

=====

## The Effectiveness of Using Canva as an Interactive Hypermedia In Learning English

**Meike Imelda Wachyu**

Senior High School 1 Tasikmalaya

Email: meikeimeldawahyu@gmail.com

### Abstract

The aims of this study is to find out the effectiveness of using Canva as Interactive Hypermedia In Learning English. This research was conducted at Senior High School 1 Tasikmalaya. The research was carried out to the tenth grader student of SMA N 1 Tasikmalaya. X1 as the sample by using purposive random sampling. The result of the study shows that the use of Canva effective and improve the student's English ability. It can be seen from the increasing students' mean score in Learning English and The result of the of Students' Questionnaire. The students active when working in a group and motivated learn English by using Canva. They enjoyed the activities during the learning process.

Keywords: Canva, Interactive Hypermedia, Learning English

### INTRODUCTION

In Indonesia, English language teaching and learning has been implemented in schools' curriculum. Right now the ministry came with a new concept of school curriculum Merdeka Belajar formed by the Free Learning Policy will be characteristically flexible, based on competency, focuses on development character and soft skills (soft skills),and accommodating to the needs of the world"(Permendikbud Number 22 of 2020, p.55

The Independent Learning philosophy initiated by Father of Education Ki Hajar Dewantara too form an important basis for formulating curriculum design principles. According to Dewantara, independence is the goal education as well as a principle that underlying strategy to achieve goals the. Independence as a goal learning, according to Dewantara, is achieved through development of character, as which he wrote (2013; p.25):

*Budi pekerti, watak atau karakter, itulah bersatunya gerak fikiran, perasaan dan kehendak atau kemauan, yang lalu menimbulkan tenaga.... Dengan adanya 'budi pekerti' itu tiaptiap manusia berdiri sebagai manusia merdeka (berpribadi), yang dapat memerintah atau menguasai diri sendiri. Inilah manusia yang beradab dan itulah maksud dan tujuan pendidikan dalam garis besarnya.*

English language teaching and learning is developed by adopting school based curriculum where the goal of teaching and learning English is the students are expected

to be able to communicate in spoken and written language (Agustien, 2013: 42). English for communication purposes integrated all four macro skills. The students of Senior High School are focused on mastering four language skills: listening, reading, speaking and writing. Listening and reading are receptive skills while speaking and writing are productive skills (Harmer 2004: 60).

Actually starts from the design curriculum, not just pedagogy designed by the teacher after the curriculum set. According to Pritchett and Beatty (2015), placing students in the center of learning is meaningful. Curriculum *Merdeka Belajar* seeks to apply learning theory constructivism. According to this theory, participants students are active actors of learning who construct their knowledge through real interaction and experience.

We all have different learning experience and styles, but a picture is worth a thousand words to us all. And that's why Canva is a fantastic tool for learning. Educators can use it to present material to students in a visual manner, and students can use it to "articulate" new concepts in a clear and intuitive way. One of the best things about Canva is that it allows us to take visual learning to a new level: Students and teachers can become "design thinkers," meaning we can become skilled at imagining and creating solutions to problems rather than identifying existing ones. Learning and teaching happen as we envision, create, share, and revise

According to Martinus cited in Erfin Wijayanti (2022) There are some previous studies, the researcher had researched "Designing Online Learning Reading Materials using Canvas platform for Eight Grade Students of SMP Maria Assumpta Klaten" As a result, the researcher recognizes the need of improving classroom learning methods. Then, Gozen Cecem (2020) investigated Tertiary Level EFL Students' Perceptions Regarding the Use of Edmodo, Quizlet, and Canva within the Technology Acceptance Model (Tam), finding that lower-level students had more positive opinions about using the tools individually or collectively than higher-level students. ICT help teachers and students learn about their chosen topics of study in a variety of ways. One of the technology the researcher use by ICT is Canva an online graphic design tool that provides drag-and-drop access to over a million pictures, graphics, and fonts.

Therefore, this study intends to find out the Effectiveness of Using Canva as an Interactive Hypermedia In Learning English at the Senior High School level, especially at SMAN 1 Tasikmalaya. The previous studies are done at the research at the school level, so the researcher is wondering about the effectiveness of using canva and when it is applied at the senior high school level.

## **LITERATURE REVIEW**

### **CANVA**

According to Al-khoeri (2021), Canva is an online graphic design tool that students to effortlessly create a variety of unique ELT materials. It defined that Canva is an application web that has design tools to create various types of interesting learning videos. Second, according to Smaldino (2015), Canva and other images in the classroom may be used to: generate tangible abstract concepts, inspire students, provide direct attention, repeat information, retain past knowledge, and make learning more engaging.

Canva is a graphic design tool that was created in 2012 by Australian entrepreneur Melanie Perkins. It utilizes a drag-and-drop format that will be familiar to the average user as well as design professionals. It features fonts, graphics, vectors, and templates, and in 2019, the company purchased free stock photo sites Pixabay and Pexels, giving users access to a diverse array of free photos in the program itself. The website also offers

photo filters, millions of images, free icons and shapes, and hundreds of fonts. There are thousands of templates to choose from. Some of the more useful ones for librarians might be related to social media, including meme generators, SnapChat geofilters, and Instagram Story templates. Canva also has various marketing templates, including brochures and business cards.

## **MULTIMEDIA**

Multimedia integrates different forms of content such as text, audio, video, graphics, etc., to form a single presentation. We come across so many different forms of multimedia element on almost every webpage or App that we open. Multimedia is definitely heavy than the traditional static text-based content, but any form of multimedia can immediately attract the users' attention and convey the message quickly. Hypermedia is a mix of hypertext with media such as graphics, sounds, and animations. It can be understood as the improved version of hypertext.

In contrast to conventional mass media such as printed material or audio recordings, multimedia is a type of communication that integrates multiple content formats such as text, audio, pictures, animations, or video into a single presentation. Video podcasts, audio slideshows, and animated videos are all forms of multimedia. Multimedia components provide us with high-quality images, animations, sounds, and text information that have a direct influence on the user's brain. We can also edit all these forms of multimedia

## **HYPERMEDIA**

Hypermedia is the next generation of hypertext, containing a variety of media such as images, text, audio, video, and moving visuals. Both hypermedia and hypertext have a structure that is comparable. Hypermedia includes much more sophisticated capabilities such as webpage clickable connections. The most frequent hypermedia link is an image link that leads to another website.

Based on Thomas L. Vernon, Graduate School of Education University of Pennsylvania Philadelphia, Hypermedia is an outgrowth of hypertext, which is a term coined by computer pioneer Ted Nelson in the 1960s. It referred to the non-linear, associative linking to text in a computer file. Its intent was to empower users by facilitating access in an associative fashion, the same way that the human brain functions. As technology advanced, the term hypermedia was used to describe a system where the user creates; interrelationships between text, ideas, images, and sounds.

## **LEARNING ENGLISH**

Learning English is one of the important subjects that must be mastered by students from an early age. There are many reasons why learning English is very useful in students' daily lives being able to master more than one language, sharpen speaking skills well, explore various places, and able to communicate with foreigners. In the era of globalization directs us to be able to communicate in foreign languages so as not to be left behind. One of the interesting strategies is using learning media. Learning media is used to support the learning process to attain learning objectives.

According to Musfiqon (2012), Learning media is defined as a physical or nonphysical medium used by teachers to deliver information to students more effectively and efficiently. It means that the learning materials are created to be accepted by the student more quickly and to entice them to learn more. Learning media has been combined with technology in the twenty-first century. In many disciplines, including

education, technology is a major concern. This is because technology has become a medium of knowledge transfer in the majority of countries.

Schools and other educational institutions charged with educating students for life in the "knowledge community" must consider incorporating ICT into their curricula as part of this (Ghavifekr, Afshari & Amla Salleh, 2012). According to Tinio as cited in Apriani, et al (2019), Information and communication technologies, or ICT, are a type of technology. Canva is the teaching and learning material employed in this example. Canva is an online graphic design tool that provides drag-and drop access to over a million pictures, graphics, and fonts. There are hundreds of typefaces, millions of photos, photo filters, icons, and free shapes to choose from (Canva, n.d.).

Students can use Canva to design and create their own learning portfolios to better visualize and record their learning. Teachers can use learning portfolios for assessment purposes, to involve parents in student learning, to help students become more aware of their own learning process--and, of course, to teach design skills. Students can adapt any of our personal page or resume templates, such as this Peach and White Floral Learning Portfolio template, to get started. Alternatively, they can create their own from scratch using their own background, font style, color scheme, and content layout.

## **RESEARCH METHODOLOGY**

The researcher employed the Descriptive Quantitative Method in this study. That method was used by the researcher to describe The Effectiveness of Using Canva as an Interactive Hypermedia In Learning English. When data was described objectively or using a questionnaire and English test. The participants in this study were ten graders, 39 students from the Senior High School at SMAN 1 Tasikmalaya. Questionnaires were used as the research instrument for gathering data. Sugiyono (2017) claims that a questionnaire is a method of gathering data in which a set of questions or written questions are provided to the respondents.

Using Google Forms, the researcher in this study used the direct distribution of questionnaires to participants. The questionnaire was used to measure the effectiveness of Using Canva as an Interactive Hypermedia In Learning English.. This questionnaire consisted of three categories, namely usefulness items, ease of use items, and access items of Canva. Questionnaires are scaled with a Likert scale and then used using SPSS or excel to process or calculate the data. The questionnaire items were measured with statistical-numerical results ranging from 1 – 4:

- 1: Strongly Disagree
- 2: Disagree
- 3: Agree
- 4: Strongly Agree,

## **FINDINGS AND DISCUSSION**

This study found out about the effectiveness learning English with Canva at SMAN 1 Tasikmalaya. This study made use of questionnaires that were distributed to participants via Google Forms. Questionnaires are graded on a four-point scale or a Likert scale and then analyzed with Excel. The researcher provides twelve questions, but the results in this section have been divided into three sections: Canva Usefulness Items, Canva Ease of Use Items, and Canva Access Items.

**Table 1.**

**The result of Students' Questionnaire on Using Canva as means to be a useful tool in English Language Teaching**

No.	Items	Statements	1	2	3	4
\	Usefulness Items	Canva is great for creating Learning Media	0	2.8%	44.4%	52.8%
		Canva Application is easy to understand	2.8%	3.8%	55.6%	38.9%
		Canva facilitated teachers and students to be more creative	0	2.8%	50%	47.2%

The data above revealed that two students selected disagree, seventeen selected agree, and eleven selected strongly agree for **Statement 1**. The overall percentage is 52.8% **Statement 2** showed that 38.9% students strongly agreed, and agree 55.6%. According to **Statement 3**, 47.2% strongly agree.

With a total percentage of 81.9%, it can be inferred from the description above that the majority of students view the use of Canva as a useful tool in the teaching of the English language.

**Table 2.**  
**The result of Students' Questionnaire on Using Canva as means to Ease of Use Tool in English Language Teaching**

No.	Items	Statements	1	2	3	4	Ket
2.	Ease of Use Items	Canva makes learning and teaching simple.	0%	2.8%	61.1%	36.1%	
		Canva application enhances online instruction and learning	5.6%	28%	75%	16%	
		Effectively enhances learning media with the Canva application	0%	2.8%	47.2%	50%	
		Distributing Canva's educational materials is simple.					
		The technology requirement can be helped by the Canva application.	0%	2.8%	58.3%	38.9%	

The data above show that for **statement 1**, 61.1% students selected disagree. According to **statement 2**, 75% students selected strongly disagree, **Statement 3** showed that 50% students selected agree. In response to **statement 4**, 52% students selected strongly disagree, **Statement 5** showed that 58.3% students agreed. As can be inferred from the summary above, students view Canva favorably as an approachable tool for teaching English.

**Table 3.**

**The result of Students' Questionnaire on Using Canva as means to be an Easy to Access Tool in English Language Teaching**

No.	Items	Statements	1	2	3	4
3.	AccessItems	Canva is an interesting application to use	0	2.8%	50%	47.2%
		Canva is one of the best choices for learning application	2.8%	2.8%	66.7%	27.8%
		I like to try exploring the Canva application.	2.8%	33.3%	61.1%	33.3%

By the aforementioned data, **statement 1** indicated that 50% students selected agree, **Statement 2** showed that 66.7% students agreed in **Statemen 3** showed 61.1%

Based on the description above, it can be concluded that the majority of students, with an overall have a positive perception of Canva as an easy-to-use tool in English language teaching. The researcher concludes that the three items of using Canva in Learning English effective for the students of SMAN 1 Tasikmalaya.

**Discussion**

According to the data which have been processed and calculated, the researcher found that the students' learning using canva are in effecyive. Based on the findings of the eleven questionnaires, the majority of the 39 students strongly agree that Canva is an excellent application for Learning English. This is consistent with Smaldino et al. (2015)'s argument that Canva provides capabilities that teachers may utilize to create instructional material. As a result, this study supports Smaldino's hypothesis that the Canva program may be utilized as an English learning tool.

As means useful tool in English learning and students have a positive perception when they this application during learning process. Which, Canva is good for learning, easy to understand, and makes teaching and learning more creative.

In ease-of-use tools, students also have an effective learning of using Canva in English Learning. They feel that Canva can fulfill all aspects of online learning such as being easy to use, effective, improving the learning process, and easy to distribute. As stated by Elsa & Anwar (2021), The substitution function in Canva is as follows: (1) Canva Application Effectively Improves Learning Media, (2) Canva Learning Media is Simple to Distribute to Students, and (3) Canva Application Can Assist with Technology Requirements

In the last item, students feel that Canva provides everything for learning process such as video, images, and colors. Besides, Canva becomes an interesting App and a good choice for the process. Accordingly, the student's questionnaire on using Canva in English at SMAN 1 Tasikmalaya have a positive perception in all aspects such as Usefulness, Ease of Use, and Easy Access.

**CONCLUSION**

Based on the findings of this study, the researcher concludes that the majority of students view the use of Canva in English effectively for learning English. The researcher obtained the data from students' questionnaire that Canva is a good application for English learning. Based on the finding of the research, the researcher found that Canva is a usefulness tool for English learning. Canva is also ease of used tool for English language

teaching which is easy to use, effective, improves the teaching and learning process. And canva is the interesting App and a good choice for learning English.

## REFERENCES

- Al Khoeri, A. F., Nuraini, W., Ramdani, R., & Agum, S. (2021). The implementation of Canvas to enhance English teaching and learning. *In International Conference on Education of Suryakencana* (IConnects Proceedings).
- Apriani, E., & Handrianto, C. (2021). Empowering ICT Potentials in English Language Teaching. *10(2)*, 42–48.  
<https://doi.org/10.30630/polingua.v10i2.180>.
- Arunachalam, V., & Munisamy, R. (2022). *Teaching English Online: New Roles and Strategies*. OrangeBooks Publication.
- Agustien Helena(2013) Implementing a Text-Based Approach in English Language Teaching TEFLIN Teacher Development Series
- Çeçen, G. (2020). Tertiary Level EFL Students' Perceptions Regarding the use of Edmodo, Quizlet, and Canva within Technology Acceptance Model (TAM). *The Graduate School of Education of İhsan DoğramacıBilkent University*.
- Erfin Wijayanti (2022) Teaching English by Using Canva: Students' and Lecturers'Voice. *IAIN Fattahul Muluk Papua*
- Harmer, J. 2001. *The Practice of English Language Teaching*. London: Longman. Harmer, Jeremy. 2004. *How To Teach Writing*
- Martin, M. (2016). *Blending Instruction with Technology: A Blueprint for Teachers to Create Unique, Engaging, and Effective Learning Experiences*. Rowman & Littlefield.
- Pritchett, L., & Beatty, A. (2015). *Slow down, you're going too fast: Matching curricula to student skill levels*. *International Journal of Educational Development*, 40, 276–288. doi: 10.1016/j.ijedudev.2014.11.013
- Regulation of the Minister of Education and Culture no 22, 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024
- Smaldino, S. E. (2015). *Instructional technology and media for learning*. New York: Pearson.
- Sugiyono. 2017. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. Bandung: Alfabeta.
- [https://kurikulum.kemdikbud.go.id/wpcontent/unduh/Kajian\\_Pemulihan.pdf](https://kurikulum.kemdikbud.go.id/wpcontent/unduh/Kajian_Pemulihan.pdf)  
Musfiqon (Ghavifekr, Afshari & Amla Salleh, 2012