# Improving The Students' Interest In English Learning Process By Using Canva Application At The Sixth Female Grade Of Al-Jauhar Islamic Boarding School

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## ARTICLE INFO

*Keywords:*
*Students' Interest*
*Canva Application,*
*English Learning*
*Process*

## ABSTRACT

This aim of this study was Improving The Students' Interest in English Learning Process by Using Canva Application at The Sixth Grade of Al-Jauhar Islamic Boarding School, this kind of study was Classroom Action Research, where this study was conducted from activity of students in a classroom, while the the subject was the students of the sixth female grade at aljauhar Islamic boarding school, the researcher are used cluster random sampling. There were 20 sample from 52 population, that was observed is the students interest in the English learning process in the classroom by using Canva Application, the technique of data analysing was by using Questionnaire and observation sheet, and documentation, research result in this study is Students' interest in the English language learning process using the Canva application has increased in each cycle, after being applied using the Canva application, the initial condition before using the canva application, students' interest in learning English is still relatively low, namely 40%, in cycle 1 after using the canva application gets a score of 60% and in cycle II the cycle score increases to 100%, it can also be seen from the results of student practice in each which has increased, in cycle 1 the percentage of completeness is 40%, in cycle II the percentage of completeness increases to 70%, this can be a positive impact for students in learning English by using the canva application.

## Introduction

Learning English is one of the important subjects that students must master from an early age. Learning English can make students believe that they can learn many things. There are many reasons why learning English is very beneficial in a student's daily life, mastering several language, exploring different places, and being able to communicate with foreigners. Then it is also one of the very important things because the era of globalization has led us to communicate in foreign languages so that we are not left behind. This is the statement of various experts, one of which is the Council (2013).

Council (2013) too said that the spread of English in today's world is very important for communication and technology, science. The fact that English is the language of international communication, business and commerce, cross-cultural understanding, and entertainment and usage. in almost all subjects, thus English should be prioritized over other foreign languages. Learning English in high school is expected of students. Learning does not only focus on theory but also changes student behavior to the expected goals. Therefore, teachers must be able to develop and implement learning strategies that are appropriate to the level of student development. Students assess the ability to master the 4 skills that must be created by teachers and interesting learning in class. Learning English in secondary schools is complicated because students need to acquire language skills and it becomes a challenge for teachers for using learning strategies in the teaching learning process.

Many strategies can be used to learn English. One interesting strategy is the use of a learning media, According to Jimoyiannis (2010) states "while in general recognizing the importance of technology in education and being positive about student 'interest and motivation to learn with technology", it means we can increase the students' interest in learning process by using technology as a learning media. Learning interest is more important to students, can make student to feel enthusiastic when study by using media, Make learning media must be through, structured, and follow the syllabus that has been made so that the learning material will be provided can be structured and well understood by students.

In this era, the use of technology as a learning media is certainly not a new thing. Actually, the use of video as a learning media it is a good thing, but its getting better if we create our media by our self. Teacher can create a media by using application. One of media that we can use is Canva. According to Ghavifekr (2015), canva is web-based graphic design that provides fonts, graphics, videos, sounds, and images. This is an application that easily accessible by various group. The research found the advantage of using Canva can create our creativity freely. It's one of the best choice that make it easier for user to create learning media. This application is free to use, and making easier for teachers to create interesting learning and make studens excited to learn.

Based on preliminary research on September 28 November 2023, in Aljauhar Islamic Boarding School, the researcher had experience during the Teaching Practice

Field (PPL) at Aljauhar Islamic Boarding School. The researcher found some of the students in Aljauhar less of interest in learning English in the classroom, because there are students don't like English lesson, and in the classroom the teacher still use the learning strategies by speaking only or using the traditional method, is a method that emphasizes old concepts that have developed in educational environment. Based on the outlook of the prospective researcher, students have some problems in English learning process. There are also some of their problem :

1. Some of the students are lack enthusiastic in learning process
2. Some of the students are not interest in learning process
3. Some of the students are dislike English lesson
4. Some of students are lazy study in the class

Based on the background of the problems above, the prospective researcher is interested to conduct a research entitle : Improving The Students' Interest in English Learning Process by Using Canva Application at The Sixth Female Grade of Al-Jauhar Islamic Boarding School.

### Students' interest

According to S.K. Mangal, (2007) interest is the main force driving the entire mechanism of the teaching mechanism of the teaching-learning process. It means that students with an interest is going to be more focused and easier to understand. Having a strong interest would impact the operation of the students because the interest of the students will do something without any pressure that concerns them. Interest also gives a person enough strength to face exhaustion and escape failure.

From the experts' (Kolb and Bartunek, 1992), the researcher inferred that interest in the teaching-learning process is eternal power as a source of motivation. It also can be shown that students' interest is divided into some aspects, they are:

a. **Attention**
   The interest in something will be communicated to be students if they have attention to the issue. Attention can be guided to objects, people, or no one's thoughts and emotions.

b. **Enjoyment**
   Feeling like something or person is going to set up a pleasure to do the related activities.

c. **Curiosity**
   Curiosity is a strong pretension for learning or knowing. Curiosity is willing to learn the material of subject. He/she will have a curiosity to know more when someone is interesting in something. He or she is going to search for all related information.

These three types of aspects to determine whether or not the students are interested in something.

## 1. English Learning Process

Learning is a process that done by learner to get knowledge, and it show that learning is important part that cannot be separated for learner. According to Brown (2007) stated that learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. In addition Mukherje (2002) stated that learning as inference from some performance of the organism resulting in an enduring change of behavior. Meanwhile, Morgan stated that learning us any relatively permanent change in behavior that is a result of past experience. From the explanation above, the writer can conclude that learning is process to get knowledge in behavior as a result of experience and change of behavior.

## 2. Canva Application

According to Med, J (2020) Canva is a graphic design tool that was created in 2012 by Australian entrepreneur Melanie Perkins. It utilizes a drag-and-drop format that will be familiar to the average user as well as design professionals. It features fonts, graphics, vectors, and templates, and in 2019, the company purchased free stock photo sites Pixabay and Pexels, giving users access to a diverse array of free photos in the program itself. The website also offers photo filters, millions of images, free icons and shapes, and hundreds of fonts.

Kind of Canva Application :

a. **Basic**

The basic Canva plan offers 1 gigabyte (GB) of storage for photos and assets, 2 folders to organize designs, access to over 8,000 templates, uploading of personal images, and access to millions of free photos with the option of payas-you-go premium content, if needed.

b. **Canva Pro**

Canva Pro offers unlimited folders, team functionalities, 100 GBs of storage for photos and assets, access to over 4 million photos and graphics, custom fonts and a color palette, animated graphics interchange format files (GIFs), priority support, 1-click editing options, saved team templates, search tools, and the ability to resize designs into custom dimensions. This is available free to nonprofits, pending verification of qualification.

c. **Navigation**

Once an account has been created, the home page and navigation system can be utilized. The side panel shows name and profile, the Create a Design button, Home tab, all designs, templates, Design School, Brand Kit, team name, folders, shared items, trash, and upgrade. Brand Kits can be used to manage color schemes and templates for specific branding. Design School offers guides to

learn best practices for design. The basic version has a search bar where one can look for templates. Underneath the search bar, there is a listing of personal designs in chronological order. There is also a feature below the created designs that shows recommended design templates. Users can click on a specific design to see a complete listing of templates.

### 3. Design Creation

According to the creators of Canva, the easiest and best way to learn this program is by experimentation. The program is intuitive and user friendly and offers videos and tutorials in Canva Support. Available tools include templates; elements (shapes, borders, and icons); uploads for personal photos; apps (such as compatibility with DropBox and addition of emojis); a search bar; grids and frames; text and text holders; photos; backgrounds; graphics; and charts.

### Useful Tools

Canva support is a separate web page with all the resources needed to learn how to navigate the web page, tutorials, forms, and FAQs.

## Method

This research used or applied the Classroom Action Research (CAR). The research conducted is classroom action research. It aim to find and implement some actions to improve the students interest, which focus on teaching and learning in the classroom. In addition, classroom action research is one of the strategies for solving problems that use concrete actions and analyzing every influence of the situation (Kurt Lewin, 1946).

Action in class is a method for finding out what is the best way in class. So, we can improved students' interested in English learning process. The purpose of this class action research is to improve the teaching of teachers in their own class or school. Although there is no requirement that the finding can be generalized to other situations, the result can add to the knowledge base

Classroom Action Research consist of the series of four activities that it is done repeating cycle. They are planning, implementing, observing, and reflecting as follow :

1. Finding and Planning
   Planning an action research by focusing who, when, what, where, and how the action will be done.
2. Implementing
   The researcher as the teacher taught the students in the class by using lesson plan mode before. During the teaching learning process, the researcher observed the students activities.
3. Observing
   Observing is the process of controlling and monitoring the condition or activities of the student in the classroom. In other word, the observation was done together with actions which have already been mentioned in action stage.
4. Reflecting
   Reflection is the processing of the data from activity cycle from the score of students. The researcher gives evaluation by using test with collaborator.

**The Time and The Research Location**
The research conducted at Aljauhar Islamic Boarding School, for Female Sixth grade of Senior High School on March - May 2023.
**The Population and Sample**
    1. The Population of the Research
Creswell (2012:142) suggests that population is a group individual who comprise the same characteristics. The population of this research is the sixth grade students of senior high school at Aljauhar Islamic boarding school which consist of 2 classes . The total population number of the population was 42 students.

**Table 1: The Population Of Sixth female Grade Senior High School At Aljauhar Islamic Boarding School**

| No | Class | Students Female |
|----|-------|-----------------|
| 1 | CLASS 6.A | 22 |
| 2 | CLASS 6.C | 20 |

    2. The Sample of the Research
Sample is a sub group of the target population that the researcher plans to study for generalizing about target population (Creswell, 2012:142). The process of selecting a sample was known as sampling. To determine the sample of the research, the researcher uses cluster sampling technique. Gay (2012:135) explained that Cluster random sampling is a type of sampling technique in which a researcher divides the population into several separate groups known as clusters. From these several clusters several samples were taken randomly or randomly. The research analysis of the cluster random sampling technique is taken from the sample data of the clusters Any location within which we find an intact group of population members with similar characteristics is a cluster. According to Gay in Mahmud (2011) based on the research method, the minimum acceptable sample size is at least 10 % of the population ,with a relatively small population ( at least 20 %) in case.
In this research , the data entered were 20 students from 2 population groups, so the researcher intended to use this 20 students to be used as samples in this research.
**The Action Research Procedure**
    1. Explanation of Implementation of Cycle 1
        a. The Action of Planning
        b. The Action of Implementation
        c. The Action of Observation
        d. The Reflection and Analysis

*The Technique of Data Collecting*

The Technique of Data Collecting by observation, questionnaire, and documentation used as follows:

**1. Observation**

Arikunto (2002:131) states that observation is an activity focusing on an object by using all sensory tools. Observation can be done through sight, smell, hearing, touch, which is by direct observation of the process of channeling learning material. Observations are made to determine the conditions and situation of the classrooms to be studied. Observation is used to see the implementation of learning with Canva Application as well as student interest during the process of learning English.

**2. Questionnaire**

Wilkinson (2003) state that the respondent got asked some questions to select responses from a pre-defined list or scale, which often ranges from very positive to a negative answer. There were 15 statements on the questionnaire that will give to students. In this study the questionnaire was used by researcher to collect data relating to the interest in learning English obtained from 6th female grade students of Al-Jauhar Islamic Boarding School.

**Table 2: Likerts-type questionnaire**

| Likert-type questions | | | |
|---|---|---|---|
| Strongly Agree (SA) | Agree (A) | Disagree (D) | Strongly Disagree (SD) |

**Table 3: Aspect of questionnaire**

| No | Indicator/Aspect | No. Item | Totally |
|---|---|---|---|
| 1 | Attention | 1,2,5,8,9,10,15 | 7 |
| 2 | Enjoyment | 3,4,6,7,11,12 | 6 |

| 3 | Curiosity | 13,14 | 2 |
|---|---|---|---|
| Score | | | 15 |

3. Documentation

Documentation is a technique of collecting data by collecting data and analyzing documents, both written, drawing and unwritten documents Sukmadinata (2007:221). Researchers use documents primarily related to learning tools to analyze and solve problems related to classroom action research.

**Finding and Discussion**

The data was analyzed by qualitative and quantitative data. The quantitative data were taken from observation, questionnaire, documentation. This research was conducted in one class with 20 students. This research was accomplished in two cycles. Each cycle consisted of four steps of classroom action research (planning, action, observation and reflecting).

Students' interest in English learning process in Class 6.C In Al-Jauhar Islamic Boarding School is still relatively low, they are not fully interested in English language learning carried out in the classroom, this is in accordance with the results of the pre-Questionnaire conducted by the researcher below:

**Table 4: Students' Interest Questionnaire (Pre-Cycle)**
**Towards English Learning Using The Canva Application**

| No | Responden | Totally | Ideal Score | % | Category |
|---|---|---|---|---|---|
| 1 | Mahiroh Zumrotul Azza | 32 | 60 | **53** | Medium |
| 2 | Namiroh | 38 | 60 | **63** | Medium |
| 3 | Nia Ratna Dilla | 34 | 60 | **57** | Medium |
| 4 | Kurnia Hayati | 40 | 60 | **67** | Medium |
| 5 | Dwi Annisa | 17 | 60 | **28** | Low |
| 6 | Vinesya Jhani Utari | 38 | 60 | **63** | Medium |
| 7 | Siska Wati | 43 | 60 | **72** | Medium |

| 8 | Imelia Puspita Ningrum | 17 | 60 | 28 | Low |
|---|---|---|---|---|---|
| 9 | Azzah Khoirunisa Zasry | 39 | 60 | 65 | Medium |
| 10 | Amanda Prita Caza | 15 | 60 | 25 | Low |
| 11 | Maufilda Hayati | 18 | 60 | 30 | Low |
| 12 | Gadis Adelia | 30 | 60 | 50 | Low |
| 13 | Fitri Lubis | 24 | 60 | 40 | Low |
| 14 | Silvia Cantika | 25 | 60 | 42 | Low |
| 15 | Nini Rosnika | 15 | 60 | 25 | Low |
| 16 | Cinta Sefila | 28 | 60 | 47 | Low |
| 17 | Puji Harum Lestari | 25 | 60 | 42 | Low |
| 18 | Bunga Mustika Selvia | 15 | 60 | 25 | Low |
| 19 | Arum Julia Nirbaya | 18 | 60 | 30 | Low |
| 20 | Khairunnisa | 31 | 60 | 52 | Medium |

Table 5

| Interval | Category | F | % |
|---|---|---|---|
| 46-60 | High | 0 | 0% |
| 31-45 | Medium | 8 | 40% |
| 15-30 | Low | 12 | 60% |
| Totally | | 20 | 100% |

Based on this Pre-Questionnaire The Students interest in English Learning process still in "Low" category, it is proven there were 0 student include "high" category or 0%, 8 students include "medium" category or 40%, 12 students include "low" category or 60% .

1. **Cycle I**

Students' interest in English learning process in by using Canva Application Class 6.C In Al-Jauhar Islamic Boarding School was still low to medium, they are not fully interested in English language learning carried out in the classroom, this is in accordance with the results of the Questionnaire in cycle I conducted by the researcher below:

**Table 6: Students' Interest Questionnaire (Cycle-I)**
**Towards English Learning Using The Canva Application**

| No | Responden | Totally | Skor Ideal | % | Categories |
|---|---|---|---|---|---|
| 1 | Mahiroh Zumrotul Azza | 48 | 60 | 80 | High |
| 2 | Namiroh | 53 | 60 | 88 | High |
| 3 | Nia Ratna Dilla | 38 | 60 | 63 | Medium |
| 4 | Kurnia Hayati | 43 | 60 | 72 | Medium |
| 5 | Dwi Annisa | 38 | 60 | 63 | Medium |
| 6 | Vinesya Jhani Utari | 38 | 60 | 63 | Medium |
| 7 | Siska Wati | 32 | 60 | 53 | Medium |
| 8 | Imelia Puspita Ningrum | 27 | 60 | 45 | Low |
| 9 | Azzah Khoirunisa Zasry | 36 | 60 | 60 | Medium |
| 10 | Amanda Prita Caza | 49 | 60 | 82 | High |
| 11 | Maufilda Hayati | 50 | 60 | 83 | High |
| 12 | Gadis Adelia | 42 | 60 | 70 | Medium |
| 13 | Fitri Lubis | 41 | 60 | 68 | Medium |
| 14 | Silvia Cantika | 38 | 60 | 63 | Medium |
| 15 | Nini Rosnika | 39 | 60 | 65 | Medium |
| 16 | Cinta Sefila | 25 | 60 | 42 | Low |
| 17 | Puji Harum Lestari | 37 | 60 | 62 | Medium |
| 18 | Bunga Mustika Selvia | 49 | 60 | 82 | High |
| 19 | Arum Julia Nirbaya | 31 | 60 | 52 | Medium |
| 20 | Khairunnisa | 38 | 60 | 63 | Medium |

| Interval | Categories | F | % |
|---|---|---|---|
| 46-60 | High | 5 | 25 |
| 31-45 | Medium | 13 | 65 |
| 15-30 | Low | 2 | 10 |
| Total | | 20 | 100 |

Based on this Pre-Questionnaire The Students interest in English Learning process still in "Low" category, it is proven there were 5 student include "high" category or 25%, 13 students include "medium" category or 65%, 2 students include "low" category or 10% .

Based on the table cycle I above it, it was show that there was improving of the score of the each aspect even though their improving was still low, it means that the indicator of successful was not good, thus, the researcher concluded that next held since the result in cycle I was not satisfied, cause they don't have the motivation well in teaching learning proces, tn the other hand the researcher also found some problem during in cycle I, it because of there were some students who are not focus yet, than, the condition of the classroom was rather noisy. From this result the reseacher should did the next cycle.

1. **Cycle II**

Students' interest in English learning process by using Canva Application in Class 6.C In Al-Jauhar Islamic Boarding School has reached in the high category , they are interested in English learning process by using Canva Application carried out in the classroom, this is in accordance with the results of the Questionnaire in cycle II conducted by the researcher below:

**Table 7: Students' Interest Questionnaire (Cycle-II)**
**Towards English Learning Using The Canva Application**

| No | Responden | Totally | Ideal Score | % | Category |
|---|---|---|---|---|---|
| 1 | Mahiroh Zumrotul Azza | 60 | 60 | 100 | **High** |
| 2 | Namiroh | 60 | 60 | 100 | **High** |
| 3 | Nia Ratna Dilla | 56 | 60 | 93 | **High** |
| 4 | Kurnia Hayati | 60 | 60 | 100 | **High** |
| 5 | Dwi Annisa | 56 | 60 | 93 | **High** |
| 6 | Vinesya Jhani Utari | 60 | 60 | 100 | **High** |
| 7 | Siska Wati | 60 | 60 | 100 | **High** |
| 8 | Imelia Puspita Ningrum | 56 | 60 | 93 | **High** |
| 9 | Azzah Khoirunisa Zasry | 56 | 60 | 93 | **high** |
| 10 | Amanda Prita Caza | 60 | 60 | 100 | **high** |
| 11 | Maufilda Hayati | 60 | 60 | 100 | **high** |
| 12 | Gadis Adelia | 58 | 60 | 97 | **high** |
| 13 | Fitri Lubis | 55 | 60 | 92 | **high** |
| 14 | Silvia Cantika | 60 | 60 | 100 | **high** |
| 15 | Nini Rosnika | 56 | 60 | 93 | **high** |
| 16 | Cinta Sefila | 54 | 60 | 90 | **high** |
| 17 | Puji Harum Lestari | 60 | 60 | 100 | **high** |
| 18 | Bunga Mustika Selvia | 56 | 60 | 93 | **high** |

| | | | | | |
|---|---|---|---|---|---|
| 19 | Arum Julia Nirbaya | 59 | 60 | 98 | **high** |
| 20 | Khairunnisa | 56 | 60 | 93 | **high** |

| Interval | Category | F | % |
|---|---|---|---|
| **46-60** | **high** | 20 | 100 |
| **31-45** | **medium** | 0 | 0 |
| **15-30** | **low** | 0 | 0 |
| **Totally** | | **20** | **100** |

Based on this Pre-Questionnaire The Students interest in English Learning process was reached in "high" category, it is proven there were 20 student include "high" category or 10)%, 0 students include "medium" category or 0%, 0 students include "low" category or 0% .

Based on the table cycle II above, the result of the second cycle was significant. In this cycle, the researcher found the Improvement between Pre-Cycle, Cycle I, and Cycle II. It means that, the Canva Application was being able to improve The Students' Interest in English learning process.

After achieving the improvement of the student's interest were 20 students who passed the result, therefore the researcher decided to stop CAR because the students' achievement in students' interest was improving by using Canva application, it was meant, the researcher was did not need to revise the plan.

According to the result of the evaluation that has been done by the researcher, it could be assumed that the Implementation of Classroom Action Research to teach in English learning process through using Canva application was appropriate with the planning that had been discussed by the researcher. In this case, each action was planned as good as possible so that the learning activities could be accomplished well

**Conclusion**

Based on the results of research that has been described in several cycles and all discussions and analyzes that have been carried out by the author, it can be concluded as follows :

1. Initial conditions of students' interest of Class 6C in english learning process at Al-Jauhar Islamic Boarding School duri still relatively low category, some of them are still not interested in the monotonous in english learning process, this was evidenced from the average student pre-cycle results is still in low percentage 40%.

2. The student' interest in english learning process of Class 6.C in Al-Jauhar Islamic Boarding School was can improvement by Using Canva

Application. This is proved from the Cycle I got the score of students' interest is 50%

3. There was a positive impact from its used Canva Apllication in english learning process to improving the Students' interest with the score is 100%

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