

**Exploring the Use of Zoom and Canva in Virtual Drama Performance by
English Language Education Students at the Faculty of Teacher Training
and Education, Sriwijaya University**

A Thesis by:

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ENGLISH EDUCATION STUDY PROGRAM

LANGUAGE AND ARTS EDUCATION DEPARTMENT



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

2025

APPROVAL

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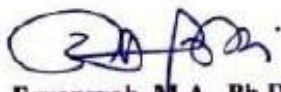


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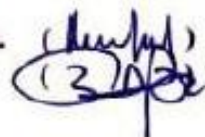
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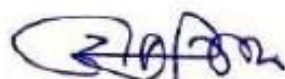
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DECLARATION

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Declared that the thesis entitled *"Exploring the Use of Zoom and Canva in Virtual Drama Performance by English Language Education Students at the Faculty of Teacher Training and Education, Sriwijaya University"* is my own original work. I have not committed any plagiarism or inappropriate citation in violation of the ethics and regulations stipulated by the Ministry of Education of the Republic of Indonesia in Regulation Number 17 of 2010 concerning plagiarism in higher education. Therefore, I deserved to face the court if I am found plagiarized this work.

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The undersigned,

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Widia Hernani

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DEDICATION

This thesis is dedicated to:

My parents, Juanda and Yusnani, and my lovely sister Wika Ning Hartini

MOTTO

"Embrace challenges with perseverance and confidence — I believe in my ability to succeed."— My mother

ACKNOWLEDGMENTS

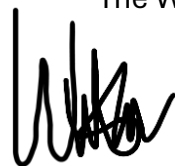
Firstly, the writer would like to thank Allah SWT for the mercy and grace so this thesis can be completed.

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

Indralaya, Juli 2025

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A handwritten signature in black ink, appearing to read 'Widia Hernani', with a stylized, cursive script.

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ABSTRACT

Exploring the Use of Zoom and Canva in Virtual Drama Performance by English Language Education Students at the Faculty of Teacher Training and Education, Sriwijaya University

ABSTRACT

This study aims to analyze virtual drama content created by students using the Zoom and Canva applications as digital performance media in English language learning. Changes in learning patterns during the pandemic have encouraged students to perform dramas from their homes, making the use of technology an essential part of performance design. This study used a qualitative descriptive approach by analyzing virtual drama videos performed by students as group projects. Data were analyzed using an assessment rubric covering technical and artistic aspects, such as the use of Zoom features, set design using Canva, technical creativity, and the integration of visuals and audio to support the storyline.

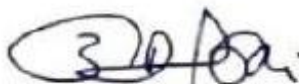
The results show that students are able to utilize technology innovatively to create a performance atmosphere that approximates the theatrical experience, despite being conducted online. The drama "The Legend of Danau Ulak Lia" received the highest score (47/50), followed by "Dulmuluk" (44/50) and "God Sees the Truth But Waits" (40/50). Students demonstrated their ability to utilize Zoom as a digital stage and Canva as a visual medium to support the narrative flow and atmosphere of the story. This virtual drama project also encouraged digital collaboration, creative expression, and the strengthening of English language skills through multimodality and digital literacy.

This research provides insights into how digital platforms can be integrated as part of performance-based learning content and serve as a pedagogical alternative in technology-based language and arts teaching. It is recommended that this learning model be maintained and developed as a final project in performance-based or creative production courses, with evaluation conducted through a structured performative rubric.

Keywords: virtual drama, content analysis, Zoom, Canva, English language learning

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CHAPTER I

INTRODUCTION

1.1 Background

The development of information and communication technology (ICT) has become a major catalyst for change in 21st-century education. Especially since the COVID-19 pandemic, online learning has become a primary option for maintaining educational continuity when face-to-face interactions are limited. Zoom, a video conferencing platform, saw its users surge from around 10 million per day to over 300 million in just a few months, simultaneously shifting the paradigm of the stage and classroom to virtual.

On the other hand, Canva, a web-based graphic design platform, has quickly gained a foothold in the education world due to its ease of use, intuitive interface, and ability to support online visual collaboration. This platform allows users, including teachers and students, to create various types of visual materials such as presentations, infographics, videos, posters, and backgrounds that can be integrated directly into other digital platforms, such as Zoom. Since the launch of the "Canva for Education" initiative in 2019, Canva has officially partnered with numerous educational institutions and provided free access to teachers and students worldwide, complete with premium features that support project-based learning and cross-disciplinary creativity.

Canva is not just a visual aid; it has evolved into a visual literacy medium that encourages students to design, interpret, and present ideas multimodally. In practice, students not only design aesthetically but also construct visual meaning that serves to strengthen the message and nuances of digital communication. As stated by Susanti et al. (2024), the use of Canva in learning can increase learning motivation, visual-conceptual understanding, and active student engagement because users can customize designs to suit the characteristics of the material and audience (BASICA Journal).

In the context of English language learning, Canva has also begun to be used creatively by students to support performance-based projects, including virtual drama performances. When face-to-face drama performances were no longer possible due to social restrictions during the pandemic, lecturers and students were encouraged to innovate in finding alternative media that still allowed them to showcase elements of expression, interaction, and

performativity. This is where the initiative emerged to combine Zoom as a virtual stage for live performances, and Canva as a visual stage, where settings, story elements, and settings were constructed graphically and aesthetically.

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Performing drama in this online format created a new experience in language learning, where technical and visual skills became essential components of oral communication and emotional expression. Students not only portrayed characters or delivered dialogue, but also became visual designers and directors, setting the mood and atmosphere of the story through a combination of layout, color, illustrations, and visual effects they created in Canva. Using Canva in this context requires students to understand the relationship between text, images, emotions, and messages, all of which become part of the performance narrative.

Within this framework, the use of Canva becomes highly strategic, not merely as a visual complement, but as an integral part of the dramatic content. By using background templates of homes, offices, forests, classrooms, and various expressive icons, students can tell stories in an imaginative and interactive way, even without being in the same physical space. Furthermore, because Canva supports real-time collaboration, students in a group can work together from different locations to simultaneously compose performance elements, strengthening the essence of teamwork in the creative process.

Thus, Canva not only facilitates the visual aspects of virtual drama performances but also serves as a means to implement a narrative design approach in language learning, where students articulate meaning through integrated text and visuals. When combined with Zoom as a medium for live performances, the two create a digital performance space that is not only communicative, but also expressive and aesthetic. This is a form of digital and visual literacy that is increasingly needed in 21st-century learning, particularly in language and arts-based higher education.

Several previous studies have explored the pedagogical aspects of Zoom in the context of writing classes or discussions. For example, Weitkamp et al. (2020) in *Screen Share: A College Teacher's Zoom Journal* described how Zoom's screen-sharing and breakout rooms successfully maintained class cohesion even though it was conducted online (wired.com). Furthermore, a study by Wu et al. (2022) showed that the use of video features—such as gallery view and spotlight—can increase participant engagement and satisfaction during online classes (arxiv.org).

Meanwhile, research on the use of Canva in education also shows positive effects. Susanti et al. (2024) in *BASICA: Journal of Primary Education* reported that Canva effectively increased student motivation, creativity, and academic performance through interactive learning media design. Riyanto and Putri (2024) found that prospective teachers used Canva to design innovative learning materials that fostered student creativity and motivation. Furthermore, Gito and Martriwati (2023) showed that EFL students had positive perceptions of Canva as an English language learning tool.

Although various studies have shown how the use of platforms such as Zoom and Canva significantly contributes to the learning process in general—both in terms of increased participation, flexibility of access, and emotional engagement of students—there are still very few studies that specifically and in-depth examine how these technologies are integrated into the dramatic content itself, especially in the context of virtual drama performances. Most of the available research tends to focus more on aspects of student perceptions of the ease of use of technology, the effectiveness of online learning, or the achievement of learning outcomes, without dissecting how technology becomes an integral part of the structure of the performance and the form of expression in digital performance.

In practice, however, virtual drama content not only represents students' verbal communication but also reflects their skills in processing visual and technical elements as part of a holistic performing art. For example, the use of the spotlight feature on Zoom can function like conventional stage lighting—emphasizing emotions, highlighting characters, or reinforcing the dramatic nuances of a scene (Inderawati et al., 2023). They emphasize that this feature allows students to create narrative tension at the story's peak moments, as if they were designing traditional stage lighting from their own space.

Furthermore, changing virtual backgrounds through Zoom—whether using transitions between slides or backgrounds uploaded from Canva—also plays a crucial role in conveying

changes in time, mood, or location in the story. This type of background design is not merely aesthetic, but part of the visual narrative that enriches the text, enhances the atmosphere, and helps the audience follow the storyline (Inderawati et al., 2023). Consistent with the findings of Inderawati et al. (2024), students even designed settings that supported historical or symbolic themes, demonstrating a deliberate integration of visuals and narrative through the use of Zoom's technical features and Canva's visual elements.

Thus, the study of virtual drama content takes a dual stance: it not only assesses verballity but also examines creative digital literacy skills, where students consciously design the digital stage—through lighting (spotlights), transitions (slides/backgrounds), visuals, and sound—as part of a unified, multimodal dramatic art form.

Similarly, Canva is not merely a static design tool; it can be a creative medium for constructing story settings, creating visual atmospheres, and even reinforcing the themes and symbolism students wish to convey through scene visualization. When students use Canva to design a castle in a fantasy story, a classroom for a comedy setting, or a dark backdrop for a tragedy, they are actually constructing dramatic meaning visually. This demonstrates that the use of Canva is no longer merely an aesthetic complement but an integral part of digital storytelling itself.

Furthermore, technical aspects such as sound synchronization, background music selection, scene pacing adjustments, and camera settings also contribute to the dramatic experience of virtual drama. Students who are able to adapt facial expressions, voice intonation, and body gestures to the limitations of the camera and screen demonstrate a form of artistic adaptation to digital media. This reflects an advanced form of digital literacy, where technology is not only used, but also interpreted and adapted as a medium for creative expression.

Synchronizing sound and background music not only complements the narrative but can also shape the atmosphere and reinforce emotional cues. Studies in the context of educational video production show that audio-visual manipulation—such as audio transitions and background music placement—encourages aesthetic integrity and audience attention through moving image literacy (Callow, 2023; Henry, 2024). Research also confirms that asynchrony between sound and image can degrade the user experience, particularly regarding pacing and narrative focus.

Adjusting scene pacing and camera angles in digital storytelling has been shown to enhance narrative comprehension and audience immersion. For example, close-ups or wide

shots in educational videos create dramatic focus that draws viewers closer to specific characters or emotional moments.

Gesture, facial expressions, and intonation in virtual drama play a similar role to nonverbal cues (e.g., gesture props in virtual environments), which have been shown to be essential in online multimodal communication.

Furthermore, in extreme virtual collaborative research, such as improvisational orchestras via Zoom, seamless audio/visual connections and visual spatial arrangements enable the creation of a shared digital space (the Zoomesphere) that enables real-time co-creative configuration.

All of these elements demonstrate that digital literacy in the context of virtual drama involves not only technical skills but also creative and interpretive ones. Students act as directors and miniature audiovisual designers, who must align technical elements with the narrative to maintain an effective dramatic effect even when performed online.

1.2 The problem of study

While many studies have examined students' perceptions of technology in education, few have explored how digital tools like Zoom and Canva are integrated into the actual structure and content of student-created virtual dramas. This study addresses this gap by analyzing how these platforms are used not just as media, but as digital stages and visual design tools in performance-based language learning.

1.3 The objective of study

The objective of this study is to provide objective insights into how digital technology—specifically Zoom and Canva—is integrated as part of virtual drama learning content, not merely as a communication tool. This is achieved through content analysis, using an assessment rubric that covers both technical and artistic aspects of student performances.

1.4 The Significance of the Study

Such studies are expected to provide valuable insights into how students from the digital generation creatively integrate language, technological tools, and artistic expression into a unified and meaningful learning product. As digital literacy becomes increasingly important in modern education, understanding how students use technology not only as a medium but as part of the content itself is crucial. This

research highlights how learners are capable of producing complex multimodal outputs—such as virtual drama performances—that combine written scripts, visual design, audio elements, and performance skills. Moreover, this study has practical relevance for enhancing project-based learning models, particularly in language and arts education, where collaboration, creativity, and critical thinking are essential. By examining these performances, educators and curriculum developers can gain a better understanding of how to design learning experiences that are student-centered, technology-integrated, and rich in creative expression. Therefore, the study contributes not only to academic literature on virtual drama and digital education but also to practical pedagogical strategies that support 21st-century skill development.

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