Utilizing Canva Platform to Improve Students' Achievement in English Learning and Teaching

Bernadin Maria[1*], Noenoek Februati[2,] Umi Yuliatin[3]

Corresponding author. Email: bernadin.maria@gmail.com

[123]**Politeknik Energi dan Mineral Akamigas**

ARTICLE

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ABSTRACT

The issue that this research focuses was the students' low achievement in learning English. This followed the condition where the students showed their unpreparedness in attending the English learning and teaching program. To address this problem, the effort to improve the students' achievement was made by utilizing Canva platform to redesign the present English for Specific Purposes material. This research, therefore, was conducted with the aim of determining whether the students improved their achievement when they used the English learning and teaching material designed with Canva platform. To prove the existence of such improvement, the data was collected from the same group of research subjects consisting of 76 students of Polytechnic of Energy and Mineral through the pre-test and post-test. Both data was, then, compared and the result of the comparison was t = 4.22 which equaled to p-value= 0.000. Since the significance level α = 0.05, it could be said that Null Hypothesis / H_0, there was no improvement of the students' achievement when they used Canva-based designed material, was rejected because p-value $<$ α. It meant that the Alternative Hypothesis / H_1, there was an improvement of the students' achievement when they used Canva-based designed material, was accepted.

INTRODUCTION

In the era of globalization nowadays, workforce from all over the world has to face hard competition to get the job they dream of, and only those who are qualified can win the competition. One of the qualifications required to win the competition is English proficiency, since English is the dominant language used in the business communication among countries [1]. Hence, nowadays, English is still one of the important subjects in the educational

institutions in Indonesia, from primary education up to the higher education. English also becomes one of the important subjects provided in Politeknik Energi dan Mineral Akamigas. In this institution, English taught as English for Specific Purposes to the students majoring in oil and gas engineering, that is oil and gas production engineering, oil and gas process engineering, refinery mechanical engineering, refinery instrumentation engineering, and oil and gas logistics.

The English program in the institution is usually conducted in classroom meeting. However, in the middle of March 2020, the time when there was a breakout of Covid-19, all the subjects had to be conducted online. Even up to now, where we are still in the uncertain condition of the pandemic situation, all the subjects including English is still conducted in the combination of offline and online methods. The offline method does not cause any burden to the teachers since the teachers have already prepared the printed material easily accessed by the students. Besides, the teachers can also have a direct interaction with the students during the learning and teaching process. On the other hand, the online method is burdensome for the teachers especially in providing the online material that needs to be attractive and interesting so that the students are motivated to learn the material by themselves without the presence of the teachers [2].

In both types of class methods, either offline or online, the English material is provided in the form of PDF file books adopted from the book entitled Oxford English for Careers: Oil and Gas Book [3] in accordance with the five study programs in the institution mentioned previously. Based on the observation done before this research was conducted, the use of the material did not seem attractive and interesting for the students. This was shown by their lack of preparation whenever they attended the English class that led them into their lower achievement. In this situation, the material needed to be redesigned. This could be done by integrating technology in the material since technology was an important language teaching tool in a sense that the use of technology could increase students' motivation [4]. This opinion was in line with Costley's opinion in which the integration of technology in the learning and teaching process could improve the students' achievement [5]. Regarding the technology integration into the material, the selection of the platform of technology was worth-considering and even challenging because technology was the component that supported the success of the learning and teaching activities. It functioned as the learning and teaching aid that helped teachers deliver the material to students and helped students understand the material delivered by the teachers [6]. Therefore, some consideration of the selection criteria was made, and it was decided to use Hashims' criteria in which the platform had to be user-friendly, user-participation encouraging, and user-adaptable [7].

Referring to the above consideration, Canva platform was chosen since it fulfilled those three criteria. Besides, Gehred mentioned that Canva was a product that simplified the process with templates and other design elements [8]. It provided quite varied fonts, graphics, vectors, templates, a diverse array of free photos, photo filters, millions of images, free icons and shapes, hundreds of fonts, and even thousands of templates to choose from. It simplified the process of designing by utilizing a drag-and-drop format that would be familiar to the average user as well as design professionals. With this drag-and-drop feature, the platform was user-friendly, and since it was an online platform, it allowed users to access their work from multiple devices. In this research, Canva platform was used to redesign the present English for Specific Purposes material. The material was redesigned in order to make it more attractive and interesting. If the material was attractive and interesting, the students would be interested and spend more time with it. This interaction, the interaction between the students and the material, was one type of

interactions that affected the learning process and later determined the achievement of the learning and teaching goal. According to Swan [9], this interaction referred to the students' interaction with the knowledge, skills, and attitudes being studied. This had to do with the students' interaction with the course materials and was so primarily concerned with course design factors. Then the measurement of the content learning was taken in terms of performance, such as course grades, exams, written assignments, etc.

The previous studies had also shown the effectiveness of utilizing Canva in the learning and teaching activities. For example, Rahmatullah who mentioned that a teacher had a function of facilitating students with learning and teaching activities which could develop their potential to obtain new knowledge and experience [10]. This could take place if the learning and teaching was designed attractively and interestingly through the use of appropriate platform. And this study showed the proof that Canva was the appropriate platform through the comparison of the students' pre-test scores and post-test scores, with the average score 67.13 for the pre-test and improved to 88 for the post-test. The improvement of the scores proved that Canva was the appropriate platform for it made the material more attractive that caused the students spent more time to learn it and led to the higher achievement.

Another example was given by Mila who found that the research subjects mentioned that Canva platform was appropriate to be used in learning and teaching activities [6]. The appropriateness of the platform was then more elaborated into some more aspects; namely: the attractiveness, clarity, and effectiveness of the material when it was designed using Canva platform. The effectiveness of the material was proven by 73.8% of the research subjects saying that the material was effective in which some of the indicators were the material designed using Canva was interesting and the students were more enthusiastic if the teachers used the material designed by Canva. Hence, the students spent more time learning the material that leads them to their high achievement. Mila also emphasized that one of the important factors influencing the achievement of the students was the attractiveness of the material that made the students focus their attention to it [6]. In this case, Canva was the appropriate format because it provided quite varied templates that made the material more interesting. The students could understand the material well if it was provided in an interesting and appropriate ways.

Then Rahmatullah also found out the fact that the material designed using Canva was appropriate for the learning and teaching activities [10]. This appropriateness was determined by some factors such as the attractive and interesting design and the clarity of the material content. The design of the material was the determining factor of the students' achievement since it made the students comfortable in learning the material so that they could understand it easily. Then the data found during the research showed that the material delivered in the interesting platform improved the students' achievement. Furthermore, Yundayani [4] showed that there was an improvement in the students' writing skill as a result of using Canva since this kind of visual media could stimulate the students to develop their writing ideas. The platform of the visual media could help students to get ideas easily. Yundayani [4] also found out that all the students admitted that writing experience through Canva was satisfying and fruitful.

In some parts, this research was similar to the researches mentioned previously in a sense that the aim of the research was determining whether there was an improvement of the students' achievement when Canva platform was used to design the material. However, it was also different in some other parts, i.e. in this research Canva platform was used to redesign the material combining the technical content in the petroleum industry and the attractive elements of Canva, and there was not any researches focused on the material related to the petroleum industry yet. Besides, in this research the skills being observed were integrated skills which was
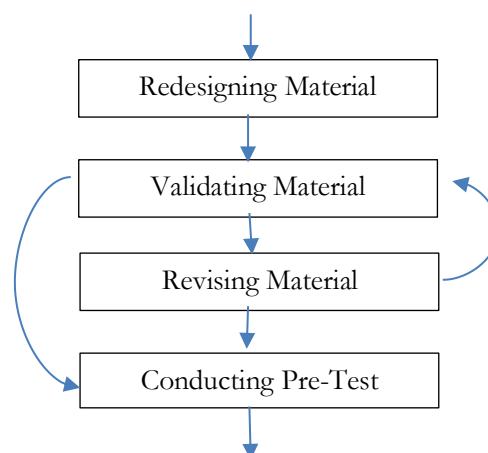
different from the previous researches which usually focused on one language skill only. Furthermore, the most urgent reason for conducting this research was the material being designed was in the form of e-book that could be flipped like the printed book that we usually read, and this e-book displayed interactive simulation by combining text, image, audio, and animation that, according to Maynastiti [11], made learning more interesting and fun. This, for sure, different from the previous researches in which the materials were designed in the form of separate sheets.

METHOD

This research was conducted in the quantitative method, or more specifically in pre-experimental design of quantitative method, in which a single group of research subjects was studied and an intervention was given to the group during the experiment [12]. This group consisted of 76 students of Politeknik Energi dan Mineral majoring in process engineering and production engineering who learned English as English for Specific Purposes in these study programs.

The research subjects gave the data mainly in the form of the scores from the pre-test and post-test. Besides, the research subjects also gave the data through the questionnaire. To obtain the data, there were some stages that had been gone through; namely: conducting an observation, redesigning the material, validating the material, revising the redesigned-material, conducting pre-test, using the revised material, conducting post-test, analysing the first data, giving questionnaire, analysing the second data.

The data found during the observation was used as the basis to redesign the present material. Then the redesigned material was reviewed by the expert on Canva that resulted in some suggestions given to revise the material again. After revising the redesigned material for the second time, the revised material was reviewed by the expert again. This time the expert agreed with the revised design, and then the pre-test was conducted. After that, the three units of the revised material were used as the guidance of the English learning and teaching program. Upon the completion of Unit 3 of the material, the post-test was conducted. Then the first analysis was conducted to compare the data collected from the pre-test and the post test. To compare both data, Paired t-Test was used. T-Test was a statistical test for the mean of a population and was used when the population was normally or approximately normally distributed, and α was unknown [13] . Furthermore, the questionnaire was distributed to the 76 research subjects, and the data from the questionnaire was analyzed (second analysis) and used to support the data resulted from the first analysis.
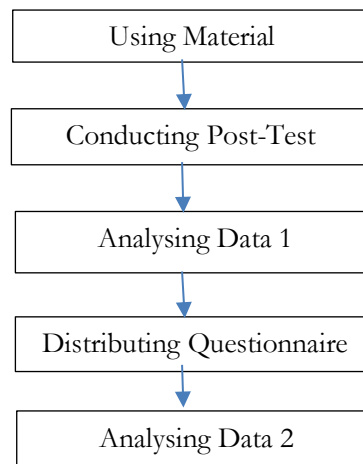
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┌──────────────────────────┐
│      Using Material       │
└──────────────────────────┘
             │
             ▼
┌──────────────────────────┐
│   Conducting Post-Test    │
└──────────────────────────┘
             │
             ▼
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│     Analysing Data 1      │
└──────────────────────────┘
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│  Distributing Questionnaire │
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│     Analysing Data 2      │
└──────────────────────────┘
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Diagram 1. Stages for Collecting Data

RESULTS AND DISCUSSION

In the observation done before the research was conducted, the data showed around 50% of the students attending the English learning and teaching program had lower achievement than expected, that was the scores below 50. This, for sure, followed their unpreparedness to attend the program. During the program, whenever they were asked about the material, they could not give the answer directly. They usually mumbled, "Wait, Ma'am, …. I'll read the material first", or "Let me see the material, Ma'am." This condition reflected no interaction that happened between the students and the material, and there were so many reasons for it. The most crucial one, however, was the lack of interest on the students' side. Since interest was a powerful motivational process that energized learning, guided academic and career trajectories, and was essential to academic success [14], it was decided to redesign the present material using Canva platform in order to promote interest that could contribute to a more engaged, motivated, learning experience for students. One example of the material to be redesigned using Canva platform was shown in this link: https://online.fliphtml5.com/jfrny/usne/index.html?1657594203645

This redesigned material was reviewed by the expert on the Canva-based material design and resulted in some important suggestions for the improvement, some of which were as follows:

- The word "Canva" in the cover of the material had to be deleted. It was better if there was no "Canva" word in the cover.
- There were not any pictures or names of the institution in the cover. Therefore, it was a must to put them in the cover to show a clear identity of the institution.
- There were not any pictures related to the oil and gas industry. Hence, it was also a must to put them in the material in order to emphasize the oil and gas industry content.
- The pink colour dominated every page of the material so that it was better to change the colour into the brighter and more attractive ones.
- The material was written in the monotonous fonts and decorated in the monotonous elements, too. Therefore, it was better to use varied fonts and elements.
- The material was designed in one way delivery and in less students' involvement. Hence, it was suggested to make the material more interactive since interactivity was the key to have

an effective learning and teaching process where the teacher could grab the students' attention and the students could learn more [15] .

Based on the suggestions mentioned above, the material was redesigned for the second time and this resulted in the revised material, the example of which was shown in this link: https://online.fliphtml5.com/jfrny/rquw/index.html . If this material was compared with the previous one, it would look much better because of the following reasons:

- There were pictures and names of the institution in the cover of the material.
- There were pictures in the cover and in almost every page of the material identifying the oil and gas industry.
- Every page was presented in colourful elements, fonts, and pictures.
- Besides, the listening script was inserted in the material so it was only a matter of a click of a fingertip that made the recording material easier for the students to use.
- Most of all, there was an interactive quiz at the end of the material that enabled the students to interact with it and to get immediate feedback about their understanding of the material, so that they could prioritize parts of the material needed to be reviewed.

This material, then, was sent to the expert again, and this time the expert agreed with the design since the material really looked more attractive and interesting.

After this second validation, a pre-test was conducted. Then it was followed by the use of the material to guide the English learning and teaching program. In this case, only three units of the material were used in the experiment since the students involved in this research as the research subjects had to go to some oil industries for practical works.

Upon the completion of Unit 3, a post-test was conducted and the score was resulted from this test. Hence, there were two kinds of data obtained after the post-test, that was the students' pre-test scores and the students' post-test scores. Here was the data:

Sample	N	Mean	StDev	SE Mean
Pre-Test	76	57.53	12.40	1.42
Post-Test	76	63.58	14.26	1.64

Table 1. Pre-Test and Post Test Scores

When both data above was compared and analyzed, there was a difference between pre-test and post-test, that was 6.05. In order to prove that this difference was significant, the hypothesis testing was done. It started by seeing Null Hypothesis (H_0) and Alternative Hypothesis (H_1).

H_0 : the average scores of post-test $\leq$ the average scores of pre-test (there was no improvement of the students' achievement)

H_1 : the average scores of post-test $>$ the average scores of pre-test (there was a significant improvement of the students' achievement)

In this case, the significant level $\alpha = 0.05$. Based on the calculation, it was found that t-value = 4.22 which was equal to p-value = 0.000. H_0 was rejected if p-value $< \alpha$, and from the calculation it could be seen that $0.000 < 0.05$. So H_0, there was no improvement of the students' achievement, was rejected. It meant that H_1, there was a significant improvement in the students' achievement, was accepted.

The result of this analysis was supported by the data collected from the questionnaire. The questionnaire consisted of two parts; that is the design of the material and the content of

the material. The first part, the design of the material, consisted of three variables; namely: the attractiveness of the material, the students' interest to the material, and the accessibility of the material. The second part, the content of the material, consisted of eight variables; namely: the suitability of the material to the study program, the amount of time spent to learn the material, the beneficial and meaningful assignments and exercises in the material, the ease of doing the assignments or exercises, the provision of group work activities, the possibility of discussing the assignments or exercises with the teacher, the provision of feedback from the teacher, and the improvement of the language skills by using he material. The data collected which was the students' opinion about the material was grouped based on four categories of Likert's scale; namely: *not at all* for score 1, *very little* for score 2, *somewhat* for score 3, and *to a great extent* for score 4, such as follows:

No.	Questions	Number of Students' Giving the Answers			
		1	2	3	4
A.	Design of Material				
1.	Is the design of the English learning and teaching material interesting?			10	66
2.	Are you interested in learning the English learning and teaching material?			13	63
3.	Is it easy for you to access the English learning and teaching material?		1	19	56
B.	Content of Material				
1.	Is the English learning and teaching material in line with your study program?			16	60
2.	Do you spend a lot of time to learn the English learning and teaching material?		2	48	26
3.	Does the English learning and teaching material consist of beneficial and meaningful assignments or exercises?			20	56
4.	Is it easy for you to do these assignments or exercises?			33	43
5.	Does the English learning and teaching material provide you with the assignments or exercises to be done in groups?			13	63
6.	Do you have the opportunity to discuss the assignments or exercises with the teacher?			21	55
7.	Do you get any feedbacks from the teacher for the assignments or exercises?			15	61
8.	Does the English learning and teaching material improve your listening, speaking, reading, writing skills?			13	63

Table 2. Students' Opinions about the Material Designed Using Canva

If we looked at the data in the first part, Design of the Material, the scores for the three variables were around 3 to 4, that was around *somewhat* and *to a great extent*. Hence, it could be said that the design of the material in terms of the attractiveness of the material, the students' interest to the material, and the accessibility of the material was good. This meant that the ability of the material to attract the students' attention to learn it was good, although there was still one opinion that needed to pay attention to, that was one student who mentioned *very little* for the third variable, the accessibility of the material. Then for the second part, the Content of the Material, the scores were also around 3 to 4 which meant that the content of the material in terms of the eight variables mentioned previously, that was the suitability of the material to the study program, the amount of time spent to learn the material, the beneficial and meaningful assignments and exercises in the material, the ease of doing the assignments or exercises, the provision of group work activities, the possibility of discussing the assignments or exercises with the teacher, the provision of feedback from the teacher, and the improvement of the language skills by using he material, was good. This showed the effectiveness of the material in guiding the learning and teaching activities that enabled the students to improve their English knowledge and skills.

CONCLUSION

The result of the analysis had proven what was stated in the aim of the research, that was the material designed with Canva platform really improved the students' achievement in the English learning and teaching. This improvement was mainly caused by the longer time spent by the students for interacting with the material. It was because the material designed by using Canva platform was more attractive and interactive so that it also became more interesting to be learned. The longer interaction with the material caused learning to happen. If learning happened, the students' mastery of the material would happen, too that later led to the students' higher achievement in their learning. Besides, in this uncertain condition in this post- Covid-19 pandemic era, another benefit of designing the material by utilizing Canva was that the material could be used in either offline or online methods of English learning and teaching program. Hence, the research on the use of Canva-designed material in the flip-classroom needed to be conducted in the future.

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