of education and teacher training. I realized that this thesis would not have been successfully completed without the support, guidance, and prays from various parties. Furthermore, on this occasion, I would like to express my sincere gratitude to:

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7.

TABLE OF CONTENT

CHAPTER I
INTRODUCTION

1.1 Background of the Study

The use of technology in English language teaching has seen a significant increase recently. Various digital tools and applications are now available to enhance the learning experience and stimulate students' creativity (Brawer, 2015). Canva, known for its user-friendly interface, offers valuable opportunities for developing English learning content that is both attractive and impactful (Sari et al., 2023). Teachers and students can easily use Canva to develop learning materials that are not only informative but also visually appealing, which can deepen students' understanding of the language being studied. The platform also allows collaboration between students in create ng learning materials, which supports teamwork and communication skills (Alharbi, 2020). The use of Canva also facilitates more personalized learning, where students can customize the design of materials according to their learning style (Gito & Martriwti, 2023).

To provide a more comprehensive understanding of the topic of technology use in English language learning, there is still a lack of clarity and limited research on how platforms like Canva impact EFL students' learning experience, especially in terms of perception and the difficulties they face. While many studies examine the use of digital tools in language learning, most of them focus on outcomes like creativity or writing skills, rather than how students feel or struggle when using such tools (Fitria,

2023; Nurhidayanti et al., 2023). As a result, more research is required to determine how students view Canva's role in their education and how much they feel challenged or supported by it.

One of Canva's main advantages is its provision of a wide variety of easy-to-use templates, such as infographics, posters, and presentations. These templates allow students to explain various aspects of the English language, including grammar, vocabulary, and the culture of English-speaking countries (Cheng & Tsai, 2021). For example, students can design posters that illustrate grammar rules or create infographics to review new vocabulary, using appealing visuals and colors (Al-Jarf, 2020). Such visualizations help students grasp abstract concepts, like grammar or idioms, in a more tangible and understandable way (Wu & Marek, 2019). According to Mayer (2009), the use of visual elements in learning materials enhances comprehension and memory retention, particularly when the information is complex. Additionally, visual elements, such as images or icons, can capture students' attention and make learning more engaging, allowing them to connect new vocabulary with real-world objects and improve their contextual usage (Jiang & Grabe, 2019).

In addition, Canva allows students to learn in a more innovative and customized way.By offering the freedom to choose designs and layouts that suit their preferences, Canva helps foster a sense of autonomy and responsibility in learning. Deale (2019) argues that providing students

with the opportunity to create their own learning materials can significantly boost their intrinsic motivation. With Canva, students not only develop their English skills but also enhance their ability to present information creatively, thereby improving their communication and self-expression abilities.

While many studies have discussed the general use of technology in language instruction, there is limited research specifically explores students' perceptions of using tools like Canva to create English language learning materials. The majority of current research focuses on the use of technology in language acquisition, but it often overlooks how EFL students utilize Canva to design their own learning materials (Brawer, 2015). Therefore, understanding how Canva adds value to students' learning experiences and enhances their ability to learn in a more personalized and engaging way is crucial.

Previous research has shown that technology may improve learning results and involvement among students. Warschauer (2002) highlights that technology can foster a collaborative and interactive learning environment, which is essential in language learning. Moreover, Mayer (2009) found that incorporating visual elements into materials improves students' understanding, especially in multimedia-based learning contexts. As a platform that combines visual design elements with user-friendliness, Canva has the potential to support such approaches. Therefore, this study addresses this gap by exploring students' direct

experiences with Canva and how they utilize its features to create English learning materials.

This study aims to investigate EFL students' perceptions of using Canva to create English learning materials. Understanding these perceptions will provide valuable insights for educators on how to better integrate Canva into their teaching practices, potentially enhancing the learning experience for EFL students (Abdullah & Ramdhani, 2022). Moreover, examining students' preferences for specific Canva features will guide the development of targeted training sessions, enabling students to maximize the platform's full potential.

Additionally, investigating students' perceptions of Canva as a tool to create English learning materials will clarify the role of visual aids in language acquisition (Mayer, 2009). By understanding how students perceive the visual content produced through Canva, educators can tailor their teaching materials to better align with students' preferences and learning styles (Deale, 2019). This research contributes to the expanding body of knowledge on technology integration in language education by offering insights into the usefulness of Canva as a supplementary teaching tool. Furthermore, exploring students' attitudes toward using digital tools platforms Canva can provides insight into their digital literacy and readiness to adopt support individual students' (Hague & Williamson, 2009). This understanding can empower educators to create more engaging and dynamic learning experiences that invigorate individual

students (Abbiss, 2012).

Furthermore, the decision to focus on Canva in this study stems from its growing adoption in educational environments, particularly in schools that are beginning to integrate digital tools without adequate pedagogical guidance or understanding of their impact (Koehler & Mishra, 2009). Many teachers and students use Canva intuitively, but there is limited evidence on how effective it truly is in supporting English language learning, especially in EFL classrooms. By conducting this case study, the researcher aims to address this practical gap and provide insights that can help both educators and learners use Canva more strategically and meaningfully in the language learning process (Alonso & Otero, 2020).

By examining students' perceptions of Canva, this research can provide new insights into how technology use can increase motivation and engagement in English language learning. Educators can use these insights to create a more interactive and stimulating learning environment for EFL students (Alonso & Otero, 2020). Additionally, the findings are expected to inspire the development of more innovative and creative teaching methods to improve students' English language skills (Richards & Rodgers, 2014). Therefore, this research will contribute to the field of education and pave the way for further studies on the use of technology in language learning.

1.2 Identification of the Problem

Based on the background of the problem, there are numerous problem

that sudents using canva as a tool learning media, including the following:

1. Many EFL students lack skill in using Canva due to lack of experience with graphic design tools. This is relevant as low technical skills can affect their perception of Canva ease of use and reduce motivation to learn.

2. Students often struggle to use Canva without adequate guidance, such as how to select templates or integrate multimedia. This issue is significant because when students do not receive proper guidance, they may become frustrated and lose interest in using Canva as a learning tool.

3. Students have difficulty balancing design creativity with English learning objectives. This challenge is relevant as an excessive focus on aesthetics can neglect educational content, affecting students' perception of Canva usefulness in learning.

1.3 Limitation of the Problem

Based on the identification of the problem, the researcher only focused on EFL students' perceptions of using Canva as a tool to create English learning media. This research was conducted at a university in Pekalongan.

1.4 Formulation of the Problem

This study provides to research questions, as a follows:

1. How do students perceive the use of Canva for creating English learning media?

2. What challenges are faced when using Canva for creating English learning media?

1.5 Aims of the Study

Based on the research questions that already stated on the formulation of the problem above, the aims of this study are as follows:

1. To explore students' perceptions of using Canva for creating English learning media.

2. To identify the challenges students' face when using Canva for creating English learning media.

1.6 Significances of the Research

The significance of this study can be summarized as follows:

1. **Theoretical Significance:**

    This study expands our understanding of how EFL students perceive Canva as a tool for creating English learning materials. It explores their experiences in using Canva to design various educational content, providing a clearer picture of its role in supporting the learning process.

2. **Empirical Significance:**

    The study gives empirical insights about the use of offering significant empirical contributions to the field of English language instruction, particularly in relation to the use of technology in the teaching process.

3. **Practical Significance:**

This study offers useful information about how Canva increases the educational experience of EFL students. Canva helps students feel more interested in the learning process through its engaging visuals. Students also develop digital literacy and creativity by producing their own English learning media. Moreover, the freedom to choose formats and designs encouraged greater motivation and self-expression. Therefore, Canva not only supports language development but also fosters 21st-century skills such as autonomy, collaboration, and technological proficiency.

CHAPTER V

CONCLUSSION

5.1 Summary of the Findings

Based on the findings of this study, the first research question, *"How do students perceive the use of Canva for creating English learning media?"* *was* answered through students' positive opinions. They said that Canva was easy to use, looked interesting, and helped them be more creative. Students felt that Canva made the learning process more fun and helped them express their ideas clearly through design. The second research question, *"What challenges are faced when using Canva for creating English learning media?"* was answered by showing several problems. Students had trouble because the free version of Canva had limited features. Some of them also had slow internet connections, weak devices like old phones, and no one to help them learn how to use the platform. These problems made it harder for them to finish their tasks well.

In general, students gave positive responses about Canva. They liked using it because they could choose how to make their own media. This freedom made them more interested in learning and helped them focus on the tasks. Even so, some students still had difficulties, especially with internet access, limited features, and lack of help. These findings showed that Canva could support English learning, but its use depended on whether students had good internet, devices, and clear guidance. Because of that, schools or teachers needed to help students learn how to use Canva and give

them better access so they could use the platform more easily in their lessons.

5.2 Recommendation

Based on the findings of this study, the researcher advises EFL teachers and students to utilize the findings as an outline to understand how Canva can support their English language learning. Students can make better use of Canva's features to express their creativity and create useful learning materials. They also need to recognize the possible problems they may face, such as technical issues or limited experience in design, so they can find ways to handle those problems and improve how they use digital tools.

This study also recommends future research to include teachers, because this research only focuses on students. Teachers play a crucial role in the classroom and assist students by using Canva.By including teacher opinions, future research can provide a clearer picture of how Canva is used in real teaching situations. It can also help explain whether teachers face the same problems as students or have different experiences when using Canva to support learning.

In addition, future research can compare Canva with other digital tools such as PowerPoint or Google Slides to find out which one is easier or more effective for students. Researchers can also explore whether Canva actually helps students improve their English skills. Finally, this study only looks at short-term use, so it is recommended that future studies examine

Canva usage over a longer period, such as a full semester. Different methods, such as classroom observations or combining surveys with interviews, can help provide more complete results.

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