Chapter One

Introduction

In the background of this research, the researcher presents a reason to conduct this research. Besides identifying the problem, the researcher also explains the delimitation of the problem, research questions, objective of the research, significance of the research, and organization of the chapters in the conclusion section of the chapter.

Background of the Research

Teaching material is considered as the resources, knowledge, and tool that a pre-service teacher has prepared to carry out learning to create a teaching environment that encourages students to learn. Teaching materials can help students to find learning alternatives that are sometimes difficult to understand. According to Widodo et al. (2017), teaching materials are essential in representing explanations in learning. Therefore, in the process of preparing teaching materials, it must be guided by the competency of teaching to be achieved in learning. Aydin (2018) argued that developing teaching materials is crucial in learning to meet the students' needs. Furthermore, the importance of developing teaching materials is to give the students a deeper understanding of the material being taught and to make the material easy to understand.

In the learning process, many kinds of teaching materials can help students learn in the classroom. Ahmad et al. argued that four types of teaching materials must be adjusted to the curriculum that has been designed before (as cited in Sinuraya, Anshari & Hadi, 2020). Therefore, well-design teaching materials can

provide relevant and valuable exposure to the students. Designing their creative teaching materials will benefit both pre-service teachers and students. According to Priss (2021), effective teaching is required teaching materials that are well structured, provide adequate detail, support various modes of representation, and have advanced learning concepts. Furthermore, selecting relevant teaching materials suited to the topic and designing materials that meet the students' needs will encourage students to participate in the learning process.

Pre-service teachers carry out technology to develop teaching materials in the learning process. Raja and Nagasubramani (2018) stated that the roles of using technology in education are as a part of the curriculum, as the material delivery system, and as a tool for creating teaching materials to enhance the learning process. In addition, technology has an essential role in promoting student learning activities and significantly influences teaching and learning. Lewis (2019) stated that pre-service teachers use several teaching materials to improve their teaching to make it more comprehensive and effective in the classroom. Therefore, considering the important role of technology in education, pre-service teachers need to be competent in using and integrating technology into education.

Currently, pre-service teachers prefer to make their learning materials using technology. There are some available tools that the pre-service teachers can use to create learning materials. One of them is Canva. Wahyuni (2018) stated that Canva is one of the practical digital technologies and a helpful tool for designing teaching materials. Furthermore, Megawati et al. (2021) stated that Canva could be used to support pre-service teachers' teaching skills in developing

teaching material during the learning process in the EFL context. Therefore, Canva is a reliable choice for creating teaching materials, even for teachers who lack technical knowledge.

Pre-service teachers are students studying in an education major who will become teachers. Thus, in terms of giving the pre-service teachers in the real world of teaching, the education department offers a program in which students must do teaching practice in schools. To become a pre-service teacher, several things must be learned, including practicing teaching in the classroom to have the experience. In the faculty of education, teaching practice is an activity program used to train pre-service teachers to develop teaching skills and make teaching materials that will be delivered to their students. Damirkan (2019) argued that pre-service teachers are trained to teach future generations to use technology to integrate their knowledge and use it in the appropriate pedagogical method. Thus, it can help pre-service teachers familiarize themselves with pedagogical knowledge, skill, and attitudes.

Based on the researcher's observation, at an English Language Education Department (ELED) in a private Islamic University in Yogyakarta, there are programs to train a pre-service teacher, such as internship programs and microteaching practice. Pre-service teachers are asked to carry out several teaching activities in schools, such as observing the learning process in class, making lesson plans, practicing to teach in class, managing the class, and designing teaching materials. However, some pre-service teachers have difficulties designing teaching materials to attract students' attention in EFL

learning. According to the preliminary study, it indicated that some pre-service teachers had been seen using Canva, and some had never used it. Furthermore, some have difficulties making interesting and good teaching materials for students. Therefore, the researcher is interested in the pre-service teacher's perception of using Canva to develop teaching materials in the EFL context. Besides, the researcher also wants to investigate pre-service teachers' obstacles when using Canva to develop teaching materials.

Identification of the Problem

In developing teaching materials, there are many tools that pre-service teachers often use at ELED. One of those applications is Canva. At ELED, there are courses in the 5th semester such as microteaching, material design, and digital technology and education. In those courses, Canva becomes a supporting tool that is highly recommended for creating the teaching materials or assignments. Some pre-service teachers at a private Islamic university in Yogyakarta use Canva as a tool in developing teaching materials. Pre-service teachers are encouraged to provide innovative and creative teaching materials so that students will get new or additional experience and knowledge in learning activities. The innovation of the pre-service teacher is needed in the learning process so that the learning process becomes varied and exciting. However, there are some problems that pre-service teachers face when they use Canva as a tool to develop teaching materials.

For some pre-service teachers, there are obstacles they face while using Canva. While for others, it is quite simple and beneficial. Moreover, pre-service teachers have difficulties in the process of editing teaching materials. Therefore,

the researcher wants to conduct this study to anticipate other pre-service teachers have the same difficulties.

Delimitation of the Problem

Based on the problems identified in the previous section, this research investigates pre-service teachers' perceptions of the advantages of using Canva as a tool for developing teaching materials. Besides, the pre-service teachers faced obstacles in using Canva as a tool for developing teaching materials in ELED. In the practice of teaching, pre-service teachers find obstacles in attracting students' attention. Therefore, pre-service teachers use the Canva application as a tool to make learning in the classroom more engaging. Therefore, this research is conducted at ELED, a private Islamic university in Yogyakarta. In this section, the researcher wants to find out how pre-service teachers' perception of using Canva to develop teaching materials in the EFL context.

Research Question

To conduct this research, there are two research questions. The research questions state as follows:

1. What is the pre-service teachers' perception on the advantages in using Canva as a tool for developing teaching materials?

2. What are the obstacles faced by the EFL pre-service teachers in using Canva application as a tool for developing teaching materials?

The Objective of the Research

Based on the research question, there are two research objectives. The aims of this research are:

1. To find out the perception of EFL pre-service teachers on the advantages of using Canva application as a tool for developing teaching materials.

2. To find out the obstacles faced by the EFL pre-service teachers in using Canva as a teaching tool for developing teaching materials.

The Significance of the Research

This research aims to give positive advantages to some parties, such as pre-service teachers and other researchers.

Pre-service teachers

From this research the result of this research can provide pre-service teachers with information about the consideration, whether the pre-service teachers want to use Canva or not after knowing the perception of the participants. They are also intended to the obstacles to anticipate so that the future teacher or pre-service teacher will not get the same obstacles.

Teachers

Regarding this research, the researcher hopes the result of this research can be beneficial for the teacher. The result of this research also can be used as a good reference for teachers to expose some applications that can support the learning process later. One of them is Canva. The teachers will also be able to understand the obstacles they may face in using Canva application in developing teaching materials. Hopefully, the same obstacles will not be repeated in the future.

For future Researchers

The results of this research are expected to be a useful reference for future researchers. So, future researchers can use the findings of this researcher as a theoretical explanation of other studies on the same issue and recommendations for future researchers. In the end, this research can encourage other researchers to conduct research on the perception of pre-service teachers' perceptions of using Canva as well as approaches to overcome the obstacles faced by pre-service teachers for teaching materials.

Organization of the Chapter

This research is divided into five chapters which explain an overview of each research chapter. Chapter one focuses on introduction a research topic on using Canva application as a tool in teaching material for the pre-service teacher. This chapter consists of several things that aim to support the research, such as research background, problem identification and definition, research questions, research objectives, research significances, and research organization. In addition, this research will also find out whether the use of Canva can help pre-service teachers as a tool to find out pre-service teachers' perceptions on the advantages in using Canva for teaching materials in the EFL context or not. Also, to know the obstacles pre-service teachers faced when using Canva as a tool for teaching materials.

Chapter two is a literature review. It discusses previous research and theories related to this research. There are several important points that will be elaborated in this chapter. This chapter discusses the teaching materials. Besides,

it also describes perceptions of pre-service teachers on the advantages in using Canva application as a tool, along with the obstacles faced by pre-service teachers in teaching materials for EFL context, and a review of related studies in the following chapter two, it includes the conceptual framework.

Chapter three discusses about the methodology. This chapter explain of how this research is conducted and how the data are collected. In this research, the researcher used a qualitative approach. Also, the researcher chose a descriptive qualitative design. Besides, this research took place at ELED in one of a private university in Yogyakarta. The researcher selected participants using the purposive sampling technique. In this research, the data collection method used was an interview. In addition, the instrument that the researcher used in this research was interview protocol. In this research, the researcher created the interview guideline to conduct the interview. After conducting the interview and getting the results of interview data from participants, the researcher transcribed the results of the interviews. The last step in analyzing the data was coding. The research did open coding, axial coding, and selective coding.

Chapter four discusses the findings and discussion based on the data obtained. The researcher categorized the finding into the advantages and the obstacles faced on using Canva application as a tool for developing teaching materials in the EFL context. The advantages of using Canva as a tool for developing teaching materials were providing various models of teaching materials, Canva increased technological skills, easy to use, and create effective and easy-to-understand teaching materials. The participant also mentioned the

obstacles were not all features in Canva are free, a stable internet connection is needed to use the application and unfamiliar tools. This chapter provides information on data collection from the research and analysis. In addition, the researcher relates the research results with the literature review with the theory contained in the research as research discussion material.

Chapter five provides a conclusion and suggestions. In this chapter, the researcher provides conclusion from the findings and problems in the research. This research discussed the Canva application tool used for teaching materials. Teaching materials are an essential thing for the teaching or learning process. Some factors that influence in choosing supporting tools for developing teaching materials. Therefore, this research reveals EFL pre-service teachers' perception on the use of Canva application as a tool for developing teaching materials. In addition, this chapter contains a suggestion for parties related to this research. Based on the interview result, this study also offers some suggestions regarding pre-service teachers using the Canva application as a more creative tool in developing teaching materials. Besides, the pre-service teachers more explore to try new things in making teaching materials.