

The Use of English Language Learning Videos Designed Through Canva App: Students' Perceptions

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Abstract—Recordings are exceptionally good at passing on the teacher's eagerness and objectives for teaching English, which are difficult to clarify. It can be passed on within the video. The teacher used to get the learning videos from YouTube or Facebook. Utilizing these learning videos makes lessons more curious within the classroom. Communication and innovation can be used as curious and fun media. Remembering that in the current circumstance, learning can be worn out both online and offline, at that point, the teachers must be able to create learning media by utilizing ICT. Teachers must also be able to create inventive and imaginative learning videos that integrate ICT. One method for making videos was to use the Canva app. This study was considered a means of sharing information about students' perceived ease of use and convenience when using English learning recordings coordinated with the Canva app. It made it less difficult for them to comprehend the English material because of its numerous highlights, which made learning movement more enjoyable. It also helped make the course more appealing to the teachers and students. The students then shared their thoughts on how simple it was to obtain the English material by utilizing it.

Keywords—English learning video, Canva app, students' perception

1 Introduction

The phenomenon that occurred in the teaching and learning process for junior high school students in Riau Province, Indonesia, in recent years was online learning due to pandemic COVID-19. It was required for all the schools to learn with the online system. Thus, the teacher had to create the teaching media or integrate the learning activity with technology, one of which is creating learning videos (Wirawan, 2020)(Vaicondam et al., 2022). Besides, the learning activity would not be monotonous and would be interesting. From there, the researcher has an interest in doing research about the students' perceptions of using English learning videos designed through the Canva application.

At any level, learning English is one of the crucial disciplines that students must grasp (Nishanthi, 2018)(Van et al., 2022). Learning English can hone students' beliefs 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, sharpening

speaking skills well, exploring various places, and being able to communicate with foreigners. Then, it is also one of the most important things because the era of globalization requires us to be able to communicate in foreign languages so as not to be left behind. Those are statements from some experts. The English language is really important to spread in the modern world for communication and technology, science, the fact that English is the language of international communication, business and trade, intercultural understanding, entertainment, and use in almost all fields. Therefore, English must be the first priority to be learned among other foreign languages (Mappiasse & Bin Sihes, 2014).

Learning English in junior high school is expected to be well studied by students. When studying, the emphasis is not only on the theory but also on changing the student's behavior to achieve the desired results. Therefore, the teacher should have the ability to create and implement a learning strategy suitable for the level of student development. Students are encouraged to master four skills, and teachers are encouraged to create an engaging teaching and learning environment in class (Cakrawati, 2017). For junior high school students learning English, there are a variety of engaging techniques that can be applied. One of them is utilizing educational media. Learning media are used to support the learning process and attain learning objectives (Almutairi et al., 2022). Learning media is a tool or method that can make it easier for learners to receive messages from a learning resource (Pulungan, 2021)(Sikandar et al., 2022). It means that the learning materials are created to be accepted by students more quickly and to entice them to learn more.

There are many kinds of learning media, namely videos, animated videos, songs, pictures, sounds, and others. Among these many kinds of media, one of the most interesting is using learning videos (Koyak et al., 2021). Video is a form of audio-visual media that describes a moving and sounding image object. Video is used to provide information, describe and explain complex concepts, summarize time, and set the display (Kosterelioglu, 2016). There are numerous advantages to using video to express specific emotions to specific people. Videos are also very good at conveying the teacher's intentions and goals for learning something that is difficult to explain; it can be conveyed in the video (Muslem et al., 2022). The teacher obtained a learning video from YouTube, Facebook, and Instagram (Maru et al., 2021). Lessons in the classroom are made more entertaining by employing these instructional videos. For teaching and learning activities, teachers must be able to use video in a number of efficient ways (Kamelia, 2019).

To ensure that the learning materials that will be provided will be well structured and understood by students, the creation of learning media must be thorough, structured, and guided by the syllabus that has been produced. Teachers must follow the guidelines when utilizing learning media to impart knowledge to students. It is not at all novel to use technology as a learning tool. Particularly when requiring teachers to buy the required learning resources for online learning, However, for a teacher, using media to teach is still challenging; many teachers lack the technical skills necessary to use IT devices, and some of the teachers that do so do not provide engaging learning materials (Fatimah et al., 2021).

In actuality, it is beneficial to leverage the video learning that is already available on social media, but it will be even better if we create our own media. A teacher can create media by using applications. One of the media that can be used is Canva. This is an application that is easily accessible by various groups. The benefit of using Canva is that we can freely express our creativity. It is one of the best options for making learning media creation easier for users (Larasati & Rustandi, 2022). This application is free to use, making it easier for teachers to create interesting learning videos and making students excited to learn.

This study was conducted at a state junior high school in the city of Pekanbaru, Riau Province, Indonesia. Learning with videos is still difficult if you look at some of the teachers who do not create interesting learning media. The learning activity would not be monotonous and would be interesting. As a result, the study aims to fulfill the aforementioned objectives, and the following research questions will serve as a summary of the topics to be covered in this paper: How do students feel about the usability and perceived value of using Canva-created English language learning videos?

2 Literature review

This section describes perception theories, English-language learning videos, and the Canva application.

2.1 Perception

Altman, Valenzi, and Hodgetts in (Pratiwi & Triprihatmini, 2018) said that perception is the process through which a person chooses and organizes stimuli so that they can be meaningfully interpreted. Perception is not something that just happens; it is influenced by many different processes. Because of this, despite everyone encountering or witnessing the identical situation, everyone interprets it differently (Sinaga, 2018).

2.2 English learning video

Learning English using digital technology has many advantages; it can be used to enhance students' interest and achievement (Crompton & Sykora, 2021), especially if using audiovisual or video in learning. Students not only see a visual representation of the language, but they also hear each word spoken as a form of vocabulary and sentence development. Then, students can also repeat the pronunciation spoken by the speaker in the video and add new knowledge. In addition, instructional videos in English language learning provide students with a detailed overview of a process in a short amount of time (Aini, 2013).

The utilization of technology as a teaching tool is nothing new in this day and age. Especially when online learning makes teachers have to order the learning materials, learning using videos is still something that is difficult to do, as you can see from some of the teachers who are still not creating interesting learning media. In general, lecturers in the English education study program use the old teaching method in class (Aisyah &

Haryudin, 2020). But some of them use videos that already exist on social media (Ahmad et al., 2022).

Learning videos are audio and visual media that provide a learning message, such as ideas, rules, steps, and theories, to aid students in understanding a given subject (Rahmaturrizki & Sukmayadi, 2021). Video learning is a type of media that uses audio and visual signals, as well as language, methods, and application theory, to aid in the comprehension of a learning subject. Learning video can be defined as audio and visual media that are the same as methods and language for understanding the learning subject (Yousef et al., 2014). Video can be used to convey information, explain processes and difficult concepts, teach skills, speed up or slow down time, and affect attitudes. Learning video is a type of media that can present information, describe a learning difficulty, and arrange a learning material to look appealing with speed and slow-motion effects (Limbong et al., 2021).

Even though social media currently allows for the use of video learning, it gets better if we produce our own content. Using software, a teacher can produce media. Canva is one of the technologically-based learning resources (Melinia & Nugroho, 2022).

2.3 App Canva

A graphic design application available online called Canva offers fonts, graphics, movies, sounds, and photos (<https://www.canva.com>). A web-based design tool called Canva provides a number of tools, including presentations, resumes, flyers, posters, logos, designs, infographics, banners, bookmarks, notifications, and more. Innovative introductions, education, business, technology, animation, advertising, agendas, and other presentation types are among the categories available on Canva (Astuti, 2021). Users can create an interesting infographic to represent the contents of the lesson using Canva's wide selection of themes and professional layouts. It is also a very straightforward and user-friendly tool (Yundayani et al., 2019).

Canva is a web-based design tool that provides various editing tools to create various visual designs, including posters, flyers, info graphics, banners, invitation cards, presentations, Facebook covers, and others. Because it features a picture editor, photo filters, photo frames, stickers, icons, and grid patterns that are easy enough for beginners to understand, it also serves as a tool for altering photos. Additionally, Canva is available for both desktop and mobile use. Thus, users can express their creativity whenever and wherever they like (Mudinillah et al., 2022).

Canva offers many conveniences for creating innovative and creative teaching materials (Elsa & Anwar, 2021). Canva's presence seems to answer current demands. Teachers and students must deliver learning in many ways that can be done using the Canva app, such as by creating videos, creating images, and creating presentations. When creating English teaching materials that require the visualization of images and videos to convey information, this is certainly very simple. Canva promotes extensive creative flexibility and experimentation (Fitria, 2022).

The videos created with Canva are ideal for use as a teaching tool since they can be enhanced with animations from Canva and sound that has been supplied; the results may be turned into audiovisual teaching materials (Annisa Ramadina Andani Putri &

Marhamah, 2022). The Canva application offers a number of benefits, including a user-friendly interface, thousands of templates, no cost, and, most notably, the fact that it is a web-based tool and does not need to be installed on a computer. mobile applications for Android and iPhone, as well as the cloud (Salam & Adam Mudinillah, 2021). Canva is one option for making classroom learning exercises more exciting.



Fig. 1. Canva logo

This is a figure from Canva.

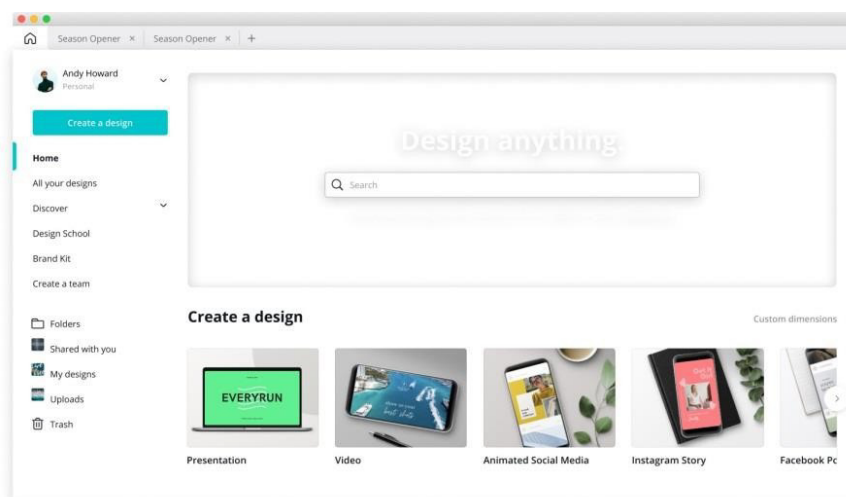


Fig. 2. Home screen of Canva

When we opened the Canva application, the Canva home screen appeared, and we saw many types of designs that could be chosen as desired.

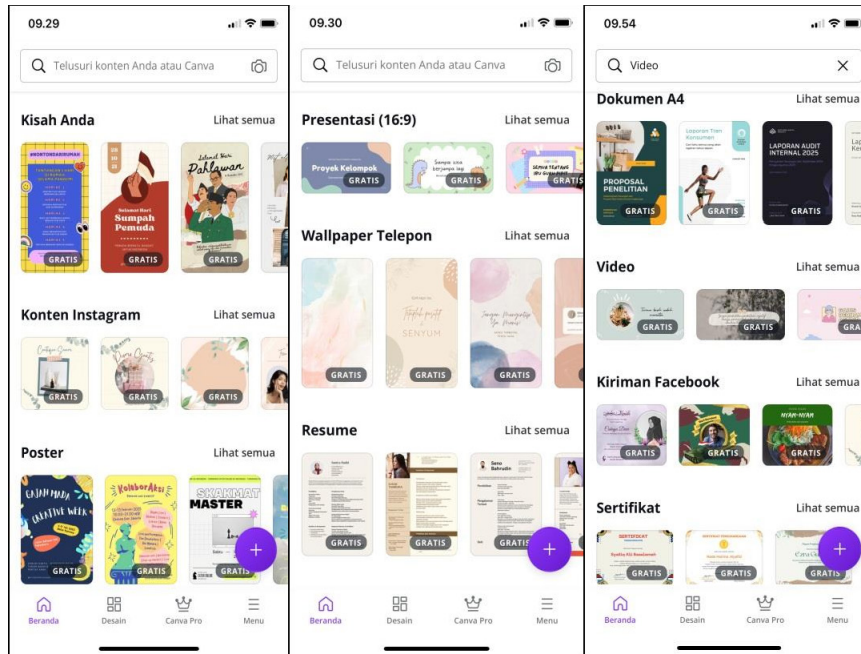


Fig. 3. Menu options available in Canva

Then, there are many menu options that are available in Canva, namely making posters, wallpaper, presentations, and videos.

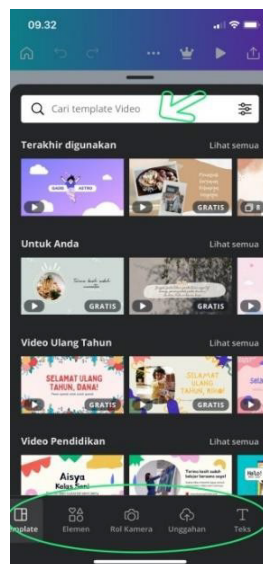


Fig. 4. Video menu options

In the video menu, Canva provides the template, shapes, pictures, text, audio, and background for free to use.

3 Methodology/Materials

3.1 Research design

The descriptive-qualitative method was used in this study. The methods utilized in this study included emerging questions and processes, data analysis that develops deductively from specifics to general themes, and the researcher's interpretations of the data.

3.2 Data collection

The respondents to this study were 370 students at one of the state junior high schools in the city of Pekanbaru, Riau Province, Indonesia. An online questionnaire was given to the students through a link to a Google Form. The items consist of five options, which represent their perceptions of the use of English learning videos designed through Canva in learning English. Then, for the interview, the researcher did the interview face-to-face with the students.

3.3 Data analysis

The percentage of each statement in the data from the closed-ended survey given to the students was determined statistically, and the outcomes were then discussed. The transcripts of all the interview data were examined to identify any themes that kept coming up in relation to the use of online learning tools in the classroom. The recurrence of a certain opinion indicates the participants' interest in the topic. The questionnaire and interview data were used to describe how the students felt about using the Canva program to create English teaching and learning videos, as well as the benefits they encountered.

4 Results and findings

This section describes the data and discussion that have been collected from the respondent. The instruments that are used in this research are a questionnaire and an interview. The result of this study can be seen based on two indicators: perceived ease of use and perceived usefulness.

4.1 Perceived ease of use

The use of English language learning videos created with Canva by students has received great feedback. The findings of the questionnaire and interview can be viewed

below to determine whether the students can see a benefit in the simplicity of grasping the course material:

Table 1. Perceive Ease of Use

Statement	Frequency	Percentage	Grading Interval
Use learning tools besides books	154	83,24%	Very High
Utilize a range of educational media	156	84,32%	Very High
The use of educational tools by teachers	150	81,08%	Very High
I enjoy using educational media during learning activities	151	81,62%	Very High
I enjoy using videos in my educational endeavors	139	75,13%	High
The use of learning video from any source	145	78,37%	High
English language learning video through Canva is one of the best choice in learning English	138	74,59%	High
The English learning video designed through Canva is very attractive.	153	82,70%	Very High
The English learning video designed through Canva application has the benefit in learning English.	145	78,37%	High
I enjoy learning English by using video designed through Canva application.	142	76,75%	High
Mean		79,62%	High

It is clear from Table 1 that students prefer to use learning resources other than books; they find the usage of educational media in the teaching and learning process to be enjoyable. The best option for learning English is to use videos created with Canva and other videos from any source. Then, most of them agreed that the video's look, designed through Canva, is very attractive and has a good impact on students' learning of English. It is also supported by the results of the interview, as follow:

"I really like the visuals that appeared in the video. It's attractive and unique."

"Using video can include many things, and there is a visual that makes learning material understandable."

"It's simple to understand because there's sound and features."

The majority of the students are confident in their understanding of the learning material presented in the video. They found that the English learning video is attractive to watch for learning.

4.2 Perceived usefulness

From Table 2, it can be inferred that using these kinds of English language instruction videos makes them more entertaining to watch and encourages students to enjoy learning the language. Additionally, it makes them like the teaching and learning process; therefore, they propose teachers build and employ Canva-designed English language learning films in the teaching and learning process. It suggests that the students themselves are enjoying utilizing it.

Table 2. Perceived Usefulness

Statement	Frequency	Percentage	Grading Interval
Using video makes me happy in learning	138	74,59%	High
Using video make learning more interesting	149	80,54%	Very High
Using learning video have the benefit in learning English	155	83,78%	Very High
Using video in learning make me understand with the learning material that presented in the video.	148	80%	Very High
English is fun when using English learning video designed through Canva	139	75,13%	High
Using English learning video designed through Canva makes the interaction clear and understandable.	141	76,21%	High
I do not feel bored while watching learning video integrated with Canva	137	74,05%	High
I enjoy learning English using learning video designed through Canva.	140	75,67%	High
Teacher needs to create the English learning video through Canva	153	82,70%	Very High
Using learning video designed through Canva application has the benefit in learning English.	144	77,83%	High
Mean		78,05%	High

Then, the researcher found that the use of English language learning videos designed through Canva did not make students feel bored, which is an answer to the problem of learning that is too monotonous to make students tend to be bored and sleepy while learning. The interviews' findings, which showed that most students find using video to facilitate comprehension and learning to be very appealing, also support it. Then, the students also asked if the use of an English language learning video designed through Canva is really fun because there are many attractive features that appear in the video.

"In my opinion, learning videos integrated with Canva are really attractive and make a learning experience easy to understand."

"Fun and easy to understand.", "The pictures are very cute and make me happy to be learning English."

"Attractive and fun!", "The material is easy to understand."

The study deduced from this that the students thought that Canva's English learning video design was helpful for learning the language. The findings of the questionnaire and interview show that the students have a positive experience using the content to acquire and comprehend it.

4.3 Discussion

The result that will be discussed It is also supported by the results of the interview section if the majority of the students are confident in their understanding of the learning material presented in the video. In the interview section, they found that the learning video is attractive to watch for learning. The researcher came to the conclusion that students are excited about using instructional videos made with Canva to help them

learn English based on the study's findings. The results of the questionnaire and interview can be used to determine whether the students see an advantage in the learning material's simplicity.

The results of the interview portion, which demonstrate that most students believe video to be highly helpful for comprehension and learning, reinforce this. Then, the students also asked if the video learning through Canva is really fun because there are many attractive features that appear in the video. So, from this analysis, the researcher concluded that the students get a perceived benefit from using learning videos through Canva to learn English. The results of the questionnaire and interview can be used to determine whether the students had a positive experience and were interested in learning more about this Canva application.

5 Conclusion

The conclusions of this study were reached based on the findings of related research to address the research question in this study. These conclusions were drawn based on the data acquired and explanation in the previous chapter. Perceived usability and perceived usefulness are the two key metrics for measuring the effectiveness of learning videos integrated with Canva. With a percentage of 78.83% in the interval for the average score of two indicators, the students' perception of using instructional videos created with Canva was revealed in the study's questionnaire. This finding suggests that students have a favorable opinion of using instructional videos created with Canva to learn English. Students support the use of educational videos created using Canva and have positive opinions of the program, both of which increase the attraction of a learning activity. Canva provides several features that make educational activities more enjoyable. Students then provided feedback regarding how simple it was to comprehend the material by using learning videos using Canva.

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