

Challenges and Strategies of Teachers in Integrating Canva in English Classroom Teaching

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Abstract:

Information Communication Technology (ICT) has been applied and integrated into education that enhances teachers to explore various teaching and learning strategies, materials, and media. This study aims to discover the experiences of English teachers in the use of Canva, an ICT application, to create attractive presentation of teaching English. The researchers employed Generic Qualitative Research to investigate the challenges and strategies in the use of the application. The researchers interviewed two English teachers responsible for teaching English at the high school, junior high school, and elementary school levels at a private school in Pekanbaru. The instruments used in this research were interviews and documentation. To analyze the data, the researchers transcribed the interview and employed thematic analysis by identifying patterns or finding themes in the data of interview. In the research findings, the researchers found two challenges the teachers faced, low internet connectivity and limitation of templates availed in the free version Canva application. In the meantime, this study found two strategies that the teachers used to cope with the challenges, namely providing learning modules and adding pictures for an attractive appearance. In conclusion, though English teachers experience challenges in the Canva application, they can anticipate them and benefit from using the learning application for teaching English.

Keywords: *Canva Application, ICT-Education, Learning Media*

1. INTRODUCTION

The Information and communication technology (ICT) has been being a popular issue around the globe that is discussed for the last couple decades. It is due to its use and benefits in people's life, spanning all sorts of different genders and age levels. UNESCO Institute for Statistics (UIS) delineates ICT as a broad term related to all technical tools for processing and conveying information. The nomenclature is derived from two features, namely information technology and communication technology. The former comprises the whole thing related to the process, usage of a device, manipulation, and management of information. The latter refers to all things related to the use of tools to proceed and transmit data from one device to another (UNESCO, 2009). In today's digital context, the ICT concept broadens and encompasses some components, like hardware, software, cloud

computing, internet access, data, communications technology, and transaction (Fu, 2013; Pratt, 2019).

In educational sectors, ICT has been implemented and integrated into learning activities and process for the past few decades. In developed countries, like the United States of America, teachers have been introduced to the term of blended learning, an amalgamation of vis-à-vis classroom teaching with the use of online classroom, since 1999 (Friesen, 2012). Some universities in the United States of America have started the use of Massive Open Online Courses (MOOCs) in the period of 2000-2003 (Redmon, 2012). Güzer and Caner (2014) asserted that students have benefitted the use of ICT in facilitating the learning process effectively and enhancing their creativities.

With the inclusion of ICT in the classroom, teachers and students have different learning experiences. On account of this, teachers are required to use ICT to help the students engage in better learning activities through design and facilitation (Mirzajani, et al., 2016). By the same token, the inclusion is not only meant to make the process interesting, engaging, thought-provoking, but also fun and engaging (Raja & Nagasubramani, 2018). Under the umbrella of ICT, the applications for learning not only enhance educational equality for facilitating and providing broad access to education, but also enhance effectiveness and efficiency of management, supports administration of educational institutions, develops professionalism of teachers in the field of education, and improves quality of learning between teachers and students (UNESCO, 2013). Therefore, teachers should benefit from "Net Generation" with a characteristic of simplicity to access effective media (Susilawati, 2015).

Though the applications offer efficiency, teachers' readiness to facilitate ICT in the learning process is still demanding (Syahdan et al., 2022). Studies showed that some teachers face challenges in the use of ICT tools and applications. The challenges are due to lacks of network access, ICT devices, and teachers' competence in operating devices and applications (Adisel, A. & Pranosa, 2020; Lestari, 2015; Syahdan et al., 2021). Although lacks of network access and ICT devices are big issues to encounter with, lack of teachers' competence is still potential to cope with continual and massive promotion. In advance, promoting the use of stress-free applications should be a concern of stakeholders to support teachers in engaging with technologies.

With numerous learning media applications that are available online, the teachers are recommended to select appropriate media for a better quality of learning process (Nurdiansyah et al., 2018). Wardhana and Muhammad (2021) asserted that the teachers can use interactive media, such as audio and video, to motivate students in online learning. To specify, the teachers need to employ the current interactive learning media with features stimulating students' curiosity to explore with.

Canva, as an ICT application, is a relatively new interactive media that can be used for learning activities. This media provides a variety of fascinating features for presentations, resumes, posters, pamphlets, brochures, graphics, info graphics, banners, markers, newsletters, and many more. With Canva, teachers have access to a wide variety of presentation types, such as creative presentations, education, business presentations, advertisements, technology presentations, and more. In terms of education, it provides a wide range of features and uses, specifically as a platform for creative, innovative, interactive, and collaborative learning, which makes the process of learning fun and enjoyable. Supported by ample features and designs, the application is very interesting to be used for specific learning creation (Rahmasari & Yogananti, 2021). Hapsari and

Zulherman (2021) found this application is customized media as it can be developed for creating animated video. Likewise, teachers could employ this application to stimulate students' creativity for a better writing works by inserting backgrounds that they love (Wahyuni & Thohiriyah, 2018). Also, with its user-friendly technology, it can foster students' interest in digital techno-preneurship, as it has very interesting features for making designs (Rahayu et al., 2021).

Using Canva as a digital learning platform, every teacher will be provided with the ability to use technology to carry out learning, allowing them to perform learning through digital means. It offers more attractive templates to engage students in the learning process (Fitria, 2022). There can be many attractive templates developed for PowerPoint, giving colors, images, letters, and so on so that PowerPoint products can be used by teachers to communicate content in a more engaging way. In addition, students can also use this application for giving presentations on their assignments, posters, poems, advertisements, and so on.

Considering its benefits, teachers at a private school in Pekanbaru lately attended training on the use of the application. The school manager, managing school levels from elementary to senior high school, directed the teachers to apply the application as the medium of teaching English. As the training facilitator, the researchers have been guiding the English teachers to employ the application for classroom teaching setting and context. Series of activities have been being prepared to provide them with the skill. Therefore, this research intends to find out the teachers' experiences on implementing the Canva application during the online learning process.

The researchers conducted this study based on a gap found in current studies, like Hadi et al. (2021), Le et al. (2023), and Rahmatullah et al. (2020). Studies employed by Hadi et al. (2021) and Le et al. (2023) focused on the effectiveness of Canva in improving writing skills of students; while, Rahmatullah et al. (2020) covered aspect of developing audio visual learning with which they lacked aspect of users' experiences in using it. This study, therefore aimed to find out challenges and strategies experienced by English teachers in employing the Canva application. To meet the goals, the researchers formulated two research questions, to wit: 1) What are the challenges faced by teachers in teaching English using the Canva application? and, 2) What strategies do the teachers use to teach students by using the Canva application?

2. METHOD

This study employed a qualitative research design of thematic analysis Braun and Clarke (2006). The researchers employed semi-structured interview, as the main source of this study. The participants of this study were two English teachers at a private school in Pekanbaru, Indonesia. They taught English at the levels of Senior High School, Junior High School and Elementary School. They were selected to be participants in this study due to their involvement in using Canva in teaching English amid Covid-19 Pandemic.

In the data collection, the researchers used 21 questions, conducted by group interview, adopted and adapted from Hapsari and Zulherman (2021). The interview covered questions on Canva display and features, and challenges and strategies in implementing the platform for teaching English. It was conducted by using Bahasa

Indonesia aiming at avoiding misconception toward questions and responses given. To triangulate the data, the researchers used documentation of English teaching activities by using the platform.

To analyze the data, the researchers employed thematic analysis proposed by Braun and Clarke (2006) consisted of six phases; being familiar with data, generating initial codes, searching for themes, reviewing themes, defining themes, and presenting the results (themes). The researchers presented findings based on data obtained from the semi-structured interview and supported by documentation during the learning process. The researchers used alphabet Q (Q1, Q2,...) for number of questions in interview and used codes, with P1 and P2, for the participants involved in this study. In the data display, the researchers used excerpts of original responses using Bahasa Indonesia and translated them into English properly. In presenting the data, the researchers organized the findings in terms of the sequence of the research questions.

3. FINDINGS AND DISCUSSION

3.1. Findings

From the analysis, the researchers found that there were two challenges experienced by the English teachers in using the Canva application, namely low internet connectivity and limitation of templates in the trial version.

In presenting the data, the researchers organized the findings in terms of the sequence of the research questions:

1) What are the challenges faced by teachers in teaching students using the Canva application?

3.1.1 Low Internet Connectivity

In the interviews, researcher found that teachers experienced problems in terms of technical disturbances. In the condition of low network connectivity, teaching and learning activities by using Canva were less adequate. In creating learning module, teachers sometimes faced low network connectivity, as expressed in the interview excerpts.

Excerpt 1

Q1: Are there any problems in using the platform in the online English learning process?"

P1: "...jaringan yang sering bermasalah ee kalau untuk pembuatan modul sendiri menggunakan aplikasi Canva..." [... I often face problems of low internet connectivity when making my own modules by using the Canva application..."]

The excerpt 1 depicts that teacher 1 (P1) experienced an unstable internet connection in applying the Canva application. In using the application, i.e. making the module, internet access should be in term of good connection. The module would not be accomplished in a condition where the internet connectivity was poor.

Furthermore, the researchers found a similar idea on the application of Canva due to the internet connectivity experienced by the teacher. The further detail was showed in the following quote:

Excerpt 2

P2 : "*...kendalanya mungkin satu jaringan, kemudian eee yang jaringan kemudian tidak semua siswa kadang eee standby disaat yang waktu yang sama...*" ["... the problem is the network, and not all students are standby at the same time ..."]

Excerpt 2 shows that teacher 2 (P2) not only experienced network disturbances during online learning, but also he got trouble to employ the application when the students were not on time to join online classes This affected delay in explaining the material to their students.

3.1.2 Limitation of Templates in Trial Version

Derived from interviews, the researchers found that the teachers experienced problems in term of choosing the best the template provided in the trial version.

Excerpt 3

Q2: What level of difficulty did you experience in using the Canva application?

P1: "*...canva ini kadang kalau kita mau yang lebih bagus lagi, biasanya kan kita kan premium itu yang berbayar...*" ["...if you want something even better, there is a premium one and you have to pay for it..."]

Excerpt 3 shows that teacher 1 experienced difficulty in the editing process by using the trial version of Canva application. The teacher had to pay for varied templates avail in the premium version to result in more interesting learning video(s). Yet, they could not afford the price for the templates. Likewise, another teacher experienced same constraints:

Excerpt 4

P2 : "*...nah sayang nya disitu ketika kami mau membuat video yang lebih bagus nah ada upgrade yang premium gitu disitu aja sih...*" ["...this application, unfortunately, requires upgrade to premium mode, if you want to make better videos..."]

Excerpt 4 shows that teacher 2 (P2) expressed his difficulty in using the Canva application. The teacher was reluctant to upgrade the trial version to the premium features to edit and make videos more interesting.

Furthermore, the inhibition can also be found in the other interview results as shown in the excerpt 5:

Excerpt 5

P1: "*...ngga mungkin ya anak-anak berbayar,..*" ["... it is almost impossible to ask students to pay for the upgrade..."]

In the excerpt 5, the teacher 1 (P1) shared experience of the same challenge to result in more interesting videos.

2) What strategies do the teachers use to teach students by using the Canva application?

Based on the interview, the researchers found that there were two strategies used by the teachers to cope with challenges in using Canva application in the process of learning English, namely preparing learning modules and adding pictures for attractive appearance.

3.1.3 Preparing Learning Modules

The researcher found that the teacher gave the English module using the Canva application as a learning medium. Describing the condition, it is shown in the following statement:

Excerpt 7

Q7: How do you employ Canva in teaching in condition of low internet connectivity?

P1: *"...cocok menggunakan canva tetapi enak menggunakan canva ketika kita pembuatan modul atau ingin menjelaskan yang lebih ke siswa..."* ["...I made early preparation for modules of Canva..."]

In excerpt 7, teacher A made early preparation for teaching by using the Canva application. It is to anticipate obstacles in term of low internet connectivity. Also, based on data got in documentation, the teacher assigned the students to use the Canva application and submitted the assignments before the class begins.

Excerpt 8

P2: *"...kita bikin modul juga dan disupport dengan aplikasi canva ee video yang menggunakan aplikasi canva juga..."* ["...we made modules early by using the Canva app..."]

In excerpt 8, teacher D created learning modules with the support from the Canva application. To smooth the English learning process, the teacher prepared the modules long time before the schedule of English learning. Managing time preparation benefitted teachers in managing the English classroom teaching better.

3.1.4 Adding Pictures for Attractive Appearance

Derived from interviews, researchers found that teachers made attractive displays during the process of making learning modules or videos by using the Canva application. To illustrate with, the researchers provide quotes from the teachers' statements:

Excerpt 15

Q8: Is Canva application-based animated video media an interesting learning medium?

P1: *"...nah kalau kita pakai Canva itu, memang betul-betul bisa menyesuaikan itu, karena banyak pilihan disana kan desainnya pun kita terserah kita, dan buat tampilan itu yang menarik gitu..."* ["...when we use Canva, we can adjust the templates..."]

Excerpt 15 illustrates that teacher A can create attractive displays for creating modules or videos for students. The data that were collected from the documentation showed that the teacher added some pictures taken from the files he owns.

Excerpt 16

P2: “...yang menarik karena di Canva ini video ini bisa memiliki tampilan yang lebih modern gitu kan eee terlihat inovatif...” [“...the canva video has attractive templates and a more modern look...”]

Excerpt 16 shows that the teacher could make an attractive display for the students. Referring to further response, they claimed that attractive pictures were important to attract attention of elementary school students to learn English.

Excerpt 17

P1&P2: “...pembelajaran yang ada materi sekaligus gambar, dan sound kita tau penjelasan kita pasti lebih paham eee sangat menarik justru menggunakan Canva ini...” [“...the learning process using the Canva application is more interesting because the menu provides adding pictures ...”]

Excerpt 17, stated that teachers prefer to use the Canva application with an attractive appearance and several pictures that can make students interested in the results of the modules or videos they made.

3.2 Discussion

Conducting distant learning demands teachers to be creative in employing interesting application to engage students in the online learning. Some studies showed that technology-based learning media, equipped with interactive features, is significant to accentuate students' engagement in learning activities and process (Astuti et al., 2020; Kwok et al., 2016). Astuti et al. (2020) found that the use of website with interactive materials was significant for students' interest in learning science. The constraint of interactive media could not work properly, due to low internet connectivity, was relevant to the (Syahdan et al., 2021).

As the interactive materials, integration of Canva in learning process meets some constraints as well. Amrina, et al. (2022) found that this media could not work properly to a condition where internet is not sufficient and stable. Therefore, the limitation found in the school, in term of network issues, supported findings in Amrina et al. (2022). Further, in other study, the constraint is related to the target group of age. Christiana and Anwar (2021) found that this application was not fit to senior age group of teachers with low technical skill in using ICT. Though finding on low technical skill was not laid out in the present study, the similar limitation could possibly occur when the teacher-participants at the school has similar characteristics of senior age group and low technical skill in ICT.

In English learning, applying Canva has revealed more excellences with minor constraint. Hadi et al. (2021) found that the application can guide the students learning process with interesting and effective skills. Likewise, the use of this application was effective in promoting English for ICT purposes in higher education context (Junaedi, 2021). Further, Fitria (2022) found that teachers can facilitate students to create various templates for Curriculum Vitae (CV). It benefitted university students to prepare for more competitive job seeking. In advance, all findings showed the application was constructive to support students in accomplishing tasks given by their teachers. Therefore, the present findings are to support other findings, like Hadi et al. (2021) and Junaedi (2021), which experience benefits of the Canva application.

Yet, the effectiveness of interactive media would be more significant in a small group setting, especially on one-to-one instruction (Kwok et al., 2016). The findings tend to highlight that a small number of students is relatively easy to manage in using the interactive media. In the findings of this study, there are few students at the elementary school, with 10 students on average. With this circumstance, teachers could monitor students' limitations and provide feedbacks in the use of Canva application. In the meantime, though junior high school and senior high school levels are fairly big, with 20 students on average, teachers could manage the use of Canva by appointing some students-leaders who have technical skills in ICT. With this approach, teachers could, still, organize the learning activities using the application.

4. CONCLUSION

Based on the results of the research and discussion, the results of this study can be concluded that there are two challenges faced by teachers at a private school in Pekanbaru-Indonesia, namely Low Internet Connectivity and Limitation Templates Provided in Trial Version. In the meantime, the researchers found that there were two strategies used to cope with the challenges, preparing for learning modules and Adding Pictures for Attractive Appearance. In addition, teachers can employ the tool to manage the English classroom teaching activities.

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