

**ANALYSIS OF STUDENTS' CANVA-BASED SPECIAL EFFECT FOR
PREPARATION BOWULF VIRTUAL DRAMA PERFORMANCE OF
THE 4th SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY
PROGRAM SRIWIJAYA UNIVERSITY**

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**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY**

2023

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Certify that the thesis entitled "Analysis of Students' Canva-Based Special Effect for the Preparation of Beowulf Virtual Drama Performance of 4th Semester Students of English Education Study Program Sriwijaya University" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

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THESIS DEDICATION

This thesis is dedicated to :

My father, my mother, and My best friends who always giving support.

MOTTO

“Dream, you will bloom fully after all the hardship” – Min Yoongi

ACKNOWLEDGEMENTS

Firstly, the writer would like to thank Allah SWT for the mercy and graceso this thesis can be completed.

The writer would like to thank all the lecturers of the English Education Study Program, Faculty of Teacher Training and Education, and her supervisor, Dr. Rita Inderawati, M.Pd., who has guided, supported, and advised her throughout the process of completing her studies and thesis. Furthermore, the writer also thanks Dr. Hartono, M.A., Dean of the Teaching Faculty, Soni Mirizon, M.A., Ed.D., Head of the Language and Arts Education Department, and Eryansyah, M.A., Ph.D., Head of the English Education Study Program, for their assistance in administrative matters. In addition, the writer would like to express her appreciation and gratitude to all SEESPA 2019 members, both Indralaya and Palembang placements, for having contributed to helping me complete this research.

In addition, the writer would like to express the highest appreciation to her parents, family, brothers, and sisters, for their love. He also likes to convey his gratitude to his classmates and friends.

Indralaya, May 2023
The Writer

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TABLE OF CONTENT

APPROVAL	ii
COMMITTEE APPROVAL.....	iii
DECLARATION	iv
DEDICATION.....	v
ACKNOWLEDGMENTS	vi
TABLE OF CONTENTS.....	vii
LIST OF TABLE	ix
LIST OF APPENDICES.....	x
ABSTRACT	xi
CHAPTER I INTRODUCTION.....	1
1.1. Background of the Study	1
1.2. The problems of study	6
1.3. The Objectives of Study	6
1.4. The Significance of the Study	7
CHAPTER II LITERATURE REVIEW	8
2.1. The 21st Century Learning	8
2.2. Utilization Canva to Create Special Effects	10
2.1.1 Canva Application.....	10
2.1.2 Special Effect Creativity	10
2.3. Drama Performance.....	10
2.3.1. Virtual Drama.....	12
2.3.2. Zoom Application.....	13
2.4. Beowulf Epic English Poem.....	15
2.5. Previous Related Studies	16
CHAPTER III METHODOLOGY.....	18
3.1. Research Design	18
3.2. Operational Definition.....	22
3.3. Site and Participants of the Study.....	23
3.4. The technique of Collecting the Data	24
3.4.1. Interview.....	24
3.4.2. Documentation	25
3.5. The Technique of Analyzing the Data.....	25
3.6. Provide the Conclusion.....	27
CHAPTER IV FINDINGS AND DISCUSSIONS	29
4.1. Research Finding.....	29
4.1.1. The Result of Interview	29
4.1.2. The Result of Documentation.....	38
4.1.2.1. The Results of Student’s Special Effect Process.....	39

4.1.2.2.	The Results of Level of Student’s Creativity in Virtual Drama Performance.....	41
4.1.2.3.	The Final Scores from Two Rubrics of Student’s Special Effect Process and Student’s Creativity Level	43
4.2.	Discussion	45
4.2.1.	The Student Process of Creating Special Effects by Using The Canva Application	45
4.2.2.	The Students’s Creativity Level during Create Special Effectsby Using The Canva Application	48
CHAPTER V CONCLUSION AND SUGGESTION		52
5.1.	Conclusion.....	52
5.2.	Suggestion	53
REFERENCES		54
APPENDICES		59

LIST OF TABLES

Tabel 1 The Rubric of Special Effect.....	19
Tabel 2 Rubric of the Students Creativity's Level in virtual drama performance.....	20
Table 3 Description of Scoring Special Effect.....	27
Table 4 Description of Scoring the Level of Creativity	27
Table 5 Highest Score Rubric 1	28
Table 6 Highest Score Rubric 2	28
Table 7 Description of Scores	28
Table 8 The Score of Student's Special Effect with Rubric	38
Table 9 The Scores of the Students Creativity's Level in virtual drama performance with Rubric.....	40
Table 10 Table of student's Total Score.....	41

LIST OF APPENDICES

APPENDIX A Usul Judul Skripsi
APPENDIX B Surat Keterangan Pembimbing
APPENDIX C Surat Keterangan Izin Penelitian
APPENDIX D Thesis Consultation Card
APPENDIX E Surat Keterangan Validasi
APPENDIX F List of the Interview Questions
APPENDIX G Documentation.....

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ABSTRACT

Drama performance is one of the activity that can be used in English Language Teaching courses. However, since the Covid-19 pandemic, all learning activities have been carried out virtually, including drama performance for student assessment. In virtual drama performance, students need to prepare for various purposes including special effects. In creating special effects, students can use Canva Application. With that, students can also increase their creativity. The purpose of this study is to find out the process of making special effects, and the level of students' creativity. 34 students from the 4th semester of Sriwijaya University participated in this study. The research approach was descriptive qualitative. Data collections in research are interviews and documentation. The result shows that almost the students succeeded in creating various special effects related to the Beowulf story, even though some of them have difficulties but they were able to overcome those problems. Most of them are also creative and very creative in terms of the criteria that have been set in the two available rubrics where 32 students are very creative. Meanwhile, 2 students are creative. It can be concluded that all the 4th-semester students of the English Education Study Program at Sriwijaya University are creative.

Keywords: *Students Creativity, Canva Application, Virtual Drama.*

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CHAPTER I

INTRODUCTION

This chapter presents (1) the background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

1.1 Background of the Study

The learning process is an activity that can develop and acquire new knowledge. In addition, the learning process can also help improve one's abilities and skills. Syahputra (2018) states that the learning process can be intended as a student effort to develop abilities, morals, intellectuals, and mindsets. Education in the 21st century era has several competencies based on a curriculum called 6C. 6C stands for Critical Thinking, Creativity, Collaboration, Communication, Computational, and Compassion (Arisoy and Aybek, 2021; Kuo and Hsu, 2020; Partono et al., 2021). This process cannot be done in a short time. A goal will be achieved if students go through each stage of the process. Abilities that include good morals and ethics, creativity and innovation, and good intelligence are essential points. In the 21st century, technology is closely related to the progress of the times so that the younger generation can contribute to creating innovation. In addition, to provide support for the performance of the younger generation in improving their skills, the Ministry of Education and Culture seeks to help the younger generation develop quality practical education. Ministry of Education and Culture developing an education system to produce a good quality of graduates so they ready to face the global developments, the future global societal environment, and the world of work (Seagal, 2022; Waite and McDonald, 2019). Qualified young generations dominate with their skills in adapting to the development of an increasingly sophisticated world. Based on that way, students can use this as motivation to improve their abilities.

Technology is one of the most significant influences on world development. Technology is able to change the system of life in various aspects, including education. Students and technology have a relationship; students can use technology to improve the quality of their learning. Based on Noviantoris and

Donal (2020) state that ICT is very necessary during the learning process. In the current situation, almost all students use technology as an additional medium in their learning process. Learning materials in the 21st century are available in digital form so that students can access learning materials and references digitally. This can be done wherever and whenever they are. According to Hernandez, 2017; Wiyaka, et., al (2018) show that the use of technology plays a role in increasing student motivation in the learning process. When increasing development of technology, there are many features and various learning references so that students are interested in learning. By using creative digital visuals, an interesting learning media is created and can increase student learning motivation. For several reasons, students have many difficulties to concentrate and feel bored with the learning process. In the other hand, with the existence of technology, these problems can be solved. According to Belluzzo and Roseto (2019) state that currently, technology-based media has an important role in individual activities that will greatly affect in various aspects. Putri (2020) states that the influence of technological developments on various aspects can make it easier for humans to carry out their daily activities. In the past, the learning process only used books as a medium to obtain information and knowledge, but now days all information and knowledge can be obtained easily using information technology tools.

Technology is one of the media that can be used to increase students' creativity and skills. Technology does not only provides information to its users, but technology also provides various applications that can be used to support users in increasing their creativity. There are many activities that students can do to develop their creativity. One form of creativity is by creating special effects that attract students according to the theme they choose. Pardeshi and Karbhari (2019) state that special effects refer to effects that are realized during the recording process. MasterClass (2021) also adds that a special effect is a visualization technique for an object that is used by creators to create illusions so that objects can move. Special effects are widely used in the making of science fiction and fantasy films where the process of making the film requires objects, characters,

and scenarios that are more realistic than real life. In making a film or video performance, in addition to the storyline and character development, the visual editing and special effects used are also influential in creating interesting results so that the audience can understand and enjoy the video well. In this situation, students can use various editing applications to make it easier for them to create special effects. Students as beginners, they are not tend to have much of the same knowledge and skills as filmmakers, so they need to be directed and guided by basic skills.

In creating interesting special effects, students can review them based on the components in the special effects. According to Brookhart (2013) in his article, he states that there are several components that need to be considered in making special effects. Students need to pay attention to the aspects of content, originality, use of language, and videography interest. These aspects are very useful as a guide for students in minimizing errors during the making of special effects. Even so, students can still be creative using their imagination to create interesting special effects. On the other hand, these aspects can also be used by the lecturer concerned in providing an assessment of the project results that have been worked on by each student.

Creativity can help students to create interesting special effects. The ability of students to think and find new ideas using their imagination is something that needs to be mastered. In this case, to state that these students include students who have a high or low level of creativity can be seen from several aspects while they are working on the project. There are several aspects such as a variety of ideas and contexts, variety of sources, combining ideas, and communicating something new. This aspect focuses on the level of creativity possessed by students. Therefore, when the level of student creativity is at a high level, students have great potential in creating interesting special effects.

In supporting students' creativity to create special effects, students need an application that provides these features. There are various editing applications that students can use to create interesting special effects. The Canva application is one of the right options for students who want to develop their creativity by creating

special effects. According to Fauziyah, et., al (2022) mention that Canva is an editing application that is used as a visual technology medium. The application has many photos, graphics, effects, shapes, icons, and fonts. Through the many features available, students can use it based on the desired theme. In making special effects, students need photos as backgrounds, icons, and shapes as supporting properties to clarify the meaning of the story, and the visuals of the characters. By using the Canva application, the editing process can also be carried out easily because the application provides clear instructions and explanations that are easy for students to understand. After students succeed in creating special effects, their work can be used as a supporting medium for virtual drama performance.

The Covid-19 pandemic has become an important influence in changing the learning process. Based on Adnan and Anwar (2020) state that COVID-19 impacted the conventional learning method of academic institutions around the world. Schools, Colleges, and Universities around the world have decided to close their campuses and educational activities are carried out online (Toquero, 2020). Learning activities which are usually carried out offline or face- to-face in class, but during the Covid-19 pandemic the learning process was carried out online so that each student could take social distancing to minimize the spread of the virus. During the online learning process, lecturers and students use technology such as laptops, mobile phones, and computers as communication tools. Practical activities that should be carried out face-to-face also have to be carried out online, such as drama performances. In general, usually, drama performed in a theater room, and each character prepares physical, audio, and background properties. In addition, many people come to watch the drama and they were sat around the stage to enjoy the show. The atmosphere of the drama is also fun because both the interactions between each actors and the interactions between the actors and the audience can be felt directly during the performance. However, in the conditions of the Covid-19 pandemic, educational activities including drama performance assignments had to be carried out virtually by students. Before doing a drama performance, students need a story as a reference for their drama. In this case,

“Beowulf Epic English Poem” is a poem that has been turned into a story so that it can be staged through a virtual drama. Poetry is one of the literary works in which there are many words and sentences that are not in the form of their true meaning. Therefore, students need to change the format which was originally in the form of a poem into a story form without changing the actual plot. Based on the poem, students create special effects according to their characters. This is very useful to support the interesting concept of virtual drama. Even though the drama is done virtually, the atmosphere and meaning of the poem can still be enjoyed by the audience.

Based on an interview with some students who ever implemented the virtual drama, it can be found that virtual drama was the response to Covid-19 pandemic to let the drama alive. They also confirmed that virtual drama was not easy to do; however, they realized that they could be creative as the drama was performed from home. The interview was also strengthened by watching the virtual drama one of the students shared and a study conducted by Inderawati (2022) that Covid-19 pandemic was not an obstacle for the students to perform the virtual drama and before showed the drama, they were asked to create two minutes video concerning with Beowulf to check their creativity.

Furthermore, some previous studies supported this current study. First research by Yu and Zhang (2019) on The different viewing experiences between special and visual effects. This research show that in creating CGI that is more realistic and natural, filmmakers need to understand both effects so they can determine which effect is right for making natural CGI so that the audience can enjoy the film. In this study, researchers conducted research on 13 students who watched short videos that contained different elements of visual effects and special effects. The results of the study show that both of these effects have their respective drawbacks where the visual effects are stated to be too perfect for a film so they do not look realistic to the audience. Meanwhile, the special effects look more attractive because they don't emphasize too much perfection and are more natural. Based on Yu and Zhang's research, this conclusion can help researcher that special effects can be one of the right choices in the Preparation of

Virtual Drama Performance.

The second research by Liu (2022) on Animation Special Effects Production Method and Art Color Research Based on Visual Communication Design. This research is related to this study because the results of this study show that the process of producing animation special effects influences the success of a film. It was concluded from the statement in the study that special effects based on modern communication design technology not only modify animation effects to make them more expressive but also increase the popularity of the film. On the other hand, special effects production can also be used as a direction to give modern communication design a full role in the field of animation production. This research focuses on special effects in the form of animation using modern communication technology, while this research has a slight difference where this research focuses on Special Effect Based-Beowulf Epic English Poem by Utilizing Canva for the Preparation of Virtual Drama Performance.

Therefore, through this research, the researcher wants to conduct research on students of the English Department at Sriwijaya University semester IV because they have studied before, and have completed virtual drama performances in the English Language Teaching course. In this study, researchers used a qualitative research design to conduct research. Researchers are interested in examining the student process of creating special effects using the Canva application. On the other hand, researchers want to analyze the level of creativity of students when they create special effects using the Canva application.

1.2 The problems of study

The problems of this research are formulated into the following questions.

1. How do 4th semester students use the Canva Application in creating special effects?
2. How is the level of creativity of 4th semester students in creating special effects using the Canva Application?

1.3 The Objectives of Study

The objectives of this study are to:

1. Find out how do 4th semester students use the Canva Application in creating special effects.
2. Find out how is the level of creativity of 4th semester students in creating special effects using the Canva Application.

1.4 The Significance of the Study

Theoretically, this study explains the process of creating special effects using the Canva application which will be used in virtual drama performances. In addition, this research also shows the level of creativity of students during the process until the special effects are finished. Practically, this study also provides an overview of the readers of the use of technology in the creation of special effects in virtual drama projects. Finally, this research is expected to be able to help students get new references and knowledge in the success of the virtual drama performance. Students can take advantage of supporting applications such as Canva to create interesting special effects. On the other hand, this research is expected to help lecturers and other educators in increasing student creativity by utilizing the Canva application in various learning activities, especially in preparation for virtual drama performances. Furthermore, researchers hope can help further in getting more accurate data analysis results to become one of the development topics from several different times, places, and objects researchers.

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