

Chapter One

Introduction

This chapter presents related to the introduction of the research which are the background of the study, identification of the study, delimitation of the study, research questions, research objectives, significance of the research, and organization of the chapters. Firstly, the background of the study describes the phenomenon studied. Secondly, identification the study presents an introduction to the phenomenon studied. Thirdly, delimitation of the study focuses on the set-up points of the study. Fourth, research questions show questions used to focus the research. Afterward, the research objectives mention the aims of conducting this research. Then, the significances of the research explain the importance of conducting the research. Last, the researcher explains the organization of this research.

Background of the Study

Media used in the teaching and learning process is frequently interpreted as the capture, processing, and rearrangement of visual or verbal information using graphic, photographic, or technological tools. Students' activity toward learning resources in a learning environment constitutes the process of learning. In the learning process, activities are carried out between teachers and students, who are the two parties involved. Intermediaries are required when communicating with students about knowledge (cognitive), skills (psychomotor), and instilling of values (affective). Learning media serves as a bridge between sources and

recipients for educational purposes, student learning outcomes can be determined by their interest and motivation in learning, which in turn affects how interested and motivated they are to learn in class (Nurrita, 2018, p. 172). Therefore, learning media cannot be separated from students because it can help students in their learning activities. Individual perceptions of the teaching media itself have a significant impact on students' interest in them (Fuady et al., 2021, p. 52). Learning media is an important component in the learning process in absorbing material, especially for students.

Magdalena et al. (2021) suggests that media as one of the components in the system has the functions of non-verbal communication, as a component of the system, it means media absolutely must exist or must be used in learning. It is said so because if one of the components is not present, the result which will be obtained will not be maximal. The usage of educational media within the teaching and learning process can spark new interests and desires as well as increase student motivation. Mila et al. (2021) found the attractiveness of the learning design that is methodically structured determines the quality of learning; the media to be used is the most significant aspect of the learning design process.

In the 21st century, the term technology has become a central in all fields, including education. According to Lestari (2018), it happens because of the advancement of knowledge and the discoveries of innovations that have led to the proliferation of increasingly developing technologies. The integration of technology which is currently growing rapidly to be able to become a means of transferring knowledge to the public including students in their mindset and to be

able to transform them through their innovation and creativity. Technology can enhance the teaching and learning process. The role of technology in teaching and learning is to facilitate the ability to establish collaborative relationships and create meaning in contexts which is easier to understand. Research by Utami and Djamdjuri (2021) supports that English is one of the educational procedures that involves teacher-student interactions in to transfer knowledge and information.

The use of computer-based communication that is included into the daily learning process is referred to the use of technology integration in education. The goal of the use of technology integration is to increase the quality, accessibility, and cost-effectiveness of delivering instruction to students, as well as the benefits of networked learning communities in addressing today is globalization concerns. According to Khoeri et al. (2021), “mobile devices can be used both inside and outside the classroom to access educational resources, communicate with people, and create content” (p. 315).

Technology can be utilized in a variety of ways to help teachers and students learn about a variety of topics like instructional videos, database use, stories, and other forms of technology-based learning offer a variety of intriguing ways to present a display, including educational and videos. To support these activities, an application that has a background in use in the field of education is needed. Atsani (2022) supports that educators are required to design learning media as innovation by utilizing online graphic tools. One of the online graphic tools that is widely used in the field of education is Canva. Canva, an online graphic design tool, is a drag-and-drop visual technology medium with access to

over a million pictures, graphics, and fonts. A number of tools, including presentations, resumes, posters, pamphlets, brochures, graphics, infographics, banners, bookmarks, bulletins, and more, are available in the Canva app, an online design platform (Pelangi, 2020, p. 81). Canva is thought to be a program that allows you to get from an abstract idea to a concrete sitemap in only a few clicks. Furthermore, it can influence concentration, memory, and student attitudes by creating a favorable learning environment through the facilities given. Students can create posters using Canva, which offers a variety of designs and is already available for free (Mulyana & Syamsiyah, 2021, p. 776). Canva makes it easy for students in an educational context by allowing them to access Canva Pro for free by signing up for an account using the student's campus email. Getting access for free with Canva Pro can make it easier for students to create any learning media with attractive and good designs to be presented both in teaching and in learning.

The English Language Education Department (ELED) at a private university in Yogyakarta is one of the English departments that has technology-based courses. The courses are Computer Literacy Offline, Computer Literacy Online, Innovative Technology, ICT in Language Teaching, and Digital Technology in Education. In technology-based courses, students are introduced to the use of Canva media as a tool for creating learning media. The benefits that can be obtained from technology-based courses using Canva include creating learning media for non-technology-based courses such as internships, presentations, and writing. To increase student interest in writing, teachers used a program called Canva to create digital posters for learning (Hadi et al., 2021, p. 230). In this

private university, the students can easily join Canva Pro using their campus email account, so students can easily join Canva Pro so that they can create designs freely and for free with attractive templates and images provided so that students can express themselves freely and have more choices that are used to complement the learning media they create.

The phenomenon that arises in the use of the Canva application is that there are various features to support the creation of English learning media using Canva as a tool. Canva supports ELED students to create English learning media for their assignments that can be applied in internships, presentations, and so forth. The designs made by ELED using Canva have their interest because they can make them feel confident with the results of the learning media they make. In addition, Canva offers a variety of features they can incorporate into their content to create great learning media. When ELED students feel good about themselves, they will feel good about what they are doing and will be more likely to participate in the learning process with mindfulness. Usman et al. (2021) suggest that lecturers must be able to provide instant access to student learning resources, which are available online in the form of digital teaching materials. Therefore, the researcher is interested in researching technology used in education, especially in utilizing technology as a learning medium, one of which is the use of Canva as a tool for making English learning media.

Identification of the Problem

Based on the phenomenon that have been explained in the background, the researcher finds some problem which are faced by students in using Canva as a tool to create English learning media. The first problem is that there is an opportunity to use Canva so that they can make good learning media but not all ELED students use Canva as a tool to create their learning media. Second, most of the ELED students do not know that Canva Pro can be accessed for free by simply registering using the campus email, thus helping them to easily find any free template and create great learning media. Third, there are some students who are reluctant to use Canva because it is complicated and must be accessed online and also do not want to learn something new because they are used to using other media tools. The issue from some ELED students in using Canva as an online learning media tool is that when they use Canva they are very helpful and easy to use because it provides various types of templates. Based on the researcher's experience, some of them are ELED students who feel reluctant to explore or recognize its features to access Canva because it requires a strong network.

Delimitation of the Study

This study focuses on exploring the learning media created by the ELED students using Canva and the perceived benefits of using Canva as a tool in English learning media by ELED students. This is based on the perception of ELED students who experience online learning through Information and Communication Technology (ICT) learning. The research participants involved

were students of the 2019 English Language Education Study Program at a private Islamic university in Yogyakarta, Indonesia because these students was introduced to the Canva and even applied it to their courses.

Research Questions

The research question that the researcher investigated in this study was based on the above of the background, the research question was formulated are:

1. What kinds of English learning media created by the ELED students using Canva?
2. What are the benefits of Canva as a tool to create English learning media as perceived by the ELED students?

Research Objective

Based on the research questions above, the purposes of this research are:

1. To explore the kinds of English learning media created by the ELED students using Canva as a tool.
2. To investigate the benefits of Canva as a tool to create English learning media as perceived by the ELED students.

Significance of the Research

This research is expected to be useful for ELED students, teachers, and the future researchers.

For ELED students

Students may be able to determine which programs or web platforms can assist them in creating their English learning media. Students can create their own learning media when using Canva as an online learning tool once they understand the kinds that can be created from using it by accessing Canva Pro for free.

Students can use Canva as a learning medium once they understand its kinds and benefits and what activities can be done, that way they can use Canva as a tool to create their learning media.

For the teachers

Teachers may be able to determine whether Canva is beneficial or detrimental to help learning media in English. After learning about the kinds and benefits of using Canva, teachers encourage students to use it to help them develop and create their own learning media. Teachers are aware of the difficulties that come with using Canva, and they can anticipate problems before using them.

For the future researchers

The benefit of this research for other researchers is to provide a foundation for further research. Hopefully this research can be useful and effective in advancing science.

Organization of the Chapters

This research proposal consists of three chapters. Chapter one is introduction which contains background of the study, identification of the study, delimitation of the study, research question, research objectives, significance of the research, and organization of the chapters. The background of the research contains information about a topic and why the topic deserves to be appointed as research where the phenomenon taken is ELED. Identification of the study contains data on problems that arise related to the topic taken. Problem identification is an initial stage of problem mastery where a certain object in a certain situation can be recognized as a problem. Delimitation of the study contains several problems that have been recorded. Limiting the problem in this context is in the form of focusing on research topics, selecting research designs, and research respondents. Research question is a complete and detailed statement regarding the scope to be studied. Research objectives aim to reveal the objectives to be achieved in research. Significance of the research contains the use of research results in the development of certain theories or sciences. Finally, the organization of the chapter is the section that explains the systematic reporting of research in outline.

Chapter two consists of literature review and conceptual framework which contains several theories that support this research. This chapter discusses theories concerning online learning-based application and how Canva can help to create English learning media at ELED. The definition of media learning-based on the use Canva, the benefits of the use Canva, the activities of the use Canva, Canva as

a tool to create learning media, and kinds of learning media created using Canva as a tool are all covered in this research. Lastly, a review of related studies is performed.

Chapter three is about the methodology of this research. The research, the research participant, the data collection technique, the data collection procedure, and the data analysis are all covered in this chapter. Furthermore, the explanations offered in order, such as the type of research, the subject of this study, and how to analyze the data of this research, are about how to analyze the data of this research.

Chapter four consists of findings and discussions of the research. The findings and discussions describe the research's outcome. It signifies that this section contains all the research finding/result. Furthermore, the researcher explains how to analyze the research's findings.

Chapter five explains about the conclusion and recommendation. Conclusion and recommendation refer to the researcher's conclusion and the advice made based on the finding/result of this study.