Teaching English by Using Canva: Students' and Lecturers' Voice

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ABSTRACT

This research discovers students' and lecturers' voices on using Canva in English language teaching. This research employed a quantitative descriptive method with 31 English Foreign Language (EFL) students and 5 lecturers. The data are gained from 31 students and 5 lecturers of the English Department at IAIN Fattahul Muluk Papua. Students and lecturers are given a series of questions to complete using Canva. The researcher next analyzed the students' and lecturers' responses by tallying their frequency and proportion. Based on three indications presented by the researcher, the outcomes of this study indicated that the majority of students and lecturers had a good attitude about utilizing Canva in English language education. usefulness, ease to use, and easy access. This research revealed that Canva is a useful tool for English language teaching. Canva is also ease of used tool for English language teaching which is easy to use, effective, improves the teaching and learning process, and is easy to distribute. In the end, Canva has easy access because Canva provides everything for the teaching and learning process such as video, images, and colors. Besides, Canva becomes an interesting App and a good choice for the learning and teaching process.
Keywords: *ELT, Canva, Students' and Teachers' Voice*

INTRODUCTION

Learning English is one of the important subjects that must be mastered by students from an early age. Learning English can hone students' thinking that they can learn many things. 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. Then, it is also one of the important things because the era of globalization directs us to be able to communicate in foreign languages so as not to be left behind.

The English language is really important to spread to the modern world for communication and technology, science, fact that English is the language of international communication, business, and trade, intercultural understanding along with entertainment and use in almost all fields, Therefore, English must be the priority to be learned among other foreign languages.

Many strategies can be used in learning English. 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 non-physical 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. Information and communication technologies (ICT) encompass a diverse collection of technical assets and instruments used to exchange, create, distribute, store, and manage data. ICT may be used in many aspects of education, including lesson design, methodologies, processes, media, content, and assessment (Apriani et al., 2020). Then, Cabrera-Solano et al., (2020) utter that ICT will encourage and enthuse students as a teaching tool, enhancing their capacity for active learning.

Lecturers must understand that using ICT in the classroom can make adults learner more effective and productive. Lecturers should personally instruct, encourage, and train students to assist them to reach their learning goals (Manangsa et al., 2020). Adult students can

utilize ICT as one of their learning platforms. The internet, wireless networks, cell phones, smartphones, laptop computers, and other communication mediums are all examples of ICT (Apriani et al., 2019; Apriani & Hidayah, 2019; Sanjaya et al., 2020). This communication gadget is available for download at any time and from any location. The use of ICT in English teaching and learning promotes the enhancement of teaching and learning quality.

The term "ICT integration in education" refers to a technology-based teaching and learning process that is closely related to the use of educational technology in classrooms. Because students are accustomed to technology and will learn more effectively in a technologically based environment, the issue of ICT integration in schools, particularly in the classroom, is critical. This is because utilizing technology in the classroom greatly benefits pedagogy, as doing so will enable the use of ICT to facilitate effective learning using ICT components and elements (Jamieson-Procter et al., 2013).

ICT may be used to help professors and students learn about their chosen topics of study in a variety of ways. Educational movies, stimulation, data storage, database use, mind mapping, guided exploration, brainstorming, music, and the World Wide Web are just a few of the engaging strategies available in technology-based teaching and learning that will make learning more interesting and relevant (www). Students will benefit from ICT integration when they are not constrained by a constrained curriculum and resources and are instead able to direct activities in technology-based courses that are intended to help them stimulate their understanding of the subject. Furthermore, it assists teachers in developing engaging, innovative, and appealing lesson plans to promote active student learning.

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.). Canva is a website that provides visual content that may be utilized as a link to the world outside language training, as well as a collection of easily available real resources.

Students and teachers' learning can be promoted by using Canva. Smaldino et al. (2015) claim that using visuals in the classroom, such as Canva, can accomplish several goals, such as generating concrete interpretations of abstract concepts, inspiring students, directing their attention, repeating information, helping them remember what they

already know, and improving learning. Canva is thought to be a tool that can transform abstract ideas into concrete sitemaps in just a few clicks. Furthermore, it may establish a pleasant learning atmosphere through the amenities given, impacting students' focus, memory, and attitudes. Students that are upbeat about their condition will be upbeat about what they are doing and are more likely to participate in the learning process through direct attention. Teachers are developing a range of technology-based instructional tools to meet these learning objectives. Teachers may utilize Canva's capabilities to produce instructional material (Smaldino et al., 2015).

There are some previous studies, the first was research by Martinus Heris Himawan (2018) from Sanata Dharma University Yogyakarta. 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. Then, Jumami (2021), Using Canva in Teaching Writing to EFL Classroom Students, as a result, the students have a favorable opinion of using Canva for creative writing, and the program makes learning English easier, more enjoyable, and more motivating for the students because it is simple to use and the students were drawn to the application's image.

Therefore, this study intends to find out the students' and teachers' voices in teaching and learning English by using Canva at the university level, especially at IAIN Fattahul Muluk Papua. The previous studies are done at the research at the school level, so the researcher is wondering about the teachers' and students' voices when it is applied at the university level.

THEORETICAL FRAMEWORK
Multimedia

Hofstetter (2001), as stated in Noor et al. (2009), defines multimedia as "the use of a computer to show and integrate text, images, audio, and video with linkages and tools that enable user navigation, interaction, production, and communication." Vaughan (2008), on the

other hand, defines multimedia as "any mix of text, art, music, animation, and video provided to consumers via computer or other electronic or digitally modified means." These definitions imply that multimedia is a collection of numerous media components. Multimedia is essential for teachers to employ in the teaching and learning process to help students grasp English as a foreign language.

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 that can be used to produce a new video to attract student's attention and make learning more interesting. Canva is capable of more sophisticated designs for print media (e.g., flyers, posters, invitation cards, brochures, etc (Navarre, 2018). Canva helps the user demonstrate an understanding of a variety of topics through individual or collaborative development of posters, presentations, flyers, infographics, book covers, newsletters, programs, reports, media kits, and more (Waring, 2021). According to Martin (2016), Canva provides instructors and students with a simple new way to design. Its drag-and-drop functionality allows you to create presentations, posters, single-page documents, and social media posts. From those experts above, it can be concluded that Canva is an application base web that contains fonts, animation, images, videos, shapes, and text that are free to use for the teaching and learning process for teachers and students in class. Can one of the choices to create learning activities in classes be more interesting?

According to Arunachalam & Munisamy (2022), Canvas gives quite a flexible platform. Both the teachers and the student can tailor the system to their teaching and learning activities. The emphasis is placed on communication between the educator and the student, which enables their collaboration during the learning process. Canvas LMS enables students to get alerts, submit their papers, and engage with the assigned learning resources. Integrating canvas accounts with social media accounts. Canvas enables instructors to offer comments, integrate videos, blogs, wikis, and other educational channels, and track their students' progress. Canvas offers great built-in audio and video

recording capabilities. This function has several applications, including homework, tests, and course materials. Canva promotes extensive creative flexibility and experimentation. It might be tempting for educators to believe that their students are creatively adept and at ease (Atherton, 2018).

Creating a free Canva account grants access to hundreds of pictures and icons that can be incorporated into current templates or used to create a design from scratch. Canva is ideal for basic graphics (like a thumbs-up icon for a statement announcing the outcomes of a class project, a bold arrow to highlight a portion of our assignment's instructions, or a photo of your class with the date imprinted on it). When our design is complete, we can save it as an image file and post it straight to our course website or learning management system (LMS), or we can share it using the URL supplied by Canva.

Therefore, Students' and teachers' learning can be promoted by using Canva. Smaldino et al. (2015) claim that using visuals in the classroom, such as Canva, can accomplish several goals, such as generating concrete interpretations of abstract concepts, inspiring students, directing their attention, repeating information, helping them remember what they already know, and improving learning. Canva is thought to be a tool that can transform abstract ideas into concrete sitemaps in just a few clicks. Furthermore, it may establish a pleasant learning atmosphere through the amenities given, impacting students' focus, memory, and attitudes. Students that are upbeat about their condition will be upbeat about what they are doing and are more likely to participate in the learning process through direct attention. Teachers are developing a range of technology-based instructional tools to meet these learning objectives. Teachers may utilize Canva's capabilities to produce instructional material (Smaldino et al., 2015).

Perceptions

The consciousness of specific tangible objects that are physically present to the senses has been described as perception on occasion. An organism's ability to perceive is how it gathers specific information about its surroundings (Febrianara, 2015). People organize and interpret the patterns of environmental stimuli through a process called perception (Atkinson & Adolphs, 2005). Perception is the first step in comprehending an idea. The process of perception is the name given to the information gathered from the environment. In other words, the

perception of the information around us influences how we process information.

RESEARCH METHODOLOGY

The researcher employed the Descriptive Quantitative Method in this study. That method was used by the researcher to describe students' and teachers' perceptions of Canva's use in language teaching. When data was described objectively or using a questionnaire.

The participants in this study were 31 third-semester 2021 students and 5 lecturers from the English Education Department at IAIN Fattahul Muluk Papua. 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 students' and teachers' perceptions of the use of Canva in language learning. This questionnaire consisted of three categories, namely usefulness items, ease of use items, and access items of Canva. The questionnaire was applied by the researcher using Pearson product-moment to check the validity, with the result t table being 0.4 and t count >0.4 which indicates that the questionnaire was valid. Besides, for reliability, the researcher used Alpha Cronbach, with the result >0.7 which indicates that the questionnaire was reliable to use.

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,

RESULTS & DISCUSSION
Results

This study found out about Teaching English with Canva: Students' and Lecturers' Voices at IAIN Fattahul Muluk Papua. 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 SPSS or 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 Students' Voice on Using Canva as means to be a useful tool in English Language Teaching

No.	Items	Statements	1	2	3	4	%
1.	Usefulness Items	Canva is great for creating Learning Media	0	2	17	11	79.8
		Canva Application is easy to understand	1	3	18	9	78.2
		Canva facilitated teachers and students to be more creative	0	2	11	18	87.9
Total			1	7	46	38	81.9

The data above revealed that two students selected disagree, seventeen selected agree, and eleven selected strongly agree for **Statement 1**. The overall percentage is 79.8% and the score is 99. **Statement 2** showed that nine students strongly agreed, nine students agreed, one student disagreed, three disagreed, eighteen agreed, and one student strongly disagreed. The overall percentage is 78.2% and the score is 97. According to **Statement 3**, two students selected disagree, eleven selected agree, and eighteen selected strongly agree. With an overall percentage of 87.9%, the score is 109.

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 Students' Voice on Using Canva as means to Ease of Use Tool in English Language Teaching

No.	Items	Statements	1	2	3	4	%
2.	Ease of Use Items	Canva makes learning and teaching simple.	1	4	19	7	75.8
		Canva application enhances online instruction and learning	1	9	14	7	71.7
		Effectively enhances learning media with the Canva application	0	8	15	8	75
		Distributing Canva's	1	4	16	10	78.2

			1	2	3	4	%
		educational materials is simple.					
		The technology requirement can be helped by the Canva application.	0	3	20	8	79
Total			3	28	84	40	75.9

The data above show that for **statement 1**, 1 student selected strongly disagree, 4 selected disagree, 19 selected agree, and 7 selected strongly agree. The overall percentage is 75.8% and the score is 94. According to **statement 2**, 1 student selected strongly disagree, 9 selected disagree, 14 selected agree, and 7 selected strongly agree. 89 out of 100 is the final score or 71.7%. **Statement 3** showed that 15 students selected agree, 8 selected strongly agree, and 8 selected disagree. 75% of the total score, or 93, is earned. In response to **statement 4**, 1 student selected strongly disagree, 4 selected disagree, 16 selected agree, and 10 selected strongly agree. The overall percentage is 78.2% and the score is 97. **Statement 5** showed that 8 students strongly agreed, 20 students agreed, and 3 students disagreed. With a percentage of 79%, the overall score is 95.

As can be inferred from the summary above, 75.9% of students view Canva favorably as an approachable tool for teaching English.

Table 3.
The Students' Voice on Using Canva as means to be an Easy to Access Tool in English Language Teaching

No.	Items	Statements	1	2	3	4	%
3.	Access Items	Canva is an interesting application to use	0	3	13	15	84.6
		Canva is one of the best choices for learning application	0	4	21	6	76.6
		The images, fonts, colors, and videos in Canva are very attractive.	0	3	8	20	88.7
		I like to try exploring the Canva application.	0	2	14	15	85.4
Total			0	12	56	56	83.8

By the aforementioned data, **statement 1** indicated that two students selected disagree, thirteen selected agree, and fifteen selected strongly agree. The overall grade is 105 and the percentage is 84.6%. **Statement 2** showed that six students strongly agreed, twenty-one

agreed, and four students disagreed. With a percentage of 76.6%, the overall score is 95. **Statement 3** showed that twenty students strongly agreed, eight agreed, and three students disagreed. With an 88.7% percentage, the final score is 110. According to **statement 4**, 2 students selected disagree, 14 selected agree, and 15 selected strongly agree. With a percentage of 85.4%, the overall score is 104.

Based on the description above, it can be concluded that the majority of students, with an overall percentage of 83.8%, have a positive perception of Canva as an easy-to-use tool in English language teaching.

According to the three items above regarding the students' voice on using Canva in English language teaching, the researcher concludes them all into one diagram below:
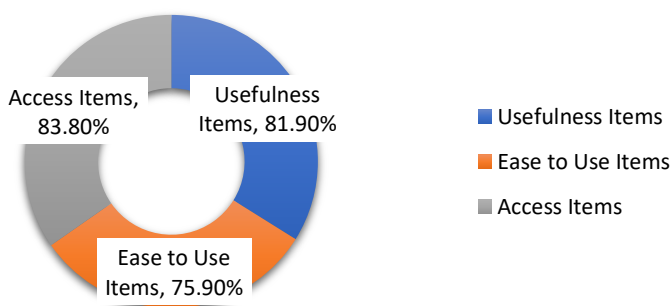
Diagram 1. Total all percentage of The Students' Voice on Using Canva in English Language Teaching

From the diagram above, the researcher concludes that the three items of using Canva in English language teaching have a positive perception on students of Fattahul Muluk Papua. The percentage of used items is 81.90%, ease of use items is 75.90%, and access items are 83.80%.

Table 4.
The Teachers' Voice on Using Canva as means to be a useful tool in English Language Teaching

No.	Items	Statements	1	2	3	4	%
1.	Usefulness Items	Canva is great for creating Learning Media	0	0	3	2	70
		Canva Application is easy to understand	0	1	2	2	80

		Canva facilitated teachers and students to be more creative	0	0	1	4	95
Total			0	1	6	8	81.6

According to the data presented above, **statement 1** indicated that three lecturers chose to agree and two chose strongly agree. The final score is 17 with a percentage of 70%. Statement 2 stated that one lecturer disagreed, two lecturers agreed, and two lecturers strongly agreed. The overall score is 16, with an 80% success rate. Statement 3 indicated that one lecturer selected agree and four selected strongly agree. The overall score is 19 out of a possible 20, and the percentage is 95%.

Based on the description above, it can be concluded that the majority of lecturers, with a total percentage of 81.6%, have a positive perception of Canva as a useful tool in English language teaching.

Table 5.
The Teachers' Voice on Using Canva as means to Ease of Use Tool in English Language Teaching

No.	Items	Statements	1	2	3	4	%
2.	Ease of Use Items	Canva makes learning and teaching simple.	0	0	4	1	80
		Canva application enhances online instruction and learning	0	0	2	3	90
		Effectively enhances learning media with the Canva application	0	0	2	3	90
		Distributing Canva's educational materials is simple.	0	0	4	1	80
		The technology requirement can be helped by the Canva application.	0	0	1	4	95
Total			0	0	13	12	87

According to the data above, **statement 1** showed that four lecturers chose to agree and one chose strongly agree. The overall score is 16 with an 80% percentage. According to Statement 2, two academics agreed and three lecturers strongly agreed. The total score is 18 out of a possible 100. According to Statement 3, two professors chose to agree, while three picked strongly agree. The total score is 18 out of a possible 100. According to Statement 4, four lecturers agreed and one strongly agreed. The overall score is 16 with an 80% percentage. According to

Statement 5, one lecturer agreed and four others strongly agreed. The overall score is 19 and the percentage is 95%.

With an overall percentage of 87%, it can be inferred from the description above that most lecturers have a favorable opinion of Canva as an approach to being an easy-to-use tool in English language teaching.

Table 6.
The Teachers' Voice on Using Canva as means to be an Easy Access Tool in English Language Teaching

No.	Items	Statements	1	2	3	4	%
3.	Access Items	Canva is an interesting application to use	0	0	2	3	90
		Canva is one of the best choices for learning application	0	2	3	0	65
		The images, fonts, colors, and videos in Canva are very attractive.	0	0	1	4	95
		I like to try exploring the Canva application.	0	0	2	3	90
Total			0	2	8	10	85

Following the information above, **statement 1** revealed that two lecturers selected agree and three selected strongly agree. The percentage is 90% with a total score of 18. **Statement 2** showed that three lecturers agreed while two chose to disagree. The percentage is 65% and the overall score is 10. **Statement 3** showed that 1 lecturer selected agree, while 4 selected strongly agree. Nineteen is the total score, and the percentage is 95. **Statement 4** showed that two professors selected agree, and three selected strongly agree. The percentage is 90% with a total score of 18.

According to the description above, 85% of lecturers have a favorable opinion of Canva as a tool that is simple to use and accessible for teaching the English language.

According to the three items above regarding the lecturers' voice on using Canva in English language teaching, the researcher concludes them all into one diagram below:
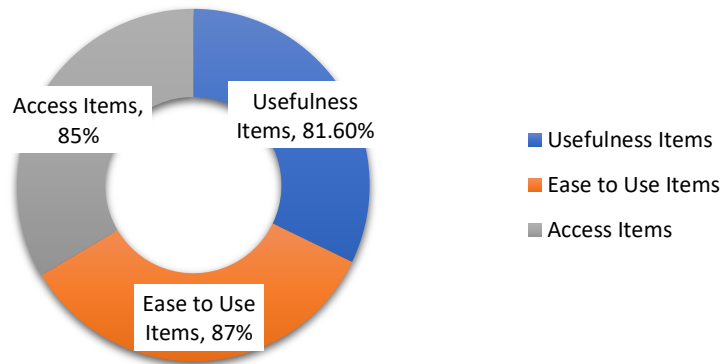
Diagram 2. Total of all percentage of The Lecturers' Voice on Using Canva in English Language Teaching

From the diagram above, the researcher concludes that the three items of using Canva in English language teaching have a positive perception on lecturers of Fattahul Muluk Papua. The percentage of used items is 81.60%, ease of use items is 87%, and access items are 85%

Discussion

According to the data which have been processed and calculated, the researcher found that the students' and teachers' voices on using Canva in English language teaching in IAIN Fattahul Muluk Papua are in positive perception. Based on the findings of the twelve questionnaires, the majority of the 31 students and 5 professors agree that Canva is an excellent application for English language instruction. 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 teaching tool.

As means useful tool in English language teaching, lecturers and students have a positive perception when they this application during the teaching and learning process. Which, Canva is good for learning, easy to understand, and makes teaching and learning more creative. In line with Smaldino (2015), he stated that Canva and other graphics in the classroom can be used to: produce concrete abstract ideas, encourage students, offer direct attention, repeat material, remember prior knowledge, and make learning more interesting. Furthermore, Al-khoeri (2021) stated that Canva is an online graphic design tool that

students to effortlessly create a variety of unique ELT materials. It all means that the Lecturers and students feel that Canva Application is the one App that is useful for English language teaching.

In ease-of-use tools, lecturers and students also have a positive perception of using Canva in English language teaching. They feel that Canva can fulfill all aspects of online learning such as being easy to use, effective, improving the teaching and learning process, and easy to distribute. As stated by Elsa & Anwar (2021), the supplement function of Canva (1) Canva aided teachers in creating learning media, and (2) The Canva application enhanced the online teaching process. 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, an easy access tool in English language teaching, lecturers and students have the same perception, namely positive perception. For this last item, lecturers and students feel that Canva provides everything for the teaching and learning process such as video, images, and colors. Besides, Canva becomes an interesting App and a good choice for the learning and teaching process. Accordingly, the student's and lecturers' voices on using Canva in English language teaching in IAIN Fattahul Muluk Papua 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 and lecturers view the use of Canva in English language instruction favorably. According to the theory, three indicators serve as a point of reference for learning how students and lecturers feel about using Canva in English language instruction. The researcher obtained the data from students' and lecturers' voices confirming that Canva is a good application for English language teaching. Based on the finding of the research, the researcher found that Canva is a usefulness tool for English language teaching. Canva is also ease of used tool for English language teaching which is easy to use, effective, improves the teaching and learning process, and is easy to distribute. In the end, Canva has easy access because Canva provides everything for the teaching and learning process such as video, images, and colourful.

Besides, Canva becomes an interesting App and a good choice for the learning and teaching process.

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