

STUDENTS' PERCEPTION TOWARD USING CANVA IN EFL BUSINESS CORRESPONDENCE CLASS

Anita Dwi Hapsari

anitadwi@unisda.ac.id

Universitas Islam Darul 'ulum Lamongan

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ABSTRACT Integration of ICT into ELT is something inevitable in this information era. This had been started years ago with the emergence of CALL. Now, with the ubiquity of mobile devices, MALL has started to emerge. This research analyzed the students' perception of using Canva in Business Correspondence class. The researcher formulated the research problem as: How is the student's perception toward using Canva in EFL Business Correspondence class? This could lead to other English lecturers realizing how useful* Canva is for Business Correspondence class. Additionally, it helps to evaluate the teaching and learning process to improve it going forward by seeing the viewpoints of the students. This study was a content analysis of qualitative research. Ten statements representing students' opinions about using Canva served as the study's instrument in the Business Correspondence class. The indicators are divided into three, they are usefulness, ease, and suitability of Canva for Business Correspondence class. The findings indicated that while 8,75% of students were neutral, 91,25% of all students agreed and strongly agreed that Canva is helpful for Business Correspondence classes. At that point, 95% of the students who agreed or strongly agreed that the Business Correspondence class would be easier for them overall received that score. In the Business Correspondence class, 91,67% of students responded positively about its applicability, with only 8,33% somewhat agreeing. In light of this, it can be said that Canva is a useful visual design tool that may be used in Business Correspondence classes. The study's findings ought to shed light on the pedagogical implications of utilizing Canva in language teaching as well as the possible advantages of doing so from the student's perception.

Keywords: Student's Perception, Canva, Business Correspondence

INTRODUCTION

The quick development of technology brings about alterations in nearly every area of our lives, such as the field of ELT. Integration of ICT into ELT is something inevitable in this information era. This had been started years ago with the emergence of Computer Assisted Language Learning (CALL). The development of Web 2.0 marked the age of internet/web-based/online learning when teaching and learning are facilitated with an internet connection. E-learning is defined as learning that is organized to utilize a computer or electronic technology to facilitate a learning process (Satrio, 2011). Now, with the ubiquity of mobile devices, mobile-assisted language learning (MALL) has started to emerge (Dudeney & Hockly, 2012).

In line with the ICT advancement, the nature of learning, which shows that teachers are no longer the only sources of information, is one indicator of the paradigm shift that has occurred in education. Students can easily access information thanks to the availability of technology. For this reason, to support and improve students' learning, educators should integrate ICT into their lessons.

ICT integration is a topic that is debated a lot these days. Concerns are raised about how ICT might improve student learning by being incorporated into the teaching and learning process. "A process of using any ICT (including information resources on the web, multimedia programs in CD-ROMs, learning objects, or other tools) to enhance student learning," according to Wang and Woo (2007), is one definition of it.

Thus, ICT incorporation occurs when the usage of ICT by instructors in the classroom is not merely substituting the old technology with the new one, but when it is conducted with a clear purpose in mind. The learning goal should be of priority, not the technology use. Teachers can select the appropriate ICT tools, either the hardware (laptop, LCD, tape recorder, etc.) or software (MS Word, PowerPoint, etc.) to improve education considering the nature of

learning, the characteristics of students, the availability of the tools, the skills of both teachers and students, and any other factors. Thus, this is today's teachers' challenge to comprehend how to help students in today's technologically advanced classrooms learn in meaningful ways (Kengwee et al., 2008).

The main purpose of ICT integration is to enhance the learning and teaching process. Thus, ICT-enhanced learning and teaching is something today's EFL teachers should try to accomplish. This requires teachers' knowledge of the material to be conveyed (content knowledge), knowledge of how to use technology (technological knowledge), knowledge of how to teach (pedagogical knowledge), and finally knowledge of how to use appropriate technology to teach the material effectively (technological and pedagogical content knowledge).

In this scenario, a teacher can construct web-based learning utilizing the Canva tool. It is anticipated that web-based learning will combine superior content with technology (O'Neil & Perez, 2006). As a result, Canva is an online platform for design and visual communication whose goal is to enable anyone to design anything and publish anywhere. Canva can also help students develop crucial skills, give them meaningful feedback all in one location, and boost their engagement with original content. Canva designs can be used to learn business letters, which are thought to be difficult to design. Finding out how to use Canva's web-based learning platform to motivate students to learn business communication is therefore crucial.

Yundayani (2019) looked at the impact of Canva on students' writing abilities in earlier research. The findings demonstrated that, in comparison to the control group, students in the experimental group made a considerably smaller amount of writing errors, supporting Canva's beneficial impact on students' writing abilities. Secondly, Hadi (2021) conducted a study about how using the Canva software to teach writing can improve students' writing abilities. This current study concludes that the Canva application is an excellent medium to help students enhance their writing performance based on the *t-test* calculation results. Then, Fitria (2022) conducted research that demonstrates how Canva is used as a medium for teaching English and fostering students' creativity in informatics. According to this study, instructors (teachers or lecturers) can utilize the Canva software to teach English by using it to create materials for job openings, cover letters, resumes, and curriculum vitae (CV) in the language of working subjects. For informatics students who wish to acquire basic, imaginative, and creative graphic design, the Canva program is a useful practice option.

Furthermore, Kurniawati (2023) examines how Canva may be used to help students develop their 4C abilities and hear what the students have to say about utilizing Canva in the teaching-learning process. The study's findings demonstrated how using Canva in educational activities might help students develop their 4C skills. Furthermore, discussing the opinions of students on Canva use, this survey discovered several benefits and drawbacks. Canva's benefits included making learning more enjoyable and user-friendly, fostering creativity in students, enhancing writing abilities, streamlining the writing process, facilitating collaboration, helping students concentrate and focus, and applying to a variety of topic areas. However, Canva's drawbacks included the requirement for a data connection, frequent force closures, and limited internet access.

The last previous research came from Priyatna (2023), which investigated college students' perspectives on utilizing Canva in English writing classes. The purpose of the current study was to examine how college students felt about utilizing Canva, a graphic design program, to help with their English writing assignments. The study also showed that students had difficulties integrating Canva into their English writing classes, mostly because they were not prepared to use the platform's features to help them with their writing. These results suggest that to maximize the benefits of utilizing Canva to help students develop their writing skills, an understanding of the tool's functionalities is essential.

As also observed with students in an EFL College in Lamongan, the Business Correspondence class might be dull if it is not challenged by the students in the EFL environment. To solve the issue, the writer used Canva as a project-based exercise in the Business Correspondence class. Based on Canva's beneficial effects on students in earlier studies, this decision was made. This study investigated how the Business Correspondence class used Canva and how the students felt about it. Based on the background of the study above, the researcher formulated the research problem as: How is the student's perception toward using Canva in EFL Business Correspondence class? Furthermore, based on the background of the study previously discussed, this study has an objective to investigate the students' perception toward using Canva in the EFL Business Correspondence class of English Language Education Department students of UNISDA Lamongan in the 2022-2023 academic year. This could lead to other English lecturers realizing how useful Canva is for Business Correspondence classes. Moreover, assessing the viewpoints of the students helps to improve the teaching and learning process going forward.

LITERATURE REVIEW

Business Correspondence

According to Loughheed (2003), Business Correspondence is the written exchange of information throughout business operations. It can happen within an organization, between organizations, or between an organization and its clients. Generally speaking, the correspondence follows broadly recognized formats.

The purpose of the Business Correspondence course is to help students acquire the communication and English language skills necessary to land the job they want. Especially created for people who are fresh to the workforce as well as working professionals. Additionally, anyone studying or employed in business, commerce, or administration who must correspond in English is the target audience for Business Correspondence. Lower-intermediate and intermediate learners will benefit most from it, but advanced students who are not accustomed to business letters will also find it to be quite helpful. The contents feature considerable work on email, fax, and paper correspondence with an interactive task and feedback approach, along with updated content.

Canva

Canva is an online design and visual communication platform that was founded in 2013 to enable anybody to design anything and publish anywhere (Haake, 2021). Some designs that can be made by using Canva are visual documents, photos and videos, business cards, cards, invitations, mugs, T-shirts, calendars, logos, posters, flyers, brochures, social media, websites, stickers, and many others (Navarre, 2018). In terms of education, Canva can be useful for many components. Within the classroom, educators and educational institutions can work together graphically. For students, they can design documents to boost their learning. Canva also provides free teacher resources such as tutorials, courses, webinars, and more, just for educators. Furthermore, schools can integrate Canva with their Learning Management System (LMS). The last for higher education, Canva's ability to inspire through design can benefit future generations. Some benefits that can be obtained from using Canva are:

1. Boost interaction with unique material by selecting from a variety of resources, such as lesson plans, reports, and posters. Use music, films, gifs, and animations to increase interaction.
2. Provide insightful criticism in one location: Give students immediate feedback to inspire them wherever they are. Work can be shared immediately through Canva as assignments or through your LMS.

3. Assist students in developing essential skills: Students can use Canva to showcase their learning in a variety of ways, including posters, videos, group projects, and more (<https://www.canva.com/about/>).

Previous Study

Some previous studies have been manifested to attest to the usefulness of Canva for teaching and learning (Yundayani, 2019; Hadi, 2021; Fitria, 2022, Kurniawati, 2023; Priyatna, 2023. Related to students’ perception toward using Canva, Priyatna (2023) conducted a study about college students’ perception of using Canva in English writing class. The purpose of the current study was to examine how college students felt about utilizing Canva, a graphic design program, to help with their English writing classes. The research design for the study was qualitative. This study’s focus was on sixteen students attending a private college. A questionnaire was used in the data collection process. Following data collection, a qualitative analysis was conducted. To help the researcher analyze the data collected for discussion, the outcomes were then contrasted with theoretical and empirical resources. According to the research, 86.4% of the students said Canva was helpful, accessible, and appropriate for assisting with English writing skills. Of them, 47.0% strongly agreed, 39.4% agreed, and only 13.5% slightly agreed. The study also showed that students had difficulties integrating Canva into their English writing classes, mostly because they were not prepared to use the platform’s features to help with their writing. These results suggested that to maximize the benefits of utilizing Canva to help students develop their writing skills, an understanding of the tool’s functionalities is essential.

RESERACH METHODS

Qualitative research was used in this study. The phrase qualitative research refers to a broad range of research methods that examine phenomena in their natural environments without the use of preconceived assumptions (Ary, 2010). To examine the qualities of written or visual materials, content analysis is a research approach that was used in this study (Ary, 2010). Questionnaires were distributed by the researcher via the Google Form link group. Thus, twenty students of the sixth semester of the English Language Education Department from UNISDA Lamongan in the academic year 2022-2003 participated. Ten statements that represented the students’ opinions about how Canva was used in the Business Correspondence class served as the study's instrument. To gather data on students’ opinions of the use of Canva, the researcher created closed-ended questionnaires using a five-point Likert scale (strongly agree, agree, neutral, disagree, and strongly dislike) (Roy, 2020). Table 1 displays the questionnaire’s blueprint. The source was Priyatna (2023), modified.

Table 1. *Questionnaire Related to Students' Perception toward using Canva in EFL Business Correspondence Class*

No.	Indicators	Number of Tests	Number of Items
1.	Usefulness	1. Canva facilitates students’ practice with Business Correspondence materials	4
		2. Canva facilitates students’ comprehension of difficult material	
		3. Canva helps students focus by grabbing their attention	
		4. Canva’s features are simple to use	
2.	Ease	5. You can download Canva’s writing result in a variety of formats	3
		6. Canva can be used with flexibility in Business Correspondence classes	

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| | 7. | Canva facilitates the creation of various Business Correspondence designs | |
| 3. | Suitability for Business Correspondence | 8. | Canva offers useful tools to support Business Correspondence |
| | | 9. | Canva provides adequate writing practice for Business Correspondence |
| | | 10. | Canva enhances writing ability in Business Correspondence |

FINDINGS AND DISCUSSION

How Canva can be relevant to be utilized in Business Correspondence class was the focus of the questionnaire results about students' perceptions of using Canva in EFL Business Correspondence classes. The total outcome is displayed in Figure 1.

Figure 1: The figure of Students' Perception toward using Canva in EFL Business Correspondence Class

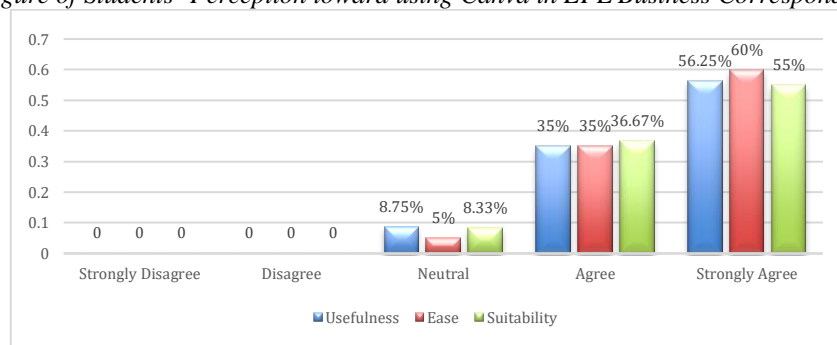


Figure 2: Examples of students' assignment in EFL Business Correspondence Class by using Canva



Students' Perception of the Usefulness of Canva in EFL Business Correspondence Class

In response, the students said that using Canva in Business Correspondence class is beneficial. The results indicate that Canva is a helpful tool in the Business Correspondence class, as highly agreed by 56,25% of the respondents. Additionally, 35% of respondents said that they find Canva helpful when taking the Business Correspondence course. Furthermore, just 8.75% of students selected to be neutral, suggesting that only a small percentage needed to be more certain. With 91.25% of the total students agreeing and strongly agreeing that Canva is useful in Business Correspondence lessons, it can be concluded that the majority of students had a positive perception of utilizing Canva as a valuable tool. Merely 8.75% of the pupils expressed no opinion.

Students' Perception of the Ease of Canva in Business Correspondence Class

The second study relates to the perceptions of students regarding Canva's usability in a business correspondence course. 60% of students strongly agreed, according to the research, that Canva makes their business correspondence lessons easier. Furthermore, as far as Canva's capacity to make business correspondence lessons more convenient for students goes, 35% of students agreed. 5% of students agreed to select neutral, suggesting that they still decide

whether or not Canva is user-friendly. A respectable portion of the entire student body is represented by the 95% overall score of those who agreed and strongly agreed. Based on these results, we can say that most students react favorably to Canva when it comes to making their Business Correspondence class easier.

Students' Perception of the Suitability of Canva in Business Correspondence Class

Examining how students view Canva about its applicability in Business Correspondence classes makes up the third component of this research. According to the findings, 55% of students strongly agreed that using Canva in the Business Correspondence lesson is appropriate. Further research reveals that 36,67% of students concur that Canva is appropriate for business correspondence lessons, which further validates this figure. Just 8,33% of pupils partially agreed, out of the 91,67% who gave a positive response. This leads one to the conclusion that Canva is a useful visual design tool that may be used in business correspondence courses.

As many as 92,5% of the students overall, across all categories, expressed satisfaction with Canva's applicability, usability, and accessibility in assisting with English writing skills. According to a thorough explanation of the results, 35,5% of the students agreed, 7,5% slightly agreed, and 57% strongly agreed.

According to the study's findings, students thought Canva was a great tool that was suitable for a business correspondence class and also easy to use. Canva is thought to be a helpful resource for business correspondence students. To encourage students to practice their writing skills, Canva can be utilized (Diamandis & Kotler, 2012; Salam & Mudinillah, 2021). Students can utilize a variety of user-friendly features while using Canva as a learning tool (Churiyah et al., 2022; Fitria, 2022). Pupils will have little trouble using Canva for their writing assignments. Since it also enables students to utilize several templates to construct their writing, it makes the Business Correspondence course more appealing (Ersani et al., 2021; N. K. A. Suwastini, Puspawati, et al., 2021). The ability to use color, graphics, and design influences pupils' desire to write. Furthermore, Canvas features facilitate writing tasks by offering a variety of writing templates, such as PowerPoint presentations, mind maps, brochures, flyers, posters, and more (Citrawati et al., 2021; Dantes et al., 2022). This feature facilitates a range of writing tasks. As a result, students will not find the Business Correspondence class dull because they will be given different writing assignments every week (Larasati & Rustandi, 2022; Wijayanti, 2022). It affects students' positive motivation and involvement in the business correspondence course, which might have a good impact on their writing abilities. Because Canva requires students to think about both the design and their writing, they can focus more intently on their writing. Students will devote more time to completing the writing assignment and write with greater care (Ariantini et al., 2021; Utami & Djamdjuri, 2021).

Furthermore, because it's simple to use on a computer or mobile device, Canva is regarded as an easy tool to use in Business Correspondence classes. Users can download and install Canva for free on their mobile devices. It is also accessible via a browser via the Canva website. Students can engage in interactive learning activities with Canva, which is user-friendly (Puspitasari et al., 2021; Santiana et al., 2021). Users can access Canva for free by logging up using a Google account. In addition, users can subscribe to receive new and exclusive templates by using the premium access feature. Users are granted the liberty to select the version of their choice (Lailiyah & Cahyono, 2017; Melinia & Nugroho, 2022). Canva offers both free and paid accounts, however, the free account also offers a large number of templates for users to utilize. Users don't have to be concerned about having restricted access to templates and designs. Users with free accounts can access both exclusive and free templates and designs; however, free account holders will see a watermark on the exclusive templates (Christiana & Anwar, 2021; N. K. A. Suwastini, Puspawati, et al., 2021). Canva is frequently

used because of its convenience, particularly to enhance educational activities. Canva is a feature-rich platform with an intuitive user interface that is easy for beginners to use. Additionally, Canvas output is available for download in a variety of formats. Students can use Canva to write and design, then download the content in the format of their choice. Users can download a variety of document formats from Canva (Fitria, 2022; Utami & Djamdjuri, 2021). The format is based on several others, including PDF, JPG, and PNG.

Canva is a website for graphic design, but it can also be used to support business correspondence classes, which makes it appropriate for usage in business correspondence classes. With Canvas tools, students can use a variety of template styles to write more creatively. Compared to other graphic design programs, Canvas features are simpler to use (Larasati & Rustandi, 2022; Setyawan et al., 2020). Students may become more motivated to write about Business Correspondence subjects as a result. Additionally, engaging in interactive activities like Canva can help students' grammar (Nurhidayat, 2021; Saraswati & Agustika, 2020). Through active exposure to the tools and instructions on Canva, students can improve their vocabulary and grammar.

Although this study's findings of Canvas usability in Business Correspondence classes are similar to those of other empirical studies, it also found several difficulties in using the platform. The kids were overwhelmed by the interactive design and found themselves concentrating more on it than on their work. The students found it difficult to manage their time and use the Canva tools as a result (Fauziyah et al., 2016; Ni Komang Arie Suwastini & Yukti, 2017). Students who were unfamiliar with Canva exhibited reluctance when using the tool. Thus, it took longer for them to complete their writing assignment for the Business Correspondence class. This could be the result of pupils experiencing a "digital gap," in which those with less access to digital devices and resources may find it difficult to use digital tools (Artini et al., 2020; Wang et al., 2018).

CONCLUSION

According to the study's findings, students find using Canva in business correspondence classes to be satisfactory. Their satisfaction with Canva's usefulness, accessibility, and appropriateness for bolstering English writing abilities in Business Correspondence classes is high. Considering the enthusiastic feedback from Canva's pupils, the researcher suggests recognizing the platform's widespread potential. Canva can be used to design the activities in the Business Correspondence class or on a broader scale. This study broadens the range of media that can be used in English composition classes, particularly given that incorporating technology is a necessity in the twenty-first century. Since this study is confined to students' perceptions of its usefulness, the convenience of use, and applicability in writing classes, more research on the same topic is required. It is advised to carry out more research on the difficulties and solutions. For upcoming research, additional language proficiency utilizing Canva in the educational process might be required.

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