

## **Can CANVA Application be as a English Learning Media?**

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### **Abstract**

Learning media plays a crucial role in the learning process. One of the popular learning media, which played a crucial role among elementary school students during the COVID-19 pandemic, is audio-visual media. This type of media engages both auditory and visual senses through the utilization of the CANVA application. Therefore, this research aims to develop an English language learning media through the CANVA application in Pekanbaru Elementary School, Indonesia. This research was conducted using the 4D development model, consisting of define, design, develop and disseminate stages. In the define stage, it was found that students still had relatively low learning outcomes, and teachers could not develop creative learning media. Meanwhile, in the design stage, the learning media based on the findings in the definition stage was designed. The learning media was assembled using the CANVA application in the development stage. The product test results in this development stage showed very good results. The media was packaged in CD form and distributed to several elementary school teachers in Pekanbaru to help them teach English.

**Keywords:** CANVA, Media, Learning, English

### **Introduction**

English is widely studied as an international language in schools, but it is considered challenging to master. Therefore, it is necessary to have supporting tools or facilities in delivering English language material to make the learning process enjoyable, interesting, and motivating for students. An example is the learning media, which serves as a tool to deliver academic materials to students during the learning process. According to studies, education in the 4.0 industrial revolution era can be supported using advanced technology-based media (Wyer et al., 2009). One learning media currently used to support the quality of education, especially in English, is CANVA. Therefore, this research aims to develop English language learning media based on the CANVA application to ensure an effective and efficient learning process. This development research is in line with the vision and mission of the English language education program as well as the Research and Community Service Master Plan (RIPPM) of UIR (Tomlinson, 2014).

Data collected from preliminary research was used to determine the advantages and differences of using the CANVA application as an English language learning media. This research aimed to understand the perception of English teachers in using the CANVA application as a virtual learning media creation in Loei, Thailand. It was carried out in accordance with the research by Elsa & Anwar (2021) on "The Perception of Using Technology CANVA Application as a Media for English Teacher Creating Media Virtual Teaching and English Learning in Loei Thailand." This research uses a mixed-method design, with data collected quantitatively and qualitatively. The results showed that students' knowledge of CANVA differs greatly from their interest in using the tool.

Rahmatullah et al. (2020) developed an audio-visual learning media based on the CANVA application using the initial analysis, material identification, product preparation, and testing

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approaches. The expert evaluation and student feedback results were in the very feasible category, with percentage scores of 82.28 and 86.73, respectively. The expert and student assessments showed that the audio-visual learning media based on the CANVA application can be tested in schools. The first and second-cycle field test results were 67.13 percent, and 88 percent, thereby indicating an increase in students learning. This shows that students can easily master the material on employment using audio-visual learning media, hence the developed media can be used in online and in-person learning.

Sony Junaedi (2021) conducted a research titled "CANVA as an Online Learning Media to Enhance Student's Creativity Skills in the Subject of English for Information Communication and Technology." The purpose of the study was to examine the use of CANVA as a learning media. It was a Classroom Action Research, which concluded that the use of CANVA as an online media can significantly enhance students' creativity skills in the subject of English for Information Communication and Technology. This conclusion was supported by the increase in scores of learning motivation, learning outcomes, and students' creativity in each cycle.

Jusuf et al. (2021) conducted a research on the "Development of Virtual Learning Environment Using CANVA To Facilitate Online Learning during the COVID-19 era." The objective of the study was to create a Virtual Learning Environment (VLE) to support independent and collaborative learning for students and instructors online. The study used three models for its research design, including Borg & Gall, Short-Step Approach System Research and Education Development, and Rowntree. The results from pre-tests and post-tests showed an increase of 20.40%

The learning media developed in this research is an English language learning media that utilizes the CANVA application, which is practical and effective for both teachers and students (Widayanti et al., 2021) (Yundayani et al., 2019). Data was collected through observation and interviews to evaluate the strengths and weaknesses of the learning media. The results were analyzed, and the findings were used to improve the learning media in the final stage of development.

## Methods

The research and development used the 4D development model of the define, design, develop, and disseminate stages. Furthermore, these stages were used to validate, practicalize, and determine the instrument's effectiveness. The data collected were qualitatively and quantitatively analyzed with validity testing conducted on the learning media using a Likert scale. The learning media validation was obtained from graphics, material, and language experts. (Creswell, 2015).

## Result and Discussion

The development process followed the 4D development model presented by (Creswell, 2015), which consists of four stages simplified in the following paragraphs. The Definition stage comprises several steps, including the initial analysis after collecting data through interviews and observations conducted on an English teacher. The result showed that students' learning outcomes were relatively low due to the inability of teachers to develop effective learning media. Therefore, it is imperative to develop multimedia learning media to create interactive, inspirational, fun, challenging, and motivational learning processes.

This is followed by the analysis stage, which found variations in the elementary school students' visual, audio, and kinesthetic learning styles in Pekanbaru. In addition, based on the results of natural science learning, the students are not satisfied and have not reached the minimum completion criteria. In the development of this interactive learning multimedia, the material determined is things around the living room, the kitchen, and the bathroom.

The design stage involves several steps, such as preparing questionnaires as instruments for experts' review, including learning material expert review, learning media expert review, learning expert review, as well as individual and field testing. This is followed by the media selection, which maps materials to appropriate media based on graphic, text, sound, video, and animation components. The next step is selecting the format and multimedia learning format to determine the initial design.

In the development stage, the preparation of Learning Media is carried out, followed by the production stage. All materials and supporting aspects are combined into a complete learning media product using the CANVA application (Arifin et al., 2021). This is followed by the expert validation and development testing stage, which includes reviewing the learning material expert review, learning

media expert review, and learning expert review. The development testing includes field tests conducted at Elementary Schools in Pekanbaru. Overall, the experts' validation results are in the very good category, as shown in Table 1.

**Table 1. Achievement and Qualification Level**

No.	Expert	Data
1	Material	86.5%
2	Media	89.9%
3	Learning	94.7%
	Total	90.3%
	Conclusion	Very Good

In the distribution stage, the validity test is carried out by developing a device on a larger scale for classes, schools, and teachers. This continues to the packaging stage by burning and transferring data to a CD, as well as making its cover and label. Next, the distribution and adoption of the product are conducted among primary school students and English teachers in Pekanbaru. Therefore, the development product can be maximally utilized to support learning.

This research developed a product as an English language learning media through the CANVA application. The result showed an increase in students' learning outcomes (Hadi et al., 2021). Meanwhile, the research conducted by Elsa & Anwar (2021) showed an increase in students' interest in learning English using the virtual media CANVA application.

The product developed has very high feasibility, making it suitable for English language learning (Rahayu et al., 2021) (Bakri et al., 2021) (Resmini' et al., 2021). Research conducted by Rahmatullah et al., (2020) also showed the feasibility of the developed product meaning that the CANVA application is very good to be used by teachers and students in English language learning.

This development research has shown that elementary school teachers can be creative in designing and providing English language learning media through the CANVA application. The research conducted by Sony Junaedi (2021) has also shown good results in increasing creativity in using the CANVA application for students.

## Conclusion

In conclusion, Elementary school teachers have demonstrated creativity in utilizing the CANVA application as an innovative teaching tool for English language instruction. The materials produced using the platform are not only visually appealing but also effectively capture the students' attention and interest, which results in better learning outcomes and enhanced understanding of the subject matter.

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