

The Effectiveness Of Canva Application In Fun English Learning To Improve The Students' English Vocabulary (An Experimental Study For Grade XI Of SMK Balekambang Jepara)

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Abstract

Canva application functions to revive students' enthusiasm for learning English, especially in mastering vocabulary, an application medium that is attractive, flexible, and easy to operate is also needed. This study aims to describe the effectiveness of Canva application in Fun English Learning to improve the student's English vocabulary. The participants were eleventh graders of SMK Roudhotul Muhtadi'in Balekambang Jepara from two different study groups. Each study group consists of 22 female students. Researchers then divided them into two groups, namely experimental and control. The experimental group received an English vocabulary-assisted by Canva, while the control group used PowerPoint slides as learning media. This experimental research uses a pretest-posttest test for each group. Data analysis techniques include descriptive analysis techniques and ANCOVA. The table also shows that the effect of pretest $F(1,43)$ is 15.69, less than 0.05. The posttest effect $F(1,43)$ was 1.422, less than 0.05, with an ETA squared of 0.03. The Fcount calculation result is 15.69 with $df = (1, 41)$, $p\text{-value} = 0.000 < 0.05$. These results show differences in the average vocabulary of students who received media learning English using Canva compared to the control group.

Keywords: Canva, Boutique Fashion, English Vocabulary

Abstrak

Aplikasi Canva berfungsi untuk membangkitkan semangat siswa dalam belajar bahasa Inggris khususnya dalam penguasaan kosakata, diperlukan juga media aplikasi yang menarik, fleksibel dan mudah dioperasikan. Penelitian ini bertujuan untuk mendeskripsikan efektivitas penerapan Canva dalam Fun English Learning untuk meningkatkan Kosakata Bahasa Inggris siswa. Pesertanya adalah siswa kelas XI SMK Roudhotul Muhtadi'in Balekambang Jepara dari dua kelompok belajar berbeda. Setiap kelompok belajar terdiri dari 22 siswi. Peneliti kemudian membaginya menjadi dua kelompok yaitu eksperimen dan kontrol. Kelompok eksperimen mendapatkan kosakata bahasa Inggris berbantuan Canva, sedangkan kelompok kontrol menggunakan slide PowerPoint sebagai media pembelajaran. Penelitian eksperimen ini menggunakan tes pretest-posttest untuk setiap kelompok. Teknik analisis data meliputi teknik analisis deskriptif dan ANCOVA. Tabel tersebut juga menunjukkan bahwa pengaruh pretest $F(1,43)$ adalah 15,69, kurang dari 0,05. Efek posttest $F(1,43)$ adalah 1,422, kurang dari 0,05, dengan ETA kuadrat 0,03. Hasil perhitungan Fhitung sebesar 15,69 dengan $df = (1, 41)$, $p\text{-value} = 0,000 < 0,05$. Hasil tersebut menunjukkan perbedaan rata-rata kosakata siswa yang memperoleh media pembelajaran bahasa Inggris menggunakan canva dibandingkan dengan kelompok kontrol.

Kata Kunci: Canva, Boutique Fashion, Kosakata Bahasa Inggris

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INTRODUCTION

Currently, the application of technology cannot be separated from the needs of people from all walks of life and ages. The application of this technology has simplified and changed various aspects of human life. The increasingly rapid development of technology has also changed people's lifestyles, especially their efforts to obtain, understand, process, and make decisions based on the information they receive. This phenomenon is also visible in the world of education. The challenges and needs that exist in the world of education in this global era require technological facilitation to improve

education.

In this global era, teachers must also have digital literacy skills as a solution to the challenges of technological development. The competency framework presented by UNESCO explains that teachers must also have good technological literacy, skills in using technology-based media, and mastery of technology. This is important because the application of this technology affects the learning process and output. In many cases, one form of technology used is an online application.

The application of information technology, including online applications, can be a solution for learning English so that students are proficient in listening, speaking, reading, and writing. English language educators must be able to utilize the application of this technology to increase students' proficiency, quality of learning, and interest in learning (Lusiana et al., 2021; Haryanto & Melinda, 2022). So, the application of this technology has a positive influence on English language learning.

Previous research has been conducted on the use of technological media to improve English language skills. Research conducted by Novaria et al., (2024) states that the use of Duolingo technology media enriches students' learning experiences through interactive exercises and quizzes, which can improve their mastery of English vocabulary. Apart from that, the use of technological media also has a positive impact on enthusiasm and motivation for learning English (Husen et al., 2023; Haryanto, 2023). This is different from the results of research conducted by Jie & Sunze (2023) which states that the use of technology cannot improve students' English language skills and can even cause psychological anxiety.

This research focuses on using the Canva application to improve the vocabulary mastery of vocational high school students at SMK Roudlotul Muftadiin Jepara Islamic Boarding School. The researchers' initial findings were that English language learning at Balekambang Vocational School had utilized technological media, namely Microsoft PowerPoint (PPT) media. However, currently, PPT is an outdated learning support media and is considered less interesting by students. As a result, students are less enthusiastic about participating in English language learning in class, and the vocabulary mastery targets that have been set each semester are often not achieved. Therefore, to revive students' enthusiasm for learning English, especially in mastering vocabulary, an application media that is attractive, flexible, and easy to operate is also needed. One of them is the Canva application.

Based on the background of the problem above, there are inconsistent research results regarding the use of technological media to improve students' English language skills. Apart from that, there is no technological media used in the research results above that specifically uses the Canva application to improve students' mastery of English vocabulary. Therefore, it is necessary to carry out further research on The Effectiveness of Canva Application in Fun English Learning to Improve the Students' English Vocabulary (An Experimental Study for Grade XI of SMK Balekambang Jepara). This study aims to describe the effectiveness of Canva application in Fun English Learning to improve the students' English Vocabulary.

English vocabulary is words, phrases, clauses, or sentences acquired by native speakers of a language or students of a language. The vocabulary of each language has its uniqueness. For example, Indonesian has the vocabulary to refer to oneself in the form of a servant, 'I,' 'me,' 'myself,' and 'gue.' Meanwhile, in foreign language vocabulary, for example, English, the word to refer to you is 'I.' From these examples, it can be seen that there is uniqueness that appears in each language's vocabulary.

The vocabulary between Indonesian and English will also become more unique if it touches on the vocational field. In this research, the vocational field that researchers use is boutique fashion. In Indonesian, examples of vocabulary that represent this field can come from technical terms such as *nyanting* or *batik*. It turns out that this vocabulary cannot immediately be translated into English. However, other terms such as *cloth* can be translated into English because this language has a similar object but with different morphemes, namely *garment* or *fabric*.

The terms that appear in the world of boutique clothing or fashion do seem elegant, unique, and luxurious to those who enjoy them. Toruan (2018) explains many English terms, which are words originating from French. For fashion lovers, they must be aware of the variety of elegant fashion in this country. One of the examples is the term 'Chic'. If the word is immediately translated into English without paying attention to the boutique fashion sector that accompanies it, then the translation results will show equivalent words such as 'beautiful,' 'elegant,' 'high quality,' 'beautiful,' 'elegance,' 'quality tall,' and 'beauty.' The term *Chic* (English) has French roots. This term refers to a style of dress that is simple, fashionable, and different from most people. Figure 1 shows the correspondence between *chic* and the context of boutique fashion in England, Indonesia, and France.

In some terms, terms about fashion or boutique clothing in English are also often taken from other languages (Picken, 2013). Seeing the reality of the variety of unique fashion or boutique clothing terms, students in the boutique fashion vocational field must have a competent vocabulary about fashion. Therefore, learning English in this department needs to train students to acquire, remember, and use this vocabulary. Learning about vocabulary must use appropriate learning media and learning strategies. In this study, according to the research topic, researchers used interactive quiz learning assisted by Canva.

The application of digital media also has various advantages. Content, including learning content, that has been digitized can be watched, distributed, modified, listened to, and stored using various electronic devices or digital storage media (Adam, 2018). In addition, digital content presented using digital media can be broadcast so that users do not need to store it. Another advantage of implementing digital media is – students can use it to access a variety of learning content.

The application of learning media using digital media also received support from many previous experts. One of them is Daryanto (2010). The expert explained that the application of learning media is not only done in one place (Daryanto, 2010) explains that techniques for using learning media can be classified based on where they are used. For EUsing media in class, this media is presented in the classroom with the teacher and students attending directly at the same time. Use of

media outside the classroom, this media can be used by students outside the classroom situation without direct control by the teacher.

In English language learning, the application of digital media is useful for providing exposure and input for English language students. The exposure or input is linguistic with the aim that students can recognize the sounds of words, phrases, and sentences; recognize the writing of words, phrases, and sentences; understand the meaning contained; and respond to the language heard. By using appropriate digital media, students can acquire a new language and communicate it in a natural atmosphere or environment. Apart from that, the application is also very flexible, for example by playing or giving quizzes (Warner, 2014).

In the scope of English language education in schools, learning using digital media in the form of PowerPoint has been considered irrelevant to the needs of students. Currently, many teachers use PowerPoint solely to present material to their students. After that, the teaching and learning methods and strategies used by the teacher will return to using lectures. This causes communication that should be two-way to become one-way between teachers and students. In fact, in learning English, interaction between teachers and students is very important, especially when introducing vocabulary in English. Therefore, based on a study conducted by researchers regarding digital English learning media, researchers tried using Canva.

The Canva application has specifications for creating various kinds of graphics. These graphics can be used for social media content needs, presentations, or other visual documents, one of which is for learning (Deer, 2021). Using the Canva application as a learning medium has several advantages, such as accessibility using a smartphone or laptop, friendly for all ages, and a variety of easy features. Syarifuddin & Utari (2022) also explained that this application can be used for office, entrepreneurial, or learning needs. So, the use of this application is very broad, starting from writing resumes; preparing presentations; designing brochures, banners, invitations, cards, logos, and banners; and making videos. Implementing this application is also very easy because it has a wide choice of templates, animations, and graphic designs for its users (Umam, 2023). With this convenience, Canva users, for example, teachers, will have good creative power. The design provided by Canva is also very attractive and answers the wishes of its users.

There is a reason for using the Canva application in learning because the Canva application is proven to be an application that makes a positive contribution to improving students' English knowledge and skills (Waloyo et al., 2022). According to Junaedi (2021), the Canva application can motivate and influence student learning outcomes in learning English. The same thing was also expressed by Sartika et al. (2022). The Canva application can improve students' writing skills. Apart from that, using the Canva application can encourage students to be more active, enthusiastic, interested, and enthusiastic about mastering vocabulary in English (Dani et al., 2023).

The application of the Canva application to learn English vocabulary about boutique fashion starting from the process of acquiring, remembering, and using the vocabulary can be varied.

METHOD

This study aimed to determine the differences in students' vocabulary between those who received an interactive English vocabulary assisted by Canva and those who used the PowerPoint slides learning method. The participants in this research were class XI students at SMK Roudhotul Muhtadi'in Balekambang Jepara. They come from two different study groups. Each study group consists of 22 female students. Researchers then divided them into two groups, namely experimental and control. The experimental group received an interactive English vocabulary assisted by Canva while the control group used PowerPoint slides learning media.

This research is a quantitative type of experimental research. Data collection in experimental research obtained pretest-posttest tests for each group. Both tests have a grid that has been determined by researchers by the basic vocational competency of boutique fashion, namely understanding fashion. Table 1 shows the question grid and question items for the pretest-posttest questions.

Table 1 Grid and Pretest-Posttest Question Items

Grille	Pretest	Posttest
Defining a style in the realm of boutique fashion.	A fashion that appeared a long time ago. a. <i>Classic</i> b. <i>Chic</i> c. <i>Retro</i> d. <i>Modest</i>	A simple, classic, elegant, and modest fashion style. a. <i>Chic</i> b. <i>Classic</i> c. <i>Retro</i> d. <i>Modest</i>
Fashion parts.	A part of a suit. a. <i>Waistcoat</i> b. <i>Skirts</i> c. <i>Dresses</i> d. <i>Belts</i>	Something worn on the head. a. <i>Hat</i> b. <i>Scarf</i> c. <i>Waistcoat</i> d. <i>Leggings</i>
Explain the functions of boutique fashion.	Today is freezing. We need to wear . . . a. <i>Jackets</i> b. <i>Swimsuits</i> c. <i>Suits</i> d. <i>Sleeveless shirts</i>	Today is hot. I need to wear . . . a. <i>Sleeveless shirts</i> b. <i>Jackets</i> c. <i>Suits</i> d. <i>Swimsuits</i>
Using boutique fashion vocabulary in compound form.	I need a pair of to go jogging. a. <i>Sneakers</i> b. <i>Sandals</i> c. <i>Leggings</i> d. <i>Shocks</i>	I need a pair of to go hang out. a. <i>Sandals.</i> b. <i>Sneakers</i> c. <i>Leggings</i> d. <i>Shocks</i>
Materials for boutique fashion.	A half-raw material to be spun and made into a fabric. a. <i>Threads</i> b. <i>Fabric</i> c. <i>Garments</i> d. <i>Pin</i>	A half-raw material to cut and sew into clothes. a. <i>Fabric</i> b. <i>Threads</i> c. <i>Pin</i> d. <i>Shocks</i>

The test instruments used by researchers were designed similarly for both groups. Then the researchers analyzed the results of the pretest and posttest. Data analysis techniques include

descriptive analysis and ANCOVA using the SPSS version 25 application.

The ANCOVA analysis technique is a general linear model that combines ANOVA and regression tests. (Elliot & Woodward, 2007) explains that ANCOVA can analyze more than one average of a dependent variable to have the same results across one or more categories of the dependent variable. The ANCOVA analysis technique has the advantage of ensuring statistical data and significant differences between two groups by minimizing group error variance (Bonate, 2000). This analysis technique uses the F test which is calculated by dividing the explained variance between two groups (Hedeker & Gibbons, 2006).

RESULT AND DISCUSSION

This research involved two groups: experimental and control. Each group gets a pretest and posttest. The experimental group received learning using interactive English vocabulary quizzes assisted by Canva, while the control group used commonly used learning media, namely PowerPoint slides. Researchers used the Canva application as a tool to provide English vocabulary learning experiences for class XI students at SMK Balekambang Jepara. The Canva application is an online graphic design application that is known for its user-friendliness and multi-purpose features, allowing users to create something more visually attractive. In this research, the Canva application was used to develop an English vocabulary. Canva made to be more interesting and interactive, by combining various features in it such as images, videos and animations to help students more easily understand and remember new vocabulary. The experimental group received Canva-based in their English lessons. Researchers use multiple choices questions. The aim of using multiple choice is to make vocabulary learning more fun and make students more enthusiastic about learning new words, compared to using traditional memorization methods Meanwhile, the control group received learning using PowerPoint slides, which contained text to present vocabulary words and their meanings. The learning method for the control group was more traditional, centered on lecture activities and passive learning activities. Researchers use the ANCOVA test as a statistical test because this test can calculate the pretest scores for each group. Table 1 shows data recap results of the pre- and post-test.

Table 1. Data recap results of the pre-and post-test

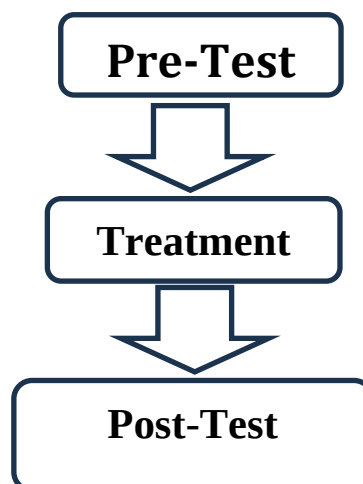
Label	Control		Experiment		Label
	Pretest	Posttest	Pretest	Posttest	
K1	4	4	4	4	E1
K2	3	3	3	3	E2
K3	1	3	1	3	E3
K4	1	3	1	2	E4
K5	1	1	1	1	E5
K6	1	1	1	2	E6
K7	1	1	3	2	E7
K8	1	1	3	2	E8
K9	1	1	3	1	E9
K10	1	1	3	1	E10

K11	1	1	3	1	E11
K12	1	1	3	1	E12
K13	1	1	1	1	E13
K14	1	1	1	2	E14
K15	1	1	1	2	E15
K16	1	1	1	4	E16
K17	1	1	1	4	E17
K18	1	1	1	3	E18
K19	1	1	1	2	E19
K20	1	1	1	3	E20
K21	1	1	1	4	E21
K22	1	1	1	4	E22
Total	27	31	39	52	Total
Mean	1.21	1.4	1.78	2.35	Mean

The table above shows the pretest-posttest results of each learner from each group. Based on the number of correct answers, each group has increased. The control group experienced an increase from 27 total correct answers to 31 correct answers. On the other hand, the experimental group experienced a fairly high increase from 39 to 52 total correct answers. The mean correct answers of each group also increased. The control group experienced an increase of 0.19 from the pretest result to 1.4. The experimental group experienced a considerable increase in mean, from 1.78 to 2.35.

These results indicate an improvement in learning outcomes. However, researchers need to confirm it using a more accurate test. Therefore, the researcher used the ANCOVA test as the statistical test because this test is able to calculate the pretest value of each group.

Table 2. The procedure of experimental research



Procedure Pre-Test Conducted before treatment to determine the initial level of knowledge or vocabulary ability of students. conducted by all students in both experimental and control groups, and took the same test. Treatment Experimental Group Using Canva Learning Media for Vocabulary

Learning Activities. Control Group Using the traditional method to learn vocabulary using PPT. Post-Test Conducted after the treatment to determine the improvement of students' vocabulary knowledge and ability after the treatment. All participants took the same test.

Description of Participants: The researcher involved 2 groups consisting of 22 students each, with a total of 44 students from one of the vocational high school, SMK Rodlatul Muhtadi'in Balekambang Jepara class XI, whose average age is 16–17 years old, all of whom are female.

Table 3 Descriptive Statistics for each Group

			Controls			Experimental		
			N	Mean	Std	N	Mean	Std
Pretest	22	1.21	0.138			22	1.78	0.335
Posttest	22	1.40	0.146			22	2.35	0.402
Valid N (listwise)	22					22		

Table 3 shows the post-test average increase for both the control group and the experimental group. The next step is to test the homogeneity of variance using Levene's test. Table 2 shows the test results.

Table 4 Levene Test Results

F	df1	df2	Sig
3,968	1	42	0.053

Table 4 shows $F = 3.96$ with $df = 1, 42$. The p-value received is 0.053 which is greater than 0.05. So, the data received from each group has the same variance. The next test is the assumption of homogeneity of regression slopes and ANCOVA. Table 3 shows the test results.

Table 5 ANCOVA Test Results

Source	Type III Sum of squares	df	Mean square	F	Sig	Partial Eta squared
Corrected model	4.370a	2	2,185	45,027	0,000	0.687
Intercept	0.461	1	0.461	9,502	0.004	0.188
Pretest	0.761	1	0.761	15,693	0,000	0.277
Posttest	0.069	1	0.069	1,422	0.240	0.034
Error	1,989	41	0.049			
Total	104,760	44				
Corrected Total	6,359	43				

R-squared = 0.687

Adjusted R-squared = 0.672

The test results show that the homogeneity of the regression slopes meets the requirements because $F(1,43)$ has a value of 9.5 which is greater than 0.05. The table also shows that the effect of pretest $F(1,43)$ is 15.69, less than 0.05. The posttest effect $F(1,43)$ was 1.422, less than 0.05 with ETA squared 0.03. The Fcount calculation result is 15.69 with $df = (1, 41)$, $p\text{-value} = 0.000 < 0.05$. These results show differences in the average vocabulary of students who received Media learning English

using Canva's to the control group.

Discussion

Based on the results data above it shows significant differences in vocabulary acquisition between the experimental group and the control group. The pre-test and post-test average increase for both the control group and the experimental group. Researchers collected data through pretest and posttest given to both groups. The pretest is given to ensure each student's basic knowledge of vocabulary before the main test is carried out. After learning using each (Canva was used by the experimental group and PowerPoint was used by the control group), and a posttest was given to test changes in vocabulary knowledge.

The pre-test mean test results in the control group showed a score of 1.21, while in the post-test it increased to 1.78. This indicates a positive change in the average score after the intervention or treatment. On the other hand, the average pre-test result in the experimental group is 1.40 and in the post-test there was a more significant increase, reaching 2.35. This large increase indicates that the intervention or treatment, in this case the application of English learning media by Canva, has a greater positive impact on students' vocabulary mastery skill in a particular context, compared to the control group.

In analyzing the data, researchers used descriptive statistics and ANCOVA to accommodate initial differences in pretest scores between the two groups. The ANCOVA results stated that the pretest score had a large influence on the posttest score, with $F(1, 43) = 15.69$, $p < 0.05$. This shows that initial vocabulary knowledge is an important factor in ensuring posttest results. The posttest effect was $F(1, 43) = 1.422$, $p < 0.05$, with an ETA squared of 0.03, indicating a fairly small but relevant effect size. The Fcount calculation result of 15.69 with $df = (1, 41)$, $p\text{-value} = 0.000 < 0.05$, further supports the conclusion that the Canva application is more effective in increasing students' vocabulary knowledge.

Alqahtani (2015:25) said that vocabulary is the total number of words needed to communicate ideas and express the meaning of the speaker. Vocabulary is also the first step for students if they want to achieve their goal of learning English skills. Then, vocabulary mastery is the ability that exists within a person to be able to explore and understand a word in English and the basis for communication that is known to everyone both orally and in writing so it can have the right meaning. Vocabulary mastery is very important at this time to more easily master English, especially in terms of fashion or boutique clothing.

The vocabulary between Indonesian and English will also become more unique if it touches on the vocational field. In this research, the vocational field that researchers use is boutique fashion. In Indonesian, examples of vocabulary that represent this field can come from technical terms such as *nyanting* or *batik*. It turns out that this vocabulary cannot immediately be translated into English. However, other terms such as *cloth* can be translated into English because this language has a similar object but with different morphemes, namely *garment* or *fabric*.

The terms that appear in the world of boutique clothing or fashion do seem elegant, unique, and luxurious to those who enjoy them. Toruan (2018) explains many English terms, which are words originating from French. For fashion lovers, they must be aware of the variety of elegant fashion in this country. One of the examples is the term 'Chic'. If the word is immediately translated into English without paying attention to the boutique fashion sector that accompanies it, then the translation results will show equivalent words such as 'beautiful,' 'elegant,' 'high quality,' 'beautiful,' 'elegance,' 'quality tall,' and 'beauty.' The term Chic (English) has French roots. This term refers to a style of dress that is simple, fashionable, and different from most people. In some terms, terms about fashion or boutique clothing in English are also often taken from other languages (Picken, 2013).

Seeing the reality of the variety of unique fashion or boutique clothing terms, students in the boutique fashion vocational field must have a competent vocabulary about fashion. Therefore, learning English in this department needs to train students to acquire, remember, and use this vocabulary. Learning about vocabulary must use appropriate learning media and learning strategies. In this study, according to the research topic, researchers used media learning assisted by Canva.

English learning media using Canva makes things easier for both teachers as designers and class XI students majoring in Boutique Clothing at SMK Roudhotul Muhtadi'in Balekambang Jepara. From the teacher's perspective, the Canva application, as software, provides easy templates for designing or other interactive learning media. The templates provided also have many beautiful choices with formats and designs like those made by professional individuals (Adi, 2023). In addition, the design results can be downloaded and distributed easily. Findings regarding this convenience were also conveyed by (Ramadhan et al., 2023). The researchers found that the Canva application with these features can make it easier for designers to organize content or material professionally. So, educators or designers do not spend time designing the appearance so they can focus on the content and the flow of delivering the content or material.

These conveniences give students a happy feeling when accessing them. This learning media does not require paper, pen, or even a projector to display. Students can also access it via their smartphone. At SMK Roudhotul Muhtadi'in Balekambang Jepara, it is easier for students because they can freely use the computer laboratory and laptops provided by the school. They don't need to bring their smartphones to class because in each class there are laptops available that can be used to access learning media Canva.

CONCLUSION

Based on the recap data in Table 1. it shows that the results after treatment in the experiment group are higher, namely the total correct average of 2.35 compared to the control group, which is only 1.4. Based on the results of ANCOVA analysis using the F-test formula, The Fcount calculation result is 15.69 with $df = (1, 41)$, $p\text{-value} = 0.000 < 0.05$. the application of English learning media by Canva can increase students' English vocabulary in the boutique fashion sector. The results of this

research add to the growing body of research in English vocabulary using Canva, which is currently still limited. Researchers also recommend the method, framework, and results of this research as reference material for future researchers. Researchers realize that even though this research is up to date, there are limitations to the research instrument. For example, researchers did not conduct interviews with teachers or students and only relied on pretest-posttest results. Implications of this research show that Canva improves students' understanding of learning materials compared to traditional methods. This shows that visualization and interactivity can help learning better. Educators are advised to use Canva to improve their students' learning outcomes. Since there is an increase in learning effectiveness, this is very important for further research. Apart from that, the researcher also focused the scope of the research on English vocabulary in the field of boutique fashion at SMK Roudhotul Muhtadi'in Balekambang Jepara. These limitations can be used as gaps for future research to fill these gaps.

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