



## Students' Perception of Canva as A Media In Learning English: A Descriptive Study at SMA N 6 Sijunjung

Mey Nanda<sup>1\*</sup>, Sitti Fatimah<sup>2</sup>

<sup>1,2</sup>Universitas Negeri Padang

\*Email: mynameismey4@gmail.com

### Article History

Submitted: 2023-01-24

Accepted: 2023-02-09

Published: 2023-03-19

### Keywords:

Perception, media, canva application, learning English

### Abstract

*This study aimed to determine how SMA Negeri 6 Sijunjung students felt about using Canva as a teaching tool. This study used a quantitative method to collect data and was a descriptive study with 32 statements on a Likert scale with five scales: 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). The statements were divided into four categories: interest, concern, object, and environment. A total of 19 students from SMA Negeri 6 Sijunjung composed the study's sample. Item validity, namely the product moment, is used in the validity test. Cronbach's alpha was used to test the instrument's reliability, and the reliability value was 0.906. The descriptive method of data analysis was presented as a percentage. The findings showed that students had a positive view of Canva as a tool for learning English. In particular, the positivity of the statements for the sake of interest (7 statements) was above the mean total (4.23%), the positivity of the statements for the sake of concern (8 statements) was above the mean total (4.22%), the positivity of the statements for the object (7 statements) was above the mean (4.16%), and the positivity of the statements for the environment (10 statements) was above the mean (3.90%). As a result, Canva was seen positively by the students at SMA N-6 Sijunjung as a media for learning English.*

©2023 The Author(s) Publish by Jurusan Bahasa dan Sastra Inggris FBS UNP. This is an open access article under the CC-BY-NC license (<https://creativecommons.org/licenses/by-nc/4.0/>)

**How to Cite:** Mey Nanda, Sitti Fatimah. (2023). Students' Perception of Canva as a Media in Learning English: Descriptive Study at SMA N 6 Sijunjung Jurnal of English Language Teaching, 12. (1): pp. 176-187, DOI: [10.24036/jelt.v12i1.121625](https://doi.org/10.24036/jelt.v12i1.121625)

## INTRODUCTION

To provide effective teaching, learning media must be used to convey messages to students. This implies that all conventional English teaching methods outside the classroom, such as learning media, can be used by teachers. This can give students the opportunity to engage their senses while learning. Thus, it can improve students' attitudes, increase their self-motivation, and facilitate their understanding when learning. Besides that, learning media is a tool for the teaching and learning process that can be used by everyone to encourage teaching students by activating their thoughts, feelings, attention, and abilities or skills. English teachers widely integrate media into the learning process. This may act as a link or key to help

students understand how teachers consider a subject. Besides that, it helps to improve teachers' knowledge of instructional media, which is helpful in presenting information to students and making learning more enjoyable for them to achieve the goals in situations of teaching and learning (Lele, 2019). To promote development and wealth creation and increase students' interest in the lessons being studied, appropriate learning materials could be used. Learning media are linked to technology use in the information and communications technology (ICT) era. Students who use learning media can preserve greater amounts of the knowledge they learn (Dhamayanti, 2021).

Based on observations made while the researcher was teaching at SMA Negeri 6 Sijunjung, there are some problems that exist in students. First, many of students had low enthusiasm for learning, especially learning English. It can be seen from their order when English lessons in class are about to start, as many students deliberately come late to class. In fact, not a few of the students deliberately withdraw from school to avoid learning English. This often happens so that it affects their English grades. Second, students are also less active and very unresponsive while learning English. When the teacher gives an explanation of the material being taught, they are silent and there are some students who disturb each other so that this can eliminate the concentration of learning. Another example, when the teacher asked students to answer questions and write them on the whiteboard, many of them were reluctant to come forward, and not many of them refused for various reasons, such as embarrassment. They are embarrassed when asked by the teacher to answer questions and then write them on the blackboard, maybe because they are not confident in their answers, and they tend to think about the ridicule of their friends when their answers are not correct. After that, the teacher assumed that it is the problems by the media used by the teacher in class, which results in the reaching and learning process becoming very monotonous so that learning objectives are difficult to achieve. For this reason, teachers try to overcome this problem by replacing learning media with *Canva* to teach English in class.

The teacher uses *Canva* as a teaching media when teaching English in class, such as creating PowerPoint slides with the material being studied. Previously, teachers only used simple media such as books, but now teachers can use their creativity in making teaching materials. Teachers can use *Canva* to create more than just Power-Point slides. Another creative activity that teachers can easily create with *Canva* is making learning videos as a readiness activity for students. Prior to the use of *Canva* as a teaching media, teachers only downloaded learning videos from *Youtube* and then transferred them to Power-Point slides as a media for teaching English in class, but now, using *Canva*, teachers can create their own videos to teach the material being studied. *Canva* is no longer just used by teachers to improve classroom materials; now, students can access the *Canva* from their phones in a variety of ways. *Canva* is frequently used at SMA Negeri 6 Sijunjung as a creative tool for developing a variety of skills in students, such as design. Students can create their drawings according to their needs. For example, during English lessons with the topic "advertisement," they can create their designs using the *Canva* application.

## **RESEARCH METHOD**

### **Research Design**

This study used a descriptive research design. The researcher described how students view *Canva* as a media for learning English based on the research questions. The goal of the descriptive research is to explain the present state of the research subjects (Gay, 1990). The statistical analysis of numerical data is based on the quantitative approach (Syafitri et al., 2017).

**Population and Sample**

Students in grade 11 at SMA Negeri 6 Sijunjung in the academic years 2022–2023 constitute the population of this study. Eleventh grade is divided into four classes: XI Natural Science 1, XI Social Science 1, XI Social Science 2, and XI Social Science 3. There are 97 total students. Simple random sampling was used by the researcher to select one class as a sample, and XI Natural Science with 19 students was selected as the sample.

**Instrumentation**

A questionnaire with closed-ended questions served as the study's powerful instrument. Students' perceptions of the *Canva* application as a media are determined through questionnaires that ask about their interests, concerns, objects, and environments.

**Table1. The rubric of questionnaire**

No.	Indicator	No Item		Total
		(+)	(-)	
1.	The existence of interest of desire to learn	1,2,3,4,5, 6,7,8,9,10	-	10
2.	The students concerns of learning English	11,13,14, 15, 17,18,20	12,16,19	10
3.	The existence of object or activities of interest in learning	21,23,24,25, 26,27,28,30,	22, 29	10
4.	A conducive environment	32,34,35,37,40	31,33,36,38,39	10

**Techniques of Data Collection**

- a. Determining questionnaire indicators of students’ perception of *Canva* Application as a media in learning English.
- b. Arrange the rubric of questionnaire based on the indicators set.
- c. Arrange the rubric of questionnaire based on the indicators set.
- d. The indicators of the questionnaire must be determined before the questionnaire can be assembled, which comes first. The Likert scale is used to evaluate a person's or a group's attitude, opinions, and perceptions about social phenomena, according to Sugiyono (2010, p. 93). This questionnaire is based on this scale. Various responses are available, including Strongly Agree (SS), Agree (S), Neutral (N), Disagree (TS), and Strongly Disagree (STS). The value of a positive statement item is 5, 4, 3, 2, while the value of a negative statement item is 1, 2, 3, 4.

**Table2. Score of Each Item**

Assessment	Positive (+)	Negative (-)
Strongly agree (SS)	5	1
Agree(S)	4	2
Neutral (N)	3	3
Disagree (TS)	2	4
Strongly Disagree (STS)	1	5

(Source: Sugiyono (2010:135))

- c. After that, the data were distributed to students by giving the questionnaire papers.

### Validity and Reliability

#### Validity of the questionnaire

According to Hugles et al. (2007), the capacity to measure an accomplishment accurately is the notion of validity. This tool would be developed in accordance with the style or metrics suggested by an expert on students' motivation when using *Canva* as a media for English learning, which increases its effectiveness. Carbiriena Solusia, M.P.d., a lecturer in the English Language and Literature Department, validated these instruments.

#### Reliability of the questionnaire

Observing an instrument's reliability will reveal if it is reliable or not. According to Gay et al. (2000), reliability is concerned with the stability of the data and information as well as the consistency of the scores produced. The questionnaire data has a reliability score of 0.906 based on calculations made with Microsoft Excel and Cronbrach's Alpha Method.

### Technique of Data Analysis

Because this is a descriptive study, descriptive quantitative data analysis with percentages was used for the data analysis. Students' perceptions of the *Canva* application media for learning English are evaluated through this survey. The following formula determines the percentage of individuals in each aspect who come into a specific category:

$$P = \frac{F}{N} \times 100\%$$

N

Explanation:

P= the percentage of the students' answer

F= the total of the students' answer

N= the total of students' score

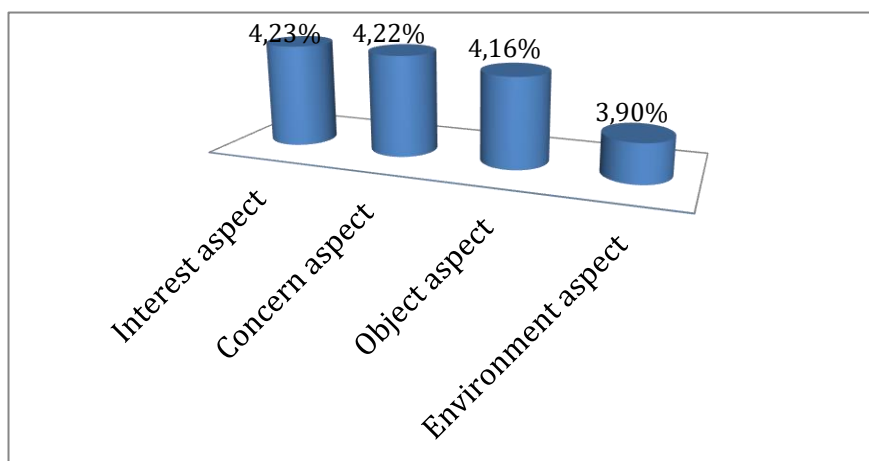
Determine the minimum and maximum score from the research findings first to make classification and analysis of each questionnaire item easier. The percentage findings were then divided into groups and explained using the mean score interpretation, which was developed by Landell (1997) and cited below by Haya Aulia & Fitrawati, (2021) below:

**Table3. Mean Score Interpretation**

Interval	Criteria
1.00-2.33	Negative
2.34-3.67	Average
3.68-5.00	Positive

**RESULT AND DISCUSSION**

Students' perception of *Canva* as media in learning English can be seen in the following chart:



***Finding 1 students' perception based on interest aspect***

Table shows that the mean score is 4.26% in the positive perception category. Here, around 11 students strongly agree that they are always on time when learning English using the *Canva* application as a media, and there are 5 students who agree with this statement. In connection with this statement, only 1 student had a neutral answer, while the rest disagreed or even strongly disagreed with it. For those who disagree with this statement, they think that not only when teachers use *Canva*, students are on time to learn, but apart from the *Canva* media, they are also on time to learn. Then, in the statement, "In their spare time, they practice lessons taught using the *Canva* app as a media." In this regard, there is a mean score of 4.31%. There are 13 students who strongly agree with this statement; they always use their free time well to review the material taught by the teacher using *Canva* media. There were 2 students who answered agree, 2 students who were neutral, and only 1 person answered agree and strongly disagree. Students who disagree with this statement do not repeat the lesson in their free time.

The statement "I am very excited to take part in English lessons in a class that uses the *Canva* application as a media" has a mean score of 4.21 and a positive perception among students. There were 10 students who strongly agreed with this statement; 6 other students agreed; and for neutral answers, disagreed, and strongly disagreed, only students answered. For students who answered disagree, it meant that there were students whose enthusiasm for learning was a little lacking when the teacher used *Canva* media when teaching English. In the statement, "I am very

excited to learn English using the *Canva* application as a media," there were 15 students who strongly agreed. That means they have high enthusiasm for learning English using *Canva* media. There were 2 students who said they agreed, and for disagree and strongly disagree answers, there was only 1 student. In the statement, "the first time I learned English, the teacher used *Canva* media; I believe this lesson will provide new knowledge for me." Six students strongly agreed, five said they agreed, and one said they were neutral about this statement. There were 2 students who disagreed and 1 student who strongly disagreed. For the statement "I've never studied before, and learning was designed using the *Canva* application," here there are as many as 12 students who strongly disagree. That means they always study the material being taught, and there are three students who agree. For neutral answers and strongly disagreeing, there is only 1 student, and 2 other students agree.

In the statement, "I always ask the teacher when there is something I don't understand about learning using the *Canva* application." There were 15 students who strongly agreed with this statement. That means they still need more understanding from the teacher. For the answers agree, neutral, disagree, and strongly disagree—there is only 1 person for each. From the results, the total mean of the object aspect 4.16% with a positive perception category.

### ***Finding 2 students' perception based on concern aspect***

The concern aspect has a positive perception among students, with a mean score of 4.52%. This is evident from the following details: For the statement, "I listened to the teacher's explanation about English lessons using the *Canva* application as a media," as many as 15 students strongly agree with this statement. During the English lesson taking place in the classroom and the teacher presenting it with media created in *Canva*, many of the students were enthusiastic about listening to all the material explained by the teacher. There were two other students who agreed with the statement. There is only one person for each of disagree, and strongly disagree answers.

The mean score for the statement "I did another thing when the teacher was explaining English lessons using the *Canva* application" is 3.73, which is said to reflect a positive perception of students. There were 11 students who strongly disagreed with this statement. Students do not agree; maybe the statement is not considered true by them. That is, they concentrate on learning and do not engage in other activities such as taking notes in languages other than English, disturbing friends, and so on. There are four other people who strongly disagree with the statement. There is one person who has a neutral response. They answered neutrally; maybe some of them did other things besides paying attention to the teacher's explanation, and only two people answered "strongly disagree" and one other person disagreed. Students with a mean score of 4.52% have positive perceptions of the statement, "I always take notes on the English material presented or displayed using Power-point, which is designed using the *Canva* application." Here are 15 students who strongly agree with the statement, and two others also agree. There was only 1 person who answered "strongly disagree." Have a positive perceptions of students towards the statement "I copied a friend's answer or assignment while working on an English assignment created using the *Canva* application," with a mean score of

3.78%. From this, it can be seen that 10 students disagreed with the statement, and even 5 others strongly disagreed. Only two people agreed, with the remaining two answering "agree" or "neutral."

With a mean score of 5.26%, there is a positive perception of the statement "I really like the way I learn by using the *Canva* application, especially in the process of doing assignments given by the teacher." There were 19 students who strongly agreed with this statement. That means all students like the new way of learning using ICT, namely using *Canva* as a teaching media used by English teachers in class. There were 15 people who disagreed with the statement, "I always procrastinate submitting assignments given by teachers whose previous material was created using the *Canva* application." and one person said he strongly disagreed with the statement. Maybe that means they always complete the task quickly and never procrastinate on doing it. Two students answered neutrally, and one other student agreed with the statement. Thus, they have a positive perception with a mean score of 3.84%, which means they never procrastinate on assignments given by the English teacher. In the statement, "I am very happy to do all the English assignments that were created using the *Canva* application because the features are interesting and the commands also become very clear," has a mean score of 4.42%, which is considered to have a positive perception among students. It can be seen that there were 14 students who strongly agreed with the statement, and 2 others said that they agreed. For the other three answers, such as neutral, disagree, and strongly disagree, there is only one person for each. From the results, the total mean of the concern aspect is 4.22% with a positive perception category.

### ***Finding 3 students' perception based on object aspect***

Table 7 shows that 4.15% is the mean score for the statement "English is a boring subject, but it's not boring when the teacher designs lessons using the *Canva* application, because the features are very interesting." Four students strongly agreed with the statement, while 14 students strongly disagreed. There is only one person who has a neutral answer to this statement. This statement has a positive perception of students. The statement "Learning English, designed using the *Canva* application, has made my skills improve as I have mastered more and more vocabulary." There is a positive perception among students, with a mean of 3.68%. There were 10 students who agreed, and 2 people disagreed with this statement. There were six students who answered neutrally, and two other students strongly disagreed. In the statement "Using the *Canva* application to design lessons in class makes me more focused on learning," which has a mean score of 3.94%, there is also a positive perception from students. Six students strongly agreed with the statement, ten others agreed, and two students strongly disagreed.

In the statement, "The material provided by the teacher, which was designed using the *Canva* application, really helped me in doing my assignments," had a positive perception from students, with a mean score of 4.36%, and from this mean it can be concluded that many students answered "strongly agree," as many as 14 students. The statement "Learning English in the classroom Teachers save time by using *Canva* to create teaching materials, so less time is spent on assignments, which has a positive perception among students with a mean score 4.78%. There were 16

students who strongly agreed with the statement, and 2 other students agreed. Besides that, there was one student who disagreed with this statement. There were 15 students who agreed with the statement, "The use of *Canva* media by the teacher makes it difficult for me to understand the lesson," and 3 others strongly disagreed with this statement. Besides that, there was only 1 student who said he agreed with this statement, so the mean score was 4.00%, which was categorized as a positive perception. From the results, the total means of the object aspects 4.16% with a positive perception category.

#### ***Finding 4 students' perception based on environment aspect***

In the statement "Learning English using Power-Point, which is created using the *Canva* application, is often annoying, because of problems with the lighting in the classroom, so the material displayed is not clear," there is a positive perception with a total mean score of 3.90%. From this statement, there were 12 students who strongly disagreed, 3 students agreed, 2 students answered neutrally, and 2 others both strongly agreed and agreed. From this statement, a mean of 4.26 is obtained with a very positive perception of students. The statement "The classroom situation is quiet, so it can make me more focused and really supports the process of learning English when using the *Canva* application," with a mean score of 3.89%, is considered a positive perception from students. This statement was strongly agreed upon by 5 students, and it was also strongly agreed upon by 10 other students. Two students answered neutrally, and for answers that agreed and strongly disagreed, one student each. In the statement "The classroom situation is not calm and does not support the process of learning English using the *Canva* application," a mean score of 4.21 is obtained with a positive perception. Where there are 9 students who strongly disagree and 8 other students agree with this statement, In addition, 1 student answered "strongly agree," and 1 other student agreed. They disagree because for them, their classroom is very quiet and does not interfere with their learning process using *Canva* media from the teacher. In the statement "Learn English in class using Power-point created using the application, which makes it easier for me to understand the lessons," a mean score of 3.89% is obtained with the following details: Five students strongly agree with the statement, and 10 others also agree. 2 other students answered neutral, 1 student answered disagreed, and 1 other student answered strongly disagreed.

A total of 12 students strongly agreed with the statement, "Learn English in class using *Canva* media, which motivated me even more to learn English at home." On the other hand, four students answered neutrally to the statement. Two other students agreed, and one student strongly disagreed. Many students find it helpful to understand learning English with the help of *Canva* media that is used by teachers in class. For students who disagree, *Canva* may not provide feedback on their learning achievements. This statement gets a mean value of 3.47%, which is considered a positive perception of students. In this statement, "The noise from my friends in class sometimes disturbs my concentration while studying in class when using *Canva*," there is a mean of 3.42%. As many as 5 students strongly agreed, and 4 other students also agreed. However, in this statement, 4 students said they did not agree, and 2 others strongly disagreed. On the other hand, there were also students



who answered "neutral," namely 2 people. For students who agree, maybe the noise made by other students can interfere with their learning in class. Either the noise is from outside or from within. Sometimes, for students who like learning in a comfortable and quiet classroom setting, this can help them achieve their learning goals.

3.84% were the mean score obtained for the statement "Parents, friends, and people around me do not interfere with my learning process, whether at home or at school, when using *Canva* as an effective learning media." This statement has a positive perception among students because 14 students agree and 2 students disagree. Besides that, 2 students answered neutrally, and there was only 1 student who strongly disagreed. Many of them answered that they agreed, meaning that family or friends around them never interfered with and never had a negative effect on their English learning. On the statement, "English learning with PowerPoint," Being created using the *Canva* application is often disrupted, because my sitting position is less strategic and I can't see the display material clearly. The mean score is 4.26%, which has a positive perception among students. As many as 13 students disagreed with the statement, and two students disagreed. In addition, there was 1 student who answered strongly disagree, 2 students who answered agree, and 1 other student who answered neutral. Next, for the statement "I have to sit in a strategic place so that I can clearly see the PowerPoint display created using *Canva*," the mean score is 3.84%. There were 15 students who agreed with the statement. Many of the students must have a seat to study in class so that it is easy for them to see the material being taught properly. As many as two students strongly agree. Furthermore, one student responded disagree, and another strongly disagreed. However, this statement has a positive perception among students. After that, for the statement "The lighting in my class is very supportive, so the process of learning English using *Canva* as a media becomes more effective," there is a positive perception with an average score of 4.00. There were 14 students who agreed, and 3 students strongly agreed. They really agreed because they were comfortable with their class. The classroom should be well-lit so that they can learn effectively. One student responded neutrally, while another responded disagreed. It can be concluded that the total mean for environmental aspects is positive, with a score of 3.90%.

## **DISCUSSION**

The four indications of using *Canva* as a media for teaching English at SMA Negeri 6 Sijunjung were studied by the researchers, and they found positive outcomes. This indicates that the *Canva* learning materials used establish a feeling of motivation in students and encourage their learning. Using images and watching educational videos are two ways to try to learn stimuli. The interest indicator shows that the student category does well when assessed by all of the indicators. The students seem very interested in learning English through *Canva* as media. They become students who study on time, are diligent in repeating learning, and have high enthusiasm for learning, especially learning English. In addition, having *Canva* used by teachers can change the way students learn, who were initially lazy to read the material before the lesson was taught, but are now increasingly interested in doing so. It the same as the previous research by Djamarah (2002), as cited in Haya Aulia

& Fitrawati (2021), which claimed that if media could increase students' satisfaction, knowledge of learning without specific instruction, and ability to participate in learning programs, it would show that their interest had begun to increase. As a result, the teacher must pay particular attention to how engaged the students are in the material they are learning. This is relevant to research from Maya et al., (2022), students are able to express their feelings using the *Canva* application's features and writing designs. Additionally, students feel more motivated, creative, and imaginative to produce high-quality writing products. Besides that, students also feel more comfortable expressing their performances in writing as a result. The results of the study show that the use of *Canva* as an effective media used by English teachers to increase students' learning interest is to equip students with an understanding of the meaning of learning, to form short learning materials, to shape student learning methods, and to present very clear material by the teacher. So, it can be concluded that from the use of *Canva* media to teach English, the researcher can judge that the students are very interested and enthusiastic about learning English. Lots of changes have occurred among students after the teacher used *Canva* as a media compared to using simple media such as blackboards and books. Therefore, it is the duty of teachers to discover more attractive methods of instruction for students in order to increase their interest in the topic.

The category of student perception was found to be positive for use of the concern indicator. We all know that concern is a mental activity that occurs when a stimulus or set of stimuli dominates consciousness while other stimuli are weakened. Students' perspectives of learning are strongly influenced by their enthusiasm and concern during learning activities. The teacher also must pay attention to the students' concerns about their learning because these concerns indicate the results that will be achieved during the learning process. It is successful education when students are intimately involved in their education. The finding of the study shows that students' concern in learning English by using *Canva* media was positive, indicating that the influence that *Canva* has on English learning can encourage students' imaginations to be more engaged in absorbing the course material. This study is relevant to Mudinillah & Rizaldi, (2021) research from 2021, which found that employing *Canva* media in learning improved interest in the subject among students by making the content engaging. The category of students' perceptions in the object indicator was positive. Learning objects might include any exercises that students complete or media that is used. This item may serve as a measure or be indicative of how students feel about using *Canva*. For the purpose of generating interest and motivation in learning, students choose activities and objects for instruction using *Canva* media. This finding supported by the previous research of Anggraeni & Pentury, (2022) who claimed that by using *Canva* more successfully, students would not only achieve higher designs but would also develop and reinforce their core competencies. Students will develop their critical thinking, creativity, cooperative, and communication skills in the school and well beyond.

Finally, based on the environment indication, it was discovered that the perception category among students was positive. At SMA Negeri 6 Sijunjung, students' perceptions of *Canva* as media were mostly acceptable. The learning process has so far been carried out by assigning the tasks using various forms of

instructional media, such as a whiteboard, book, flashcards, etc., or through software applications. However, learning to use *Canva* media has its own set of challenges. It is the teacher's responsibility to help students improve their learning processing skills. If their skills and learning outcomes are going to be influenced more by the *Canva* media that teachers use, teachers need to be even more professional to develop creativity in making teaching materials that more creative and innovative so that students always have good motivation and enthusiasm for learning.

## CONCLUSION

The purpose of this study is to investigate how well the students at SMA Negeri Sijunjung feel about the *Canva* media that the teacher uses in teaching English. According to the results, four aspects were positively evaluated collectively. Additionally, as the highest score for student perception is 4,23% and the students' responses positively to the English learning using *Canva*, it can be concluded that the students' perception of the use of *Canva* in learning English was positive. It is proven that students' perceptions of *Canva* used by teachers during English learning activities, have a positive influence on student learning outcomes. Learning using *Canva* media is proven to make students more enthusiastic about learning. Therefore, the teacher should exert considerable effort to increase students' interest in and focus on learning by using *Canva*, as this will improve their perceptions. It is the responsibility of the instructor to develop students' abilities to assimilate information, paying more attention to environmental aspects that have an influence on learning.

## REFERENCES

- Anggraeni, A. D., & Pentury, H. J. (2022). Empowering Students' 21st Century Skills through Canva Application. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 8(1), 50. <https://doi.org/10.33394/jk.v8i1.4391>
- Dhamayanti, F. I. (2021). *EFL Students' Perception and Motivation Toward Quizizz as E-Learning Media in English E-Classroom*. 4(2), 75–82.
- Elsa, E., & Anwar, K. (2021). The Perception of Using Technology Canva Application as a Media for English Teacher Creating Media Virtual Teaching and English Learning in Loei Thailand. *Journal of English Teaching, Literature, and Applied Linguistics*, 5(1), 62. <https://doi.org/10.30587/jetlal.v5i1.2253>
- Haya Aulia, I., & Fitrawati. (2021a). Students' perception on multimedia used by the teacher during online learning activity in SMA Pembangunan Laboratorium UNP. *Journal of English Language Teaching*, 10(2), 221–233. <https://doi.org/10.24036/jelt.v10i2.112244>
- Lele, M. A. (2019). The Students' Perception of the Media Used by Teacher in Teaching English (Descriptive Research at the Eighth Grade Students of SMP Muhammadiyah 12 Makassar). *English Education Department Faculty of Teacher Training and Education University Muhammadiyah of Makassar*, 139.
- Maya, R., Candra, A., Chandra, N. E., & Hidayat, F. (2022). *The use of Canva Application in Creative Writing Course: Students' Perception*. InCoLLT,

187–203.

- Mudinillah, A., & Rizaldi, M. (2021). Using the Canva Application as an Arabic Learning Media at SMA Plus Panyabungan. *At Tasyrih: Jurnal Pendidikan Islam*, 2(1), 2580–5711.
- Syafitri, R., . A., & Sembiring, B. (2017). the Students' Ability in Using Conjunctions (a Descriptive Quantitative Study of the Sixth Semester Students of English Study Program Bengkulu University). *Journal of English Education and Teaching*, 1(1), 58–64. <https://doi.org/10.33369/jcet.1.1.58-64>