

**STUDENTS' PERCEPTION ON THE USE OF CANVA AS A
PRESENTATION TOOL IN ENGLISH CLASSROOM: THE
STUDY AT SMA SRIJAYA NEGARA PALEMBANG**

A THESIS

by

Annisa Salsabila

Student Number: 06011282126034

English Education Study Program

Language and Arts Education Department



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

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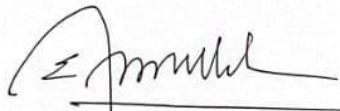
Student Number: 06011282126034

English Education Study Program

Language and Arts Education Department

FACULTY OF TEACHER TRAINING AND EDUCATION SRIWIJAYA
UNIVERSITY

Approved by,
Advisor



Amrullah. M.Ed., Ph.D.

NIP. 196909142014091001

Certified by,
Coordinator of English Education Study Program,



Eryansyah, M.A, Ph.D.

NIP. 196907181995121001



COMMITTEE APPROVAL

STUDENTS' PERCEPTION ON THE USE OF CANVA AS A PRESENTATION TOOL IN ENGLISH CLASSROOM: THE STUDY AT SMA SRIJAYA NEGARA PALEMBANG

Annisa Salsabila

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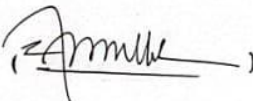
This Thesis was defended by the researcher in the final program examination and was approved by the examination committee on:

Day : Thursday

Date : September 25, 2025

EXAMINATION COMMITTEE APPROVAL

1. Chairperson : Nova Lingga Pitaloka, S.Pd., M.Pd. ()

2. Member : Amrullah, M.Ed., Ph.D. ()

Palembang, 25 September 2025

Certified by,

Coordinator of English Education Study Program,



Eryansyah, M.A., Ph.D.

NIP. 196907181995121001



DECLARATION

DECLARATION

I, the undersigned,

Name : Annisa Salsabila

Student Number : 06011282126034

Study Program : English Education

Certify that the thesis titled "Students' Perception on the Use of Canva as a Presentation Tool in English Classroom: The Study at SMA Srijaya Negara Palembang" is my own work and that I did not engage in any plagiarism or inappropriate quotation in violation of the Ministry of Education of the Republic of Indonesia, Number 19, 2010, regarding plagiarism in higher education. As a result, I recognize that if I am proven to have plagiarized this work, I am entitled to face legal consequences.

Palembang, Juli 2025

The undersigned



Annisa Salsabila

NIM. 06011282126034

DEDICATIONS

This thesis is dedicated to my beloved family: my parents, my brothers and my sister; whose endless support, unwavering encouragement, and unconditional love have been my greatest source of strength. Thank you for being my foundation every step of the way.

MOTTOS

“So verily, with the hardship, there is relief.”

- Ash-Sharh: 94:5-6

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Palembang, 10 Juli 2025

The Writer

Annisa Salsabila

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ABSTRACT

ABSTRACT

In the context of 21st-century learning, the integration of digital tools is critical for increasing student engagement and academic success. Canva, a popular visual design software, enables students to produce engaging and successful presentations for classroom activities. The purpose of this study was to find out students' perception on the use of Canva as a presentation tool in English classroom at SMA Srijaya Negara Palembang. A quantitative descriptive method was used, with a closed-ended questionnaire which includes three indicators: perceived usefulness, perceived ease of use, and behavioral intention. A total of 91 tenth-grade students responded as a sample of the study. The acquired data were analyzed statistically to determine the mean scores and standard deviations for each item. The findings revealed that students' perceptions across all three indicators consistently fell within the "High" category, with mean scores ranging from 5.55 to 6.05 on a 7-point Likert scale. These findings show that students saw Canva as an effective and user-friendly tool for classroom presentations, and they indicated a strong desire to use it for future academic projects. Thus, Canva can be considered a beneficial digital resource that supports English language learning through interactive and accessible visual presentation design.

Keywords: *Canva, Students' Perception, Presentation Tool, English Classroom*

A thesis by an English Education Study Program student, Faculty of Teacher Training and Education, Sriwijaya University

Name : Annisa Salsabila

Student Number : 06011282126034

Certified by,
Head of English Education Study Program



Eryansyah, M.A., Ph.D.

NIP. 1969071819951210001

Approved by,
Advisor



Amrullah. M.Ed., Ph.D

NIP. 196909142014091001

CHAPTER I

INTRODUCTION

This chapter explains the Introduction, the problem, the objective, and the significances of the study.

1.1 Introduction

1.1.1 Background

In this digital age, the development of technology in education has led to the creation of a number of tools that are utilized in the teaching and learning process. As a type of multimedia learning, graphical education has emerged as a result of advancements in computer and communication technology (Mayer, 2014). According to Kumar et al. (2021), multimedia tools include a variety of technology-driven resources such as movies, animations, interactive simulations, and virtual reality environments. These tools are intended to augment and improve the learning experience. Sugiarni et al. (2024) also highlight how the development of a dynamic and captivating learning environment through the use of multimedia technologies encourages greater student participation and knowledge.

Multimedia for learning refers to the act of creating mental representations from words and images in a variety of educational situations. These tools improve learning through presentations, classroom or laboratory exercises, simulations, e-learning, computer games, and virtual reality. Multimedia improves knowledge absorption by engaging both verbal and graphical processing (Alemdag & Cagiltay, 2018). Keengwe et al. (2008) found that multimedia technologies promote a productive, engaging, and interactive classroom environment while catering to a variety of learning demands.

One of the most reliable teaching strategies for assisting students in developing their language abilities is the use of presentations in the classroom. Presentations are formal forms of communication in which the group is informed through activities (Ati & Parmawati, 2022). Bhati (2012) contends that presentations mitigate plagiarism concerns, as each student must personally present their work. Presentation activity

offers students a new experience, and when the audience asks questions about the subject, they may be inspired to talk more. According to King (2002), an oral presentation is a gratifying and engaging experience for both teachers and students in building presentation abilities and confidence in front of the class. To successfully prepare teaching lesson with presentation, there are six procedures to do (King, 2002). Those are (1) distributing instructions, (2) assigning and arranging student presentations, (3) selecting subjects and acquiring data, (4) resolving technical issues, (5) conducting Q &A sessions, and (6) creating forms for teacher and peer evaluation.

One of the applications that provides a tool for creating presentations is Canva. Canva is a digital design and presentation tool has become more and more popular in educational settings because of its vast template library and easy-to-use interface. Even those without design skills can use Canva because it offers a large selection of themes, icons, fonts, and photos (Pedroso et al., 2023). Additionally, Canva offers a range of designs that may be modified to meet educational requirements (Marwadi & Saudiq, 2022). For example, teachers can create presentation slideshows to teach skills, infographics to explain important concepts, or posters to announce assignments or class activities.

In the context of education, Canva is seen as an app that should be made available to students due to its ability to make a variety of instructional materials simple for them to develop. Students may easily design infographics, presentations, posters, and other English learning materials for their assignments with Canva (Sari et al., 2023). Canva's user-friendly interface and extensive design possibilities make it an excellent tool for educators looking to generate compelling and effective teaching materials (Sugiani, 2023). Arifin et al. (2021) explain that Canva for education has many extra features and benefits that help users create more interesting and interactive learning materials. According to Sholeh et al. (2020), Canva for education offers several notable features; 1) Access to over 75 million drawings and design elements for their projects; 2) Users also have free access to a variety of education-specific templates like posters, presentations, and cards; 3) It provides tools for creating interactive and multimedia quizzes easily; 4) Canva's collaboration features allow teachers and students to work

together on design tasks; and 5) Other features include access to training and educational resources, integration with Learning Management Systems (LMS), and premium customer support. Because Canva has so many eye-catching designs and is so easy to use, its features may boost students' confidence when they are preparing their assignments. These user-friendly features also support students' creativity and motivation, contributing positively to their learning outcomes in digital classrooms (Nanda & Fatimah, 2023).

Exploring students' perceptions in terms of using the educational technology is critical for the successful incorporation of technology in education. Likewise, understanding how students perceive and use technologies like Canva can help teachers improve their methods and curriculum design. Muhajir et al. (2021) reported the significance of tailoring technology to students' needs and preferences in order to optimize its educational effects. They claim that student feedback is critical for refining and modifying technological solutions to improve learning results. By examining students' opinions, educators may discover the strengths and shortcomings of the tools being utilized and make educated judgments about how to incorporate them into the curriculum (Correia & Good, 2023).

Given the growing emphasis on digital literacy and visual communication skills, it is particularly crucial to look at the utilizing of Canva as a presentation tool in English classroom. Arifin et al. (2021) believe that tools like Canva can help bridge the gap between old teaching methods and new digital practices, making learning more engaging and relevant to students. Nanda and Fatimah (2023) highlight Canva's ability to increase student motivation and engagement by delivering an engaging and visually appealing learning environment. This supports the argument made by Prensky and Calatayud (2018) that using digital technology such as Canva in the classroom might enhance students' educational experiences and motivate them to participate more actively.

Various studies have explored the impact of multimedia tools like Canva on education. For example, the study by Sugiarni, Widiastuti, and Tahrin (2024) examines the use of the graphic design website Canva as a digital teaching tool for

English at West Bangka's SMKN 1 Parit Tiga, a vocational high school. The findings reveal that Canva's integration into lesson planning is seamless, driven by teachers' motivations to employ innovative tools. This integration positively impacts student engagement and creativity. Similarly, Sugiani (2023) evaluated the use of Canva in English education at SMK Negeri 2 Singaraja. The findings indicate that Canva is highly effective for English instruction, as it enhances students' writing abilities, creativity, critical thinking, and motivation. Furthermore, Nanda and Fatimah (2023) conducted a descriptive study to find out how students felt about Canva as an English language learning tool at SMA N 6 Sijunjung, discovering that students responded positively to the use of Canva, increasing their interest and involvement in English learning. They found Canva to be a user-friendly tool that facilitated creativity and engagement, enhancing their interest and motivation in learning English. The study by Fauziyah et al. (2022) examined how well "Canva for Education" worked and how students at MTs Sabilunnajah Prambon, Sidoarjo, felt about using it to write procedure texts during the 2020–2021 school year. It was shown that 'Canva for Education' was effective in improving students' procedural text writing skills. Additionally, students' perception about using 'Canva for Education' to write procedure texts had a number of effects on their writing abilities and made them feel excited about learning.

During the writer academic journey, the writer completed *Pengenalan Lapangan Persekolahan* course at SMA Srijaya Negara Palembang that facilitated the writer's observation of the classroom teaching and learning process. As a result, the writer was able to understand that the teachers at this school utilized the Canva software as a teaching and a presentation tool in their classroom. The writer also had an opportunity to take part in the *Projek Penguatan Profil Pelajar Pancasila (P5)* at this school and learned that the students also used Canva application to make the designs for selling their products. This experience initiated the writer's interest to know about what the students' perceived about using Canva as a presentation tool in their English classroom. Previous related studies focused on Canva as a tool for improving writing abilities or as an interactive learning platform, while this present study attempts to investigate Canva as a presentation tool through the students' perspectives.

1.2 The Problem of the Study

The research problem is formulated into the following research question: *What are the students' perception of using Canva as a presentation tool in their English classroom at SMA Srijaya Negara Palembang?*

1.3 The Objective of the Study

This study aims to find out the students' perception of using Canva as a presentation tool in their English classroom at SMA Srijaya Negara Palembang.

1.4 The Significances of the Study

This research holds significant practical implications for future researchers, lecturers, and students.

For future researchers, this study is a helpful resource in examining the usage of digital technologies, like Canva, in educational contexts. Researchers might expand on this study to look into additional elements, such as Canva's usefulness in improving students' presentation skills and its comparison to other digital presentation tools.

For teachers, this study can help teachers, particularly those who teach English or incorporate technology into their teaching methods, better understand how students perceive Canva as a presentation tool. The findings can help teachers design more engaging and effective lessons that employ Canva to boost students' presentation abilities, creativity, and confidence in English classes. Furthermore, teachers can use this research as a basis for implementing Canva into their pedagogical procedures.

For students, this study can make students learn how Canva can help them enhance their presentation abilities, creativity, and engagement in English classes. Understanding their peers' perspectives can help them become more aware of the advantages and disadvantages of utilising Canva as a learning tool. This study also encourages students to experiment with new ways of presenting their ideas using digital technologies, which can benefit their academic and professional development.

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