AN ANALYSIS OF STUDENTS' PERCEPTION ON THE USE OF LEARNING VIDEO THROUGH CANVA IN LEARNING ENGLISH AT SMPN 4 PEKANBARU

A THESIS

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Learning English is one of the important subjects that must be mastered by students from an early age. Learning English can hone students thinking that they can learn many things. There are many reasons why learning English is very useful in student daily lives that being able to master more than one language, sharpening speaking skills well, exploring various places, and being able to communicate with foreigners. Then, it is also one of the important things because the era of globalization directs us to be able to communicate in foreign languages so as not to be left behind. Those are statements from various experts, one of them is from Council (2013).

Council (2013), said that English language it is really important to spread to the modern world for communication and technology, science, the fact that English is the language of international communication, business and trade, intercultural understanding along with entertainment and use in almost all fields, Therefore, English must be the first priority to be learned among other foreign languages.

Learning English in junior high school are expected well studied by students. When studying, it is not only focus on the theory but also changing the student behavior in expected goals. Therefore, the teacher should have the ability to create and implement a learning strategy and suit with the level of student development. Students are emphasized to be able to master 4 skills

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that teacher should create an interesting teaching and learning process in class. According Effendi (2014), English learning that is provided in Junior High School is complicated to knowledge, because the students should learn language skills and it becomes challenging for teacher and students in teaching and learning process.

Many strategies that can be used in learning English. One of the interesting strategies is using learning media. Learning media is used to support the learning process to attain learning objectives. According to Musfiqon, (2012) Learning media is defined as a physical or non-physical medium used by teachers to deliver information to students in a more effective and efficient manner. It means that, the learning materials are created to be accepted by student more quickly and to entice them to learn more.

There are many kinds of using learning media namely is using videos, animated videos, songs, pictures, sounds and others. Among these many kinds of media, one of the most interesting media is using learning video. According to Melinda Vannisa Aviana (2018), Video is a form of audio-visual media that describes a moving and sound image object. Video is providing information, describing, explaining complex things, summarizing time, and setting the display.

Video has many benefits in expressing to certain individuals. Videos are also very good at conveying the teacher's intentions and goals in learning something that is difficult to explain, it can be conveyed in the video. The teacher obtained a learning video from Youtube, Facebook, and Instagram. In

using of these learning video, it making lessons more interesting in the classroom.

Information, communication and technology can be used as a media learning that is interesting and fun. Remembering that is in current situation, learning can be do in online and offline, then, the teachers must be able to develop learning media by utilizing ICT. In addition to being able to use ICT as a learning resource, teachers are also required to be able to create creative and innovative learning that is integrated with ICT. Learning videos are one of the suitable learning media to create interesting learning media.

Creating learning media must be thorough, structured, and by the syllabus that has been made so that the learning materials that will be given can be well structured and understood by students. According to the Curriculum 2013, the syllabus is a set of plans and rules regarding learning activities, how to manage classes, and how to assess learning outcomes. In using learning media, must comply with the rules and provide educational information for students.

Learning English using media is a good advantage, especially if using audio visual or use video in learning. Student not only seeing a visual that is presented but also hear every word that is spoken as a form of development in vocabulary and sentences in the language. Then, student can also repeat pronunciation spoken by the speaker in the video and add new knowledge. Instructional video in learning English also give student an overview of the process of something in detail with short time.

In this era, the use of technology as a learning media is certainly not a new thing. Especially when online learning makes teachers have in order for the learning materials. However, for a teacher, learning using videos is still something that is difficult to do if you see some of the teachers who are still didn't create interesting learning media. The researcher's find out in SMPN 4 Pekanbaru. In general, teachers in SMPN 4 Pekanbaru using old teaching method in class. But, some of them use videos that already exist on social media.

Actually, the use of video learning that already exist in social media it is a good thing, but it's getting better if we create our media by ourself. Teacher can create a media by using applications. One of media that we can use is Canva. According to Smaldino (2015), Canva is web-based graphic design that provides fonts, graphics, videos, sounds, and images. This is an application that is easily accessible by various groups. The researcher found the advantage of using Canva can create our creativity freely. It's one of the best choices that make it easier for user to create a learning media. This application is free to use, making it easier for teachers to create interesting learning videos and makes students excited to learn.

Then, the researcher had experience during the Teaching Practice Field (PPL) at SMPN 4 Pekanbaru. In there, the researcher found that teacher who can't create learning video. Then, the researcher had an idea to created learning video for online learning at home.

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The phenomenon that occurred at that time was in pandemic covid-19 that required all the school to learn with online system and at that time the researcher did a teaching practice at SMPN 4 Pekanbaru. The English teacher in there used the video learning that researcher made and gave a positive response to the video made by researcher. The learning activity would not monotonous and interesting. From there, the researcher has an interest in doing research about the students' perception in using Canva application in learning English.

The difference of the research from previous researchers is that the researchers use Canva application as a media for learning writing text by using Canva's presentation feature. Meanwhile, me as a researcher use Canva to make learning videos for students. As people known, this Canva application is better known as a poster or text maker application. Then, because of that, the researcher created learning video using the Canva application.

The reason of the research is to add information in learning English using video with Canva. Then, the researcher also hopes with this research, it can add information and motivation to readers in create a learning video in interesting way. Based on that, the researcher interest in carrying out the research activities with the title **"AN ANALYSIS OF STUDENTS' PERCEPTION ON THE USE OF LEARNING VIDEO THROUGH CANVA IN LEARNING ENGLISH AT SMPN 4 PEKANBARU"**

1.2 Identification of the Problem

The first problem is in the pandemic covid-19 that spread around the world has an impact on the effectiveness of the world of education requires teachers to be more active and innovative in providing interesting learning so that students remain enthusiastic and not bored while in learning. The second, English which is heavy but monotonous makes them sleepy and not excited when they want to digest the learning process properly. According to KBBI dictionary, monotonous is something that is done repeatedly or same as before and there is diversity. It means that if the learning activity constantly do the same. Therefore, teachers must give them learning variation like video learning.

1.3 Focus of the Problem

This research focused on the students' perception on the Use of Learning Video through Canva in Learning English at SMPN 4 Pekanbaru based on Technology Acceptance Model (TAM) by Davis (1989); namely Perceived Usefulness (PU) and Perceived Ease of Use (PEOU)

1.4 Question of the Research

The question of the research is what are the students' perception on the use of learning video through Canva in Learning English at SMPN 4 Pekanbaru?

1.5 Objective of the Research

The purpose of this research is to know the students' perception on the Use of Learning Video through Canva in Learning English at SMPN 4 Pekanbaru.

1.6 Significance of the Research

1. **English Teacher**

   The result of this research is supposed to give benefit for a teacher to get information and experience in create a learning video through Canva to improve students' language skills.

2. **The Learners**

   The result of this research is supposed to increase their motivation and interest in learning English by using video learning through Canva.

3. **Researcher Itself**

   The study is helped the Researcher to get a new information and knowledge in teaching practice using learning media.

1.7 Definition of the Key Term

1. Perception is the processing of individualism in evaluating the circumstances around based on what they feel by senses. Perception is expressed as an idea or an action, a human concept based on their experience. It includes the human thinking and sense in concern that based in the surrounding environment.

2. Video learning is audio visual media that have sound, video, images. Video have a difference category namely, video classes, e-lessons, screen captures, vodcasts (video podcasts), web broadcasts, educational videos.

3. Canva is a website for design graphic tool, has a media visual, photographs, fonts, and graphics. Canva have millions of free icons, shape, fonts, images, photo filters.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Concept of Learning Media

Learning Media are divided into two words: learning and media. The word media comes from the Latin medius which means middle, intermediate or introduction. In Arabic, media are the intermediary or messenger of the sender to the recipient of the message. There are some definitions of learning media that defined by experts. They are Aqib (2015), Arsyad (2015), Adam (2015), (Hamzah, 2011) and (Purwono, 2018). The explanation discussed as the follow:

According to Aqib (2015), Learning media is a tool or resource that is useful for channeling structured learning objectives so as to create a conducive learning and teaching atmosphere and stimulate students' thinking power to be efficient. It can define that learning media is useful for the teacher and student to learn in condusive so that the students" have a thinking power.

Then, According to Arsyad (2015), Learning media has the role of improving the learning process and generating new interests and desires in learning motivation. It can define that learning media as a role in learning and teaching process to gain students interest and motivation in learning.

Meanwhile, Adam (2015), state that Learning media is a thing in the form of technical and physical that serves as the delivery of learning materials for teachers in the teaching process to students so that the achievement of a learning goal that has been arranged. It can define that learning media is

physical form to deliver the learning materials in teaching and learning process to reach the goals. According to Hamzah (2011) Learning media is channels and everything that functions as a distribution of information and messages. Which are useful as a stimulant of thoughts, interests, attention, and feelings in motivating students to learn and understand the learning materials. Then, According to Purwono (2018) Learning media are tools, materials and events that create conditions for students to accept attitudes, knowledge, and skills. It can define that learning media is tools that create for students in attitudes, knowledge, and skills to learn in the classroom.

From those experts above, it can be concluded that learning media is a tool that contains information and learning materials that make it easier for teachers and students to summarize interesting learning materials in achieving the desired goals.

2.1.1 Basic Criteria of Learning Media

According to Arsyad (2009), teaching media has some basic criteria, those are;

a. Teaching media has physical meaning that called by hardware. The hardware is object that can be seen, heard, and touch by five senses. (Azikiwe, 2007)

b. Teaching media is a tool to communicate and interact between teacher and student in teaching and learning process. Azhar (2002)

c. Teaching media can be used massively, for example; radio, television) big group and small group (film, slide, video). Nugent (in Yudianto, 2017)

2.1.2 The Function of Learning Media

Learning media can help teacher and student in learning process more effective and efficient. According to Sanaky (2009), there are many functions or benefit in using learning media, namely;

a. Using learning media in teaching and learning process, it will be more interesting and lead the student's motivation in learning. Sadiman (2011)

b. It can clarify the learning materials, it's really helpful for students to understand the material and enable mastering the learning objectives. Hamalik (in Yudianto, 2017)

c. In using instructional media, the teaching and learning process becomes more varied. The material is not only delivered orally so it will make students do not get bored and the learning process more efficiently and effectively. Azhar (2002)

d. Students listening to the material presented by the teacher, doing more learning activities that is observing, doing, demonstrating, and others. Andi Prastowo (in Hayati, 2020)

2.1.3 Kinds of Learning Media

According to Mahajan (2012), media are classified into seven categories, namely;

a. Graphic Media

b. Display Media

c. Three Dimensions Media

d. Projected Media

e. Audio Media

f. Video Media

g. Activity Media

2.2 Learning Video

Learning video is the media that provide audio visual that contain a learning message, namely; concepts, principles, procedures, theories to help student to understand a learning material. There are some definitions of learning video that defined by experts. They are Cheppy Riyana, (2007), Arsyad (2013), (Purwono, 2014; Hayati, 2017), (Sydorenko, 2010), and (Bravo, 2011) The explanation discussed as follows :

First, according to Cheppy Riyana, (2007), Video learning is a type of media that uses audio and visual signals, as well as language, methods, and application theory, to aid in the comprehension of a learning subject. It can define that learning video is audio and visual media that same as methods, language to understanding the learning subject. Then, Arsyad, (2013), state that Video can be used to convey information, explain processes and difficult concepts, teach skills, speed up or slow down time, and affect attitudes. Learning video is the media that can present the information that we need, it can describe a difficulty in learning, and arrange a learning material to look attractive with speed and slow-motion effect.

According to (Purwono, et al, 2014; Hayati, et al, 2017), Audiovisual is a type of learning media that not only focuses on the content, but also on the senses of students, particularly vision and hearing, and makes use of all available components in contextual learning to assist students reach their educational goals. It can define that learning video is senses. It means that learning video is vision and hearing of student sense in reach their education goal. Fourth, according to (Sydorenko, 2010), Visual imagery, facial emotions, movements, and postures will be depicted in the video. Learning video is image, emotions, posture and movement that unite in video. Last, according to (Bravo et al., 2011), Video is motivated for Students to learning when they see a video. It can define that learning video is motivated student in classroom and have a passion in learning activity.

From those experts above, it can be concluded that learning video is a media that including audio, visual, and audiovisual that contains information, difficult concepts, complex content, and aims to improve students' senses in learning material and help teacher in teaching and learning process.

2.2.1 The Characteristics of Video

According to Mobina & Omer, (2018), There are some the characteristics of video, namely;

a. Time Engineering

Video allows us to engineer a visual contained in the video. The example, when we are required to listen to a process of making an

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object that takes a long time, we can edit the video into just a few

minutes. (Sood, 2016)

b. Explicit Aims

The video learning should have clear aims and objectives. Throughout

the video playback, it will affect the end of the knowledge of student.

(Kapoor, 2015)

c. Animation

We can make a video with an image or motion photo. That is fun while

learning. Kapoor (2015)

2.2.2 The Criteria of Video Learning

Cheppy Riyana (2007) said that create a video learning   must consider

the following criteria;

a) Material Type

Video media suit with learning material that describe a certain process

or a concept that explains the flow or describes something. Ebner &

Schon (2013)

b) Time Duration

Video media have a shorter duration which is different from duration of

the film. It means that video length had an important factor to make

students watching till the end. (Guo et al. 2014)

c) Video Serving Format

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Different from film that has dialogue elements, dramatic, and imaginative, learning video prioritizing a clarity and mastery of the material. (Bsnp, 2008)

d) Technical Terms

Video media have technical terms namely; camera, taking picture technique, lighting, editing, and sound. Learning video more emphasis on a clearly message. (a) Use a zoom technique or extreme close up to show the object in details. (b) Use out of focus technique to focusing to the object only and make the background blur. (c) Use object as needed. Too many objects will interfere with the content of the message to be conveyed. (d) Use text in video should be proportional. Set the size of the text to be large so it is clear to see. Then, if use animation text, make sure it's not too fast or too slow. Ebner & Schon (2013)

e) Use Music and Sound Effect

Music for learning video must be weak or soft volume intensity. It will not interfere with the presentation of the material and the visual. Music can be used as a background. Then, avoid a popular or familiar music to students. Use sound effect for add atmosphere, to complete the visual presentation and add a better impression. (Brame, 2016)

2.2.3 The Benefit of Video Media for Learning

According to Sudjana and Rivai (1992), the benefit of video media for learning is;

a. It can increase motivation of students. Berk (2009)

b. Clarify the meaning of the message so that students can understand it

(Yudianto, 2017)

c. Used to mastery and achievement of delivery goals. Kay (2012)

2.3 Canva

There are some definitions of learning video that defined by experts. They are Al-khoeri et al. (2021), Smaldino (2015), and the explanation discussed as the follow;

First, according to Al-khoeri (2021), Canva is an online graphic design tools that student to effortlessly create a variety of unique ELT materials. It defined that Canva is application web that have design tools to create a various type for interesting learning video. Second, Smaldino (2015), state that Canva and other graphics in the classroom can be used to: produce concrete abstract ideas, encourage students, offer direct attention, repeat material, remember prior knowledge, and make learning more interesting. Canva is graphic design that can be used in produce a new video to attract students' attention and make learning more interesting.

From those experts above, it can be concluded that Canva is application base web that contains fonts, animation, images, videos, shape, text that are free to use for teaching and learning process for teacher and students in class. Canva one of the choices to create learning activity in classes more interesting.

a. Canva logo

Figure 2.1 Canva logo

This is a figure of Canva and this was used in this research

b. Home screen of Canva

Figure 2.2 Home screen of Canva

When you open the Canva application, the Canva home screen was appear

and saw many types of designs that can be chosen as desired

c. Menu options available in Canva

Figure 2.3 Menu options available in Canva

Then, there are many menu options that available in Canva namely making

poster, wallpaper, presentation, and video. Video is the menu that was

selected for this research

d.   Video menu options

Figure 2.4 Video menu options

In video menu, Canva provides the template, shapes, pictures, text, audio,

background for free to used.

2.4 Perception

In ettimology, the word "Perception" from the latin word as "Percipere"
(To perceive), perceiving ideas and concept is viewed from two dimension.
The first is interpretation and recognition of sensory stimuli that serve as
basic for learning, understanding, and motivating a particular reaction or
action. The second is the sample or result of the act of perceiving.

There are some definitions of learning video that defined by experts. They
are Bagata, (2020), Slameto (2010), Kotler (2008), (Walgito, 2010) and
(O'Brien, Daniel, 2014). The explanation discussed as the follow;

According to Bagata (2020), perception is the main psychological
response human to the presence of various objects around them. It can define

that perception is the response of human thinking in observe the object or things that can be given an idea in around them. According to Slameto (2010), Perception is defined as a process in which messages or information are entered into the human brain through the perception of relationships with environment. Perception is the information that can be process by human to get the meaning or message that related to surrounding environment.

Then, based on Kotler (2008), explains that Perception is a person's process in selecting, organizing, and interpreting data in order to generate a meaningful overall image. It can define that perception is human or individual person in selecting and interpreting the data to produce a thing that can be meaningful in overall image. Walgito (2010), said that perception is defined as interpreting and organizing a stimulus that is sensed into a person so that significant thing is formed, and it as a form of response to the individual. Perception is organizing a stimulus that be perceived to the human or individual person that formed significant.

Then, according to O'Brien, Daniel (2014), Perception is an issue in the epistemology (the branch of philosophy about the limits and basis of knowledge) of the theory of knowledge. Basically, all of our empirical knowledge is the basis of how we touch, see, hear, smell and taste the world around us. Perception can be also defined as issue in knowledge that can be taste, smell, hear, touch and see in the human world around them.

From those experts above, it can be concluded that perception is an individual human process in analyzing an object that will produce an

expression and an image as a form of response from the individual for the purpose achieved.

2.4.1 Technology Acceptance Model (TAM)

TAM is used to explain by user motivation and directly influenced by an external stimulus consisting of the actual system's features and capabilities. Davis in Cuttur (2009). The TAM model that will be used is perceived usefulness and perceived ease of use.

a. Perceived Ease of Use

Davis (2004), defined that perceived ease of use is a measure by which are use of a technology is believed to bring benefits to people who use it.

b. Perceived Usefulness

Davis (2004), define that perceive usefulness a "the degree to a person believes that using a particular system would enhance the person job performance.

2.5 Relevant Study

Some researchers have conducted by the researchers related with Analysis of students' perception in using video learning integrated with canva in learning English;

The first was research by Marwana Ambo Lele (2019) from University Muhammadiyah of Makassar. Researcher had done research about "The student's perception of the Media used by Teacher in Teaching English". The participant of this research is the second grade students of SMP

Muhammadiyah 12 Makassar. There 20 students of each class. The research design was used qualitative descriptive methodology. The research collect data using two instruments those were observastion and interview. The data show in student interview, most of the students gave positive perception toward the media used by English teacher in teaching and learning process, they were being happy more active in learning English.

The second was research by Martinus Heris Himawan (2018) from Sanata Dharma University Yogyakarta. Researcher had done research about "Designing Online Learning Reading Materials using Canvas platform for Eight Grade Students of SMP Maria Assumpta Klaten". The participant of this research is the second grade students of SMP Maria Assumpta Klaten. There 27 students of each class. The researcher decided to use two kinds of instrument which were interview and questionnaire. The researcher also had many steps in the research. After having finished the research, the researcher realizes the importance of upgrading the way of learning in the classroom. So, the researcher gives some recommendations to English teacher, eighth grade students and further researcher.

The third was research by Qondila Paulia (2021) from Muhammadiyah University Jakarta. Researcher had done research about "Teaching Writing Through Canva Application at MTS Al-Islamiyah Ciledug". The research is using menu option which is poster in teaching learning English. The researcher found out in this research if the use of Canva application in
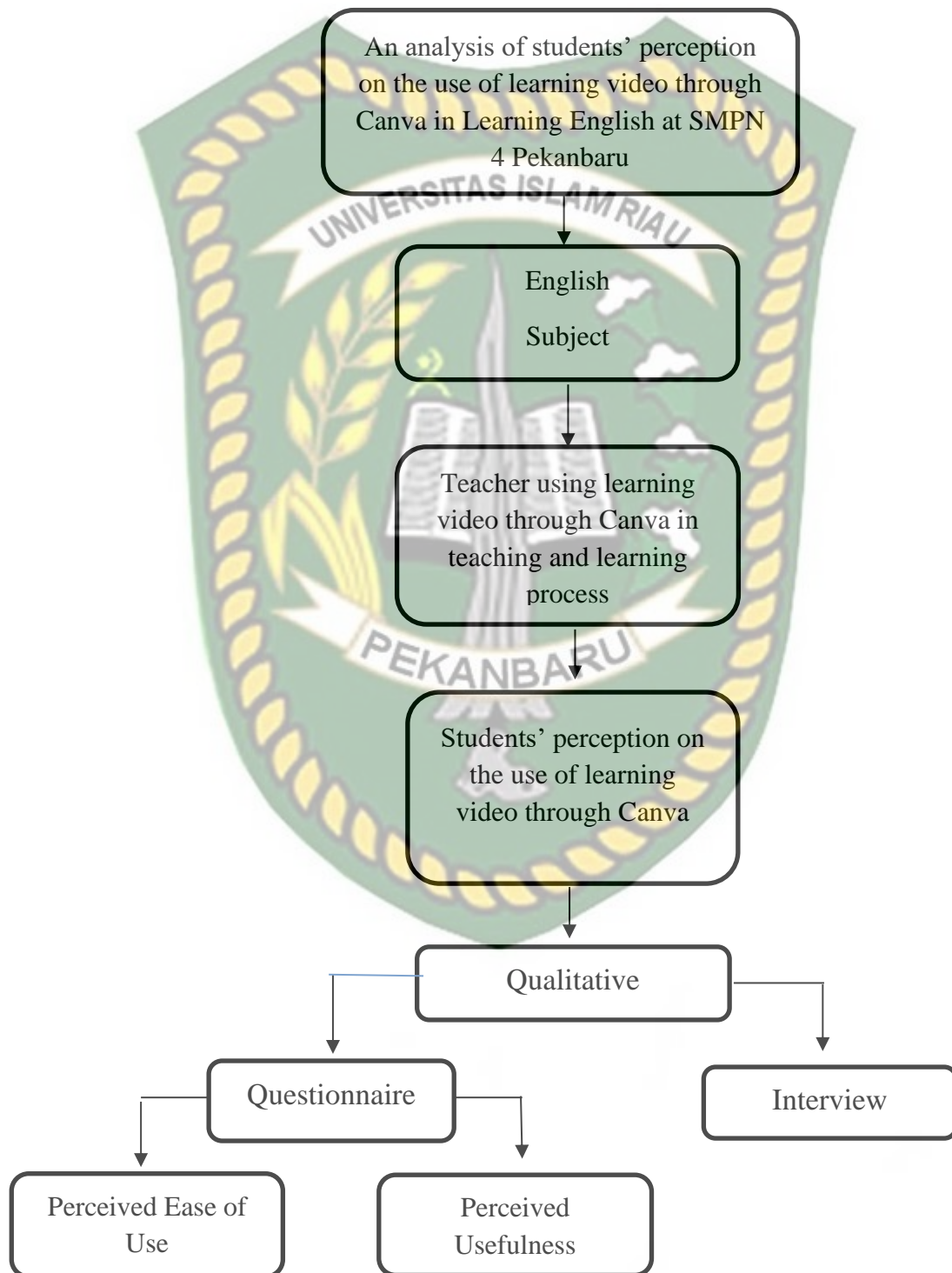
teaching writing is not only improve the student writing skill in learning English, but also save a time.

The differences among other studies are the subject of the previous study was writing posters in Canva, while this research is making Canva videos. Then, the similarity between this research and previous study is that the objects is the Canva application and the sample is the student in junior high school. Another similarity is that had a positive result in using this Canva application in teaching and learning process in class.
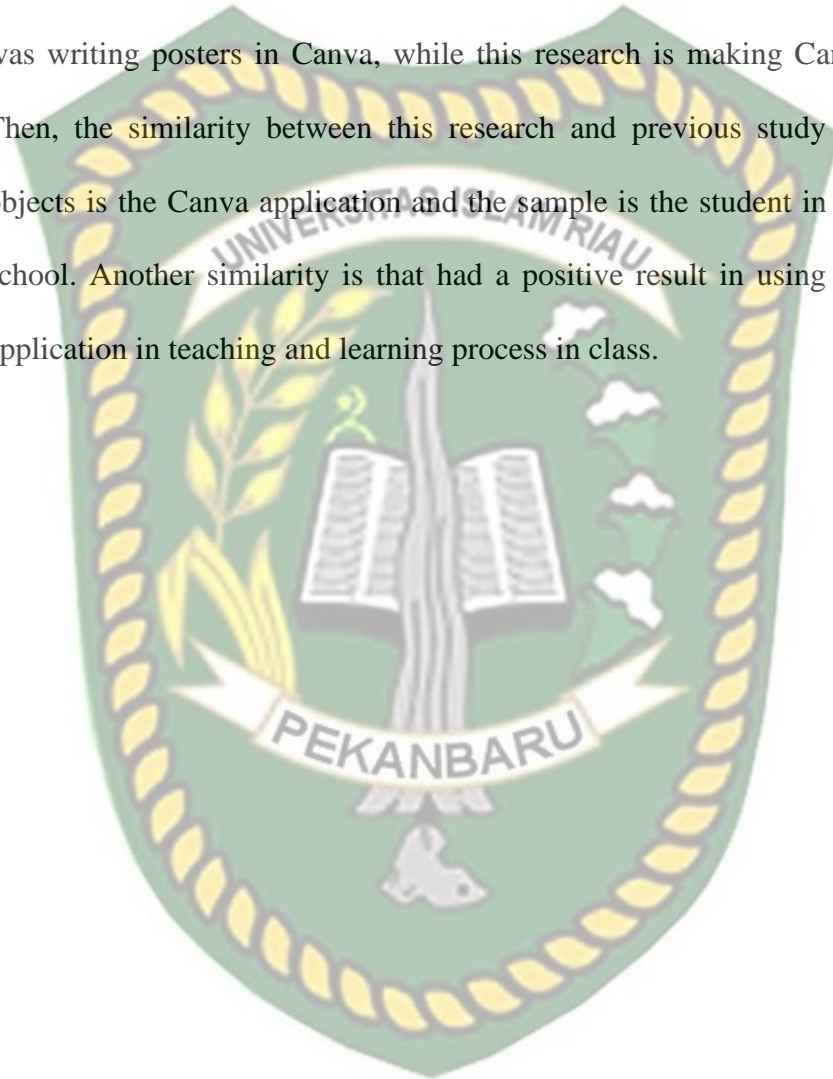
2.6 Conceptual Framework

Figure 2.6 Conceptual Framework

An analysis of students' perception on the use of learning video through Canva in Learning English at SMPN 4 Pekanbaru

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English Subject

↓

Teacher using learning video through Canva in teaching and learning process

↓

Students' perception on the use of learning video through Canva

↓

Qualitative

Questionnaire

Interview

Perceived Ease of Use

Perceived Usefulness

This research with the title an analysis of students' perception on the use of learning video through Canva in student learning English at SMPN 4 Pekanbaru. The researcher giving the learning video integrated with Canva to the English teacher in teaching and learning process. Then, after the teaching and learning process, the researcher wants to find out the students' perception on the use of learning video through Canva in student learning English. To find the students' perception, the researcher is using qualitative research with two kinds of data collection techniques that is questionnaire and interview. The researcher distributed the questionnaire and interview to the students. These two techniques will be used to find out the students' perception on the use of learning video through Canva in student learning English.

2.7 Assumption

The assumption of this research in using learning video integrated with Canva will be get a positive response and continue to be used in daily lessons in online learning and face-to-face in the class.

CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

The method use by the researcher for this research is descriptive qualitative method. Creswell (2014) said that Qualitative research is a method of exploring and comprehending the meaning that individuals or groups attach to a social or human issue. The research process are emerging questions and processes, data analysis that builds inductively from specifics to broad themes, and the researcher's interpretations of the data. The variable of this research is students' perception on the use of learning video through Canva.

To explore the social issue, the researcher needs to collect the data by giving the video learning through Canva to the teacher, then teacher teach them using the video learning. After that, researcher giving questionnaire using scale-likert and interview to know the students' perception on the use of video learning through Canva in learning English at second grade of SMPN 4 Pekanbaru.

3.2 Location and Time of the Research

This research was conducted at the second grade of students of SMPN 4 Pekanbaru which located on Sutomo no. 110, Rintis. Then, this research has be done on April 4th, 2022.

3.3 The Population and Sample of Research

3.3.1 The Population

The population of this research is eighth grade of SMPN 4 Pekanbaru in the 2020/2021 academic year. In eight grade students, there are 10 classes. The total of numbers of the eight grade students are 370 students.

Figure Table 3.1 Population of the 8th Grade Students of SMPN 4 Pekanbaru

No.	Classes	Total of Students
1.	8.1	37
2.	8.2	37
3.	8.3	37
4.	8.4	37
5.	8.5	37
6.	8.6	37
7.	8.7	37
8.	8.8	37
9.	8.9	37
10.	8.10	37
Total		370

3.3.2 The Sample

The sampling technique in this research is using simple random sampling. According to Darmanah (2019:59) Simple random sampling is sampling periodicaly without regard to the strata that exist in the population. According to

Arikunto (2012:104) if the total population is less than 100 people, then the total sample is taken as whole population, but if the population is greater than 100 people, then 10-15% or 20-25% of the total population can be taken. The total population of second grade students are 370 people and the researcher take 10% from the population. It means 10% from 370 is 37. So that the sample of the research is 37 second grade students of SMPN 4 Pekanbaru.

3.4 The Research Instrument

Wilkinson (2003:2) state that researcher instrument is the research introduced to the many instruments used in social research in a guide for researchers. There are Questionnaires, Interviews, Content analysis, Groups focuses, Observation, Researching the things people say and do.

In this research, the researcher used questionnaire and interview to collect the data about students' perception on the use of learning video through Canva in students learning English at SMPN 4 Pekanbaru.

a. **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 are 20 questions on the questionnaire that will give to students. It will contain questions about teacher teaching English using media and students' perception of Canva-based learning video.

Figure Table 3.2 Likert-type questionnaire

Likert-type questions				
Strongly agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)

Figure Table 3.3 Indicator from the students' perception on the use learning video through Canva in learning English

No	Indicator	Items	Total Number of Questionnaire
1.	1. Perceived Ease of Use	1,2,3,4,5,10,11, 14,18,20	10
2.	2.Perceived Usefulness	6,7,8,9,12,13, 15,16,17,19	10
	Total		20

(Adapted from Chuttur, 2009)

b. Interview

Wilkinson (2003) state that interview is a conversation between two people are involved a set of assumptions and information about the situation which are not normally associated with a casual conversation. Interviews have long been used in research as a way of obtaining detailed information about a topic or subject, the interview are adapted from Chutter (2009).

1. What do you feel after learning English using video integrated with Canva?

2. Is learning English be fun when using video integrated with Canva? Is the material presented clear and understandable?

3. Are you interested in exploring more to this Canva app?

3.5 Data Collection Technique

An online questionnaire was given to the students of SMPN 4 Pekanbaru through a link of Google Form. The items consists of five options which represent the condition of their perception on the use learning video through Canva in learning English. Then, for the interview, the researcher did the interview by face to face to the students.

3.6 Data Analysis Technique

3.6.1 Questionnaire

After asking the students to answer the online questionnaire in Google Form, the researcher calculates, classify, and analyze the data. According to Wijaya, Raden (2013) there are some steps to calculate the questionnaire by using scale likert. The researcher will explain how to find out the calculation.

1. **Determining the items' score**

Table 3.4 Scoring Norm

Statement	Score
Strongly Agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (DS)	2
Strongly Disagree (SD)	1

The score is given to statements.

1. Score 5 if the respondent answer Strongly agree

2. Score 4 if the respondent answer Agree

3. Score 3 if the respondent answer Neutral

4. Score 2 if the respondent answer Disagree

5. Score 1 if the respondent answer Strongly disagree

$$T \times Pn$$

T = Total of option that have been choose by respondent

Pn = Question score

Example :

a. Respondents who choose strongly agree = 12 respondents =

   12 x 5 = 60

b. Respondents who choose agree   = 19 x 4 = 76

c. Respondents who choose neutral   = 6 x 3 = 18

d. Respondents who choose disagree   = 0 x 2 = 0

e. Respondents who choose strongly disagree = 0 x 1 = 0

   Total score = 154

Ideal Score = Scale point (Score) x Number of Respondents

Scale point (Score)   = The highest likert score point (Strongly Agree) = 5

Number of Respondents = 37

Ideal Score   = 5 x 37

After that, determine first, the interval range with the formula:

Interval = 100/Total Score (Likert Scale)

Interval = 100/5 = 20

2. **Interpretation of Interval**

0% - 19,99% = Very Low

20% - 39,99% = Low

40% - 59,99% = Fair

60% - 79,99% = High

80% - 100%   = Very High

3. **Percentage % Likert formula**

$$\text{Percentage} = \frac{frequency\ of\ each\ question}{ideal\ score} \times 100$$

P = Percentage

f = Frequency of Each Answer

3.6.2   Interview

After gathering the data through interview, the researcher analyzed the data based on the steps below:

1. Make a transcript from the interview's record

2. Identifying the answer from the interview

3. Explaining and describing the result of the interview

In this part, the researcher interviews the sample one by one. After that, researcher will listen to the 8 recording of interview from the sample, then analyze the answer and describe the result.

CHAPTER IV

RESEARCH FINDINGS

4.1 Data Description

Describing data and discussion that has been collected from respondent discussed in this chapter. This chapter describe two indicators that have been explained in the previous chapter. The instrument that is used in this research is questionnaire and interview. Questionnaire and interview were distributed to 37 students. There are two indicators based on Davis (1989) namely Perceived Ease of Use and Perceived Usefulness, then the questionnaire is adapted from Chuttur (2009). The interview, there are 3 questions that related with the indicators and to know the students' perception on using learning video through Canva in learning English.

4.1.1 Perceived Ease of Use

Students' Perception in Perceived Ease of Use of Learning Video through Canva in Learning English

Table 4.1 Question of Perceived Ease of Use

No.	Question	Frequency	Percentage	Grading Interval
1.	Use learning media other than book.	154	83,24%	Very High

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Students' Perception in Perceived Ease of Use of Learning Video through

Canva in Learning English

Table 4.1 Question of Perceived Ease of Use

2.	Use a variety of learning media	156	84,32%	Very High
3.	Teacher use learning media learning activity	150	81,08%	Very High
4.	I like to use learning media in learning activity.	151	81,62%	Very High
5.	I like to use video in learning activity.	139	75,13%	High
6.	Use of video learning from any sources.	145	78,37%	High
7.	Canva is one of the best choices in learning application	138	74,59%	High
8.	The images, fonts, colors, videos in Canva are very attractive.	153	82,70%	Very High

Students' Perception in Perceived Ease of Use of Learning Video through

Canva in Learning English

Table 4.1 Question of Perceived Ease of Use

9.	Learning using interactive video integrated with Canva application have the benefit in learning English.	145	78,37%	High
10.	I like to try exploring the Canva application.	142	76,75%	High
	MEAN		79,62%	H

From the data that has been calculated, the researcher gets the results for each question which are High and Very High score. Then, for the mean itself, the results are 79,62% if viewed from interpretation of the interval, is in a high position.

Figure 4.1 Use learning media other than book

1. Use learning media other than book. (Gunakan media pembelajaran selain buku)
37 jawaban
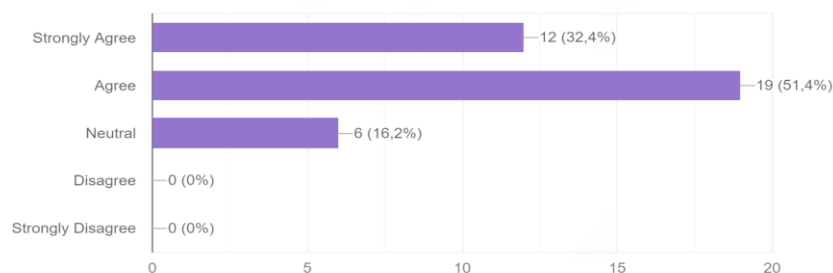
The result of this statement showed that 0 student (0%) responded to strongly disagree and disagree, 6 students (16,2%) responded to neutral, 19 students (51,4%) responded to agree and 12 students (32,4%) responded to strongly agree. It means that the students agree to use learning media other than book.
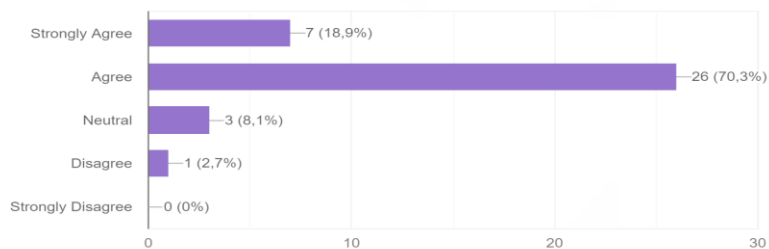
Figure 4.1 Use a variety of learning media

2. Use a variety of learning media (Gunakan berbagai media pembelajaran)
37 jawaban
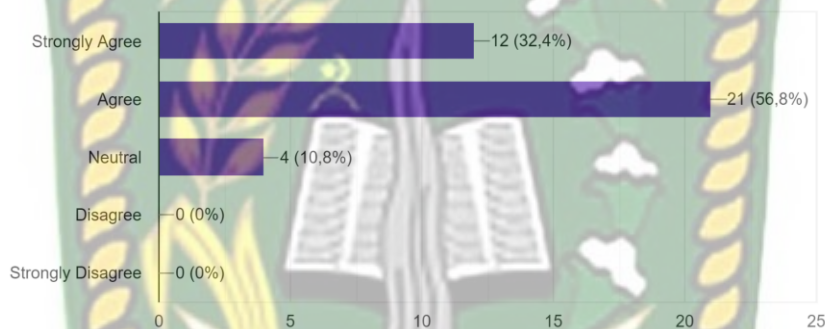
The result of this statement showed that 0 student (0%) responded to strongly disagree and disagree, 4 students (10,8%) responded to neutral, 21 students (56,8%) responded to agree and 12 students (32,4%) responded to strongly agree.

Figure 4.1 Teacher use learning media in learning activity
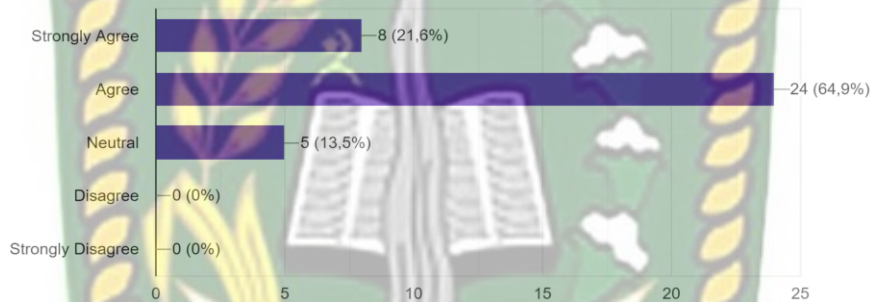
3. Teacher use learning media in learning activity. (Guru menggunakan media pembelajaran dalam kegiatan pembelajaran)
37 jawaban

The result of this statement showed that 0 student (0%) responded to strongly disagree, 1 student (2,7%) responded to disagree, 3 students (8,1%) responded to neutral, 26 students (70,3%) responded to agree and 7 students (18,9%) responded to strongly agree.

**Figure 4.1 I like to use learning media in learning activity**

4. I like to use learning media in learning activity. (Saya suka menggunakan media pembelajaran dalam kegiatan pembelajaran)
37 jawaban

Strongly Agree	8 (21,6%)
Agree	24 (64,9%)
Neutral	5 (13,5%)
Disagree	0 (0%)
Strongly Disagree	0 (0%)

The result of this statement showed that 0 student (0%) responded to strongly disagree and disagree, 5 students (13,5%) responded to neutral, 24 students (64,9%) responded to agree and 8 students (21,6%) responded to strongly agree.

**Figure 4.1 I like to use video in learning activity**

5. I like to use video in learning activity. (Saya suka menggunakan video dalam kegiatan belajar)
37 jawaban
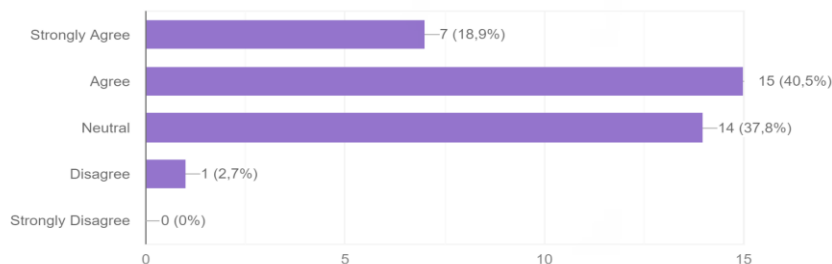
Strongly Agree	7 (18,9%)
Agree	15 (40,5%)
Neutral	14 (37,8%)
Disagree	1 (2,7%)
Strongly Disagree	0 (0%)

The result of this statement showed that 0 student (0%) responded to strongly disagree, 1 student (2,7%) responded to disagree, 14 students (37,8%) responded to neutral, 15 students (40,5%) responded to agree and 7 students (18,9%) responded to strongly agree.

Figure 4.1 Use of video learning from any sources

6. Use of video learning from any sources. (Penggunaan video pembelajaran dari sumber manapun)
37 jawaban
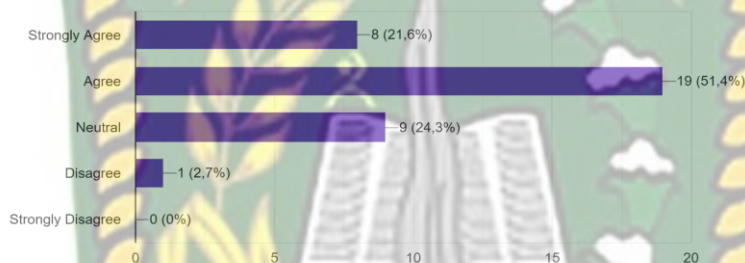
The result of this statement showed that 0 student (0%) responded to strongly disagree, 1 student (2,7%) responded to disagree, 9 students (24,3%) responded to neutral, 19 students (51,4%) responded to agree and 8 students (21,6%) responded to strongly agree.

**Figure 4.1 Canva one of the best choices in learning application**

7. Canva is one of the best choices in learning application. (Canva adalah salah satu pilihan terbaik dalam aplikasi pembelajaran)
37 jawaban
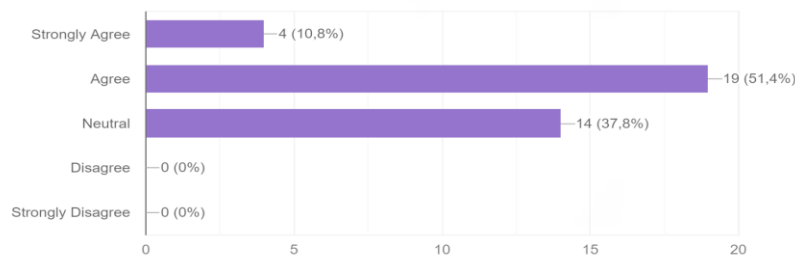
The result of this statement showed that 0 student (0%) responded to strongly disagree and disagree, 14 students (37,8%) responded to neutral, 19 students (51,4%) responded to agree and 4 students (10,8%) responded to strongly agree.

**Figure 4.1 The images, fonts, colors, videos in Canva are very attractive**

8. The images, fonts, colors, videos in Canva are very attractive. (Gambar, font, warna, video di aplikasi Canva sangat menarik)
37 jawaban
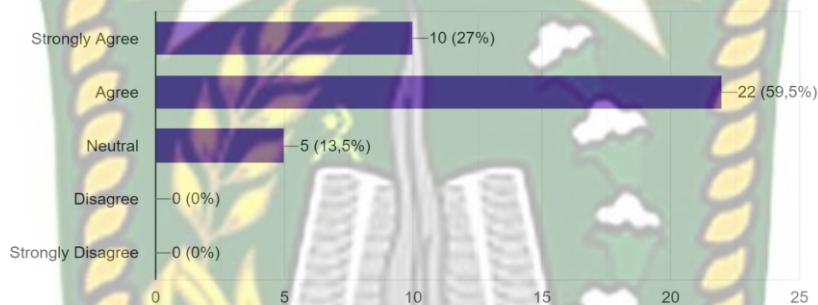
Strongly Agree	10 (27%)
Agree	22 (59,5%)
Neutral	5 (13,5%)
Disagree	0 (0%)
Strongly Disagree	0 (0%)

The result of this statement showed that 0 student (0%) responded to strongly disagree and disagree, 5 students (13,5%) responded to neutral, 22 students (59,5%) responded to agree and 10 students (27%) responded to strongly agree.
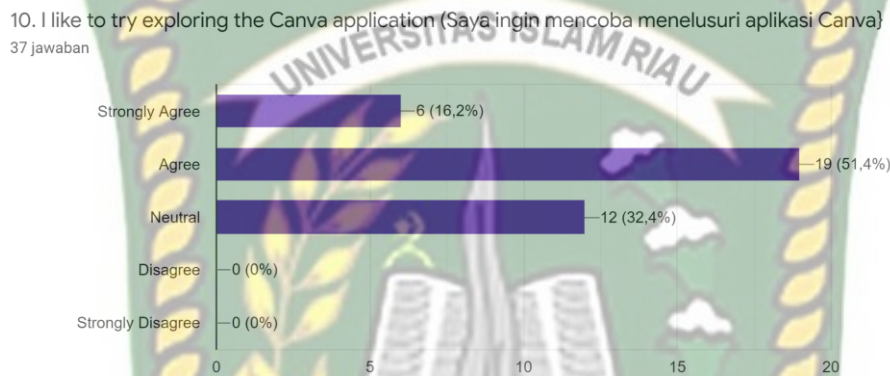
Figure 4.1 Learning using interactive videos integrated with Canva is interesting things to use

9. Learning using interactive videos integrated with Canva is interesting things to use.
37 jawaban
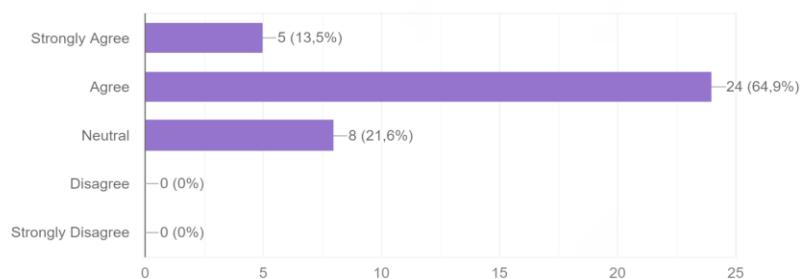
Strongly Agree	5 (13,5%)
Agree	24 (64,9%)
Neutral	8 (21,6%)
Disagree	0 (0%)
Strongly Disagree	0 (0%)

The result of this statement showed that 0 student (0%) responded to strongly disagree and disagree, 8 students (21,6%) responded to neutral, 24 students (64,9%) responded to agree and 5 students (13,5%) responded to strongly agree.

Figure 4.1 I like to try exploring the Canva application

10. I like to try exploring the Canva application (Saya ingin mencoba menelusuri aplikasi Canva}
37 jawaban

Strongly Agree	6 (16,2%)
Agree	19 (51,4%)
Neutral	12 (32,4%)
Disagree	0 (0%)
Strongly Disagree	0 (0%)

The result of this statement showed that 0 student (0%) responded to strongly disagree and disagree, 12 students (32,4%) responded to neutral, 19 students (51,4%) responded to agree and 6 students (16,2%) responded to strongly agree.

4.1.2 Perceived Usefulness

Students' Perception in Perceived Usefulness of Learning Video through

Canva in Learning English

Table 4.1 Question of Perceived Usefulness

No,	Question	Frequency	Percentage	Grading Interval
1.	Using video makes me happy in learning.	138	74,59%	High
2.	Use video make learning more interesting.	149	80,54%	Very High
3.	Use learning video have the benefit in learning English	155	83,78%	Very High
4.	Use of video learning make me understand with the learning material that presented in the video.	148	80%	Very High

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Students' Perception in Perceived Usefulness of Learning Video through
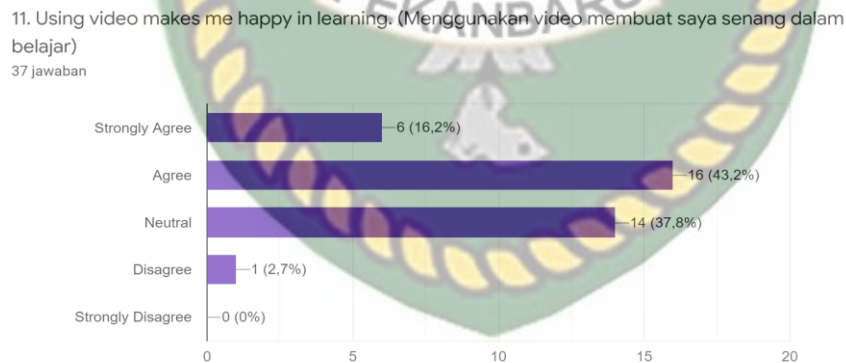
Canva in Learning English

Table 4.1 Question of Perceived Usefulness

5.	English is fun when using learning video integrated with Canva	139	75,13%	High
6.	Using Canva application will make the interaction clear and understandable.	141	76,21%	High
7.	I don't feel bored while watching learning video integrated with Canva	137	74,05%	High
8.	Enjoyed learning English using video integrated with Canva.	140	75,67%	High
9.	Teacher needs to try created the video learning with Canva	153	82,70%	Very High
10.	Use learning video integrated with Canva application have the	144	77,83%	High

benefit in learning English.			
MEAN		78,05%	H
THE AVERAGE OF 2 INDICATORS		78,83%	H

From the data that has been calculated, the researcher gets the results for each question which are High and Very High score. Then, for the mean itself, the results are 78,05% if viewed from interpretation of the interval, is in a high position and the average of 2 indicators in 78,83% which are the score is in a high position.

Figure 4.1 Using video makes me happy in learning

11. Using video makes me happy in learning. (Menggunakan video membuat saya senang dalam belajar)
37 jawaban

Strongly Agree	6 (16,2%)
Agree	16 (43,2%)
Neutral	14 (37,8%)
Disagree	1 (2,7%)
Strongly Disagree	0 (0%)

The result of this statement showed that 0 student (0%) responded to strongly disagree and 1 student (2,7%) responded to disagree, 14 students (37,8%) responded to neutral, 16 students (43,2%) responded to agree and 6 students (16,2%) responded to strongly agree.

**Figure 4.1 Use video make learning more interesting**

12. Use video make learning more interesting. (Menggunakan video membuat pembelajaran menjadi lebih menarik)
37 jawaban
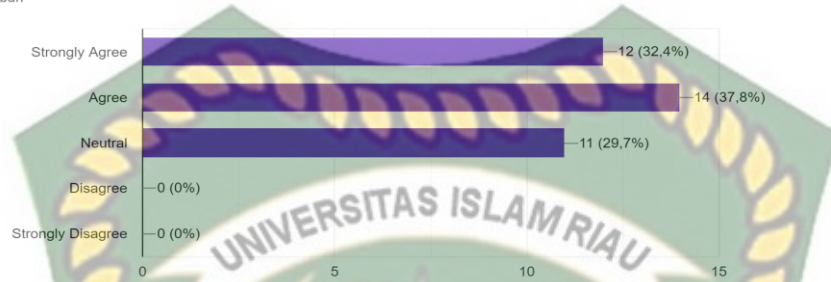
The result of this statement showed that 0 student (0%) responded to strongly disagree and disagree, 11 students (29,7%) responded to neutral, 14 students (37,8%) responded to agree and 12 students (32,4%) responded to strongly agree.

**Figure 4.1 Use learning video have the benefit in learning English**

13. Use learning video have the benefit in learning English (Menggunakan video pembelajaran memiliki manfaat dalam belajar bahasa Inggris)
37 jawaban
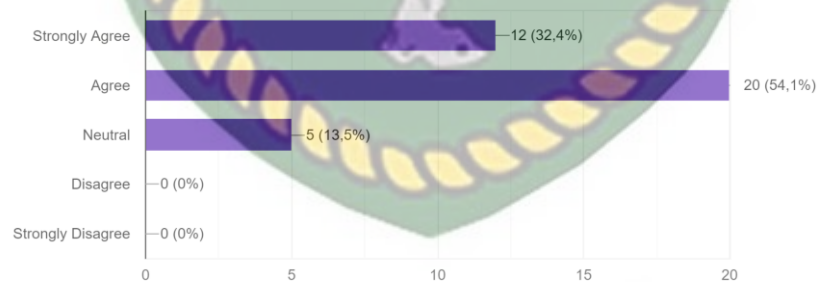
The result of this statement showed that 0 student (0%) responded to strongly disagree and disagree, 5 students (13,5%) responded to neutral, 20 students (54,1%) responded to agree and 12 students (32,4%) responded to strongly agree.

Figure 4.1 Use of video learning make me understand with the learning material that presented in the video

14. Use of video learning make me understand with the learning material that presented in the video. (Menggunakan video pembelajaran membuat ...i pembelajaran yang ditampilkan didalam video)
37 jawaban
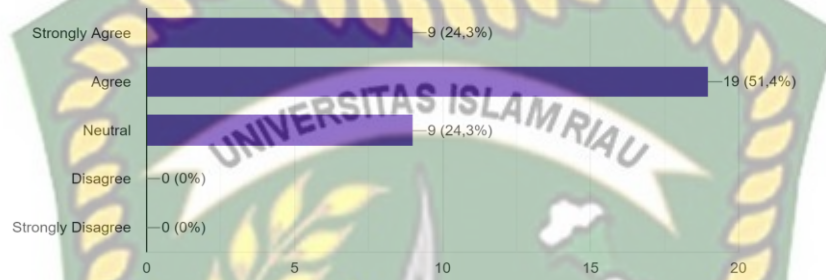
Strongly Agree	9 (24,3%)
Agree	19 (51,4%)
Neutral	9 (24,3%)
Disagree	0 (0%)
Strongly Disagree	0 (0%)

The result of this statement showed that 0 student (0%) responded to strongly disagree and disagree, 9 students (24,3%) responded to neutral, 19 students (51,4%) responded to agree and 9 students (24,3%) responded to strongly agree.

Figure 4.1 English is fun when using learning video integrated with Canva

15. English is fun when using learning video integrated with Canva (Bahasa Inggris menjadi seru ketika menggunakan video pembelajaran yang berintegrasi dengan Canva)
37 jawaban

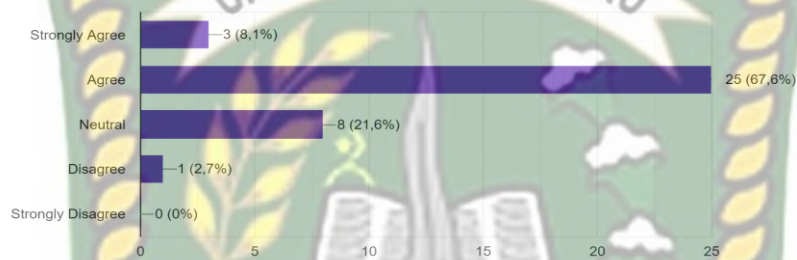|	
Strongly Agree	7 (18,9%)
Agree	16 (43,2%)
Neutral	12 (32,4%)
Disagree	2 (5,4%)
Strongly Disagree	0 (0%)
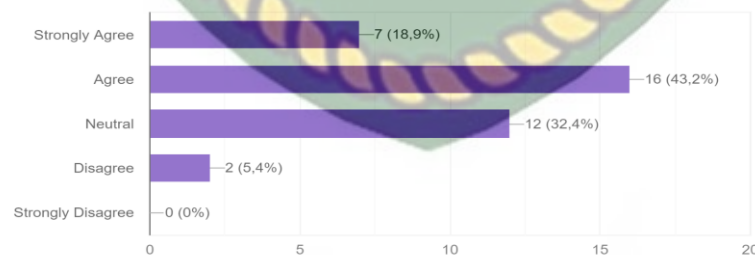
The result of this statement showed that 0 student (0%) responded to strongly disagree and 2 students (5,4%) responded to disagree, 12 students (32,4%)

responded to neutral, 16 students (43,2%) responded to agree and 7 students (18,9%) responded to strongly agree.

Figure 4.1 Using Canva application will make the interaction clear and understandable

16. Using Canva application will make the interaction clear and understandable. (Menggunakan aplikasi Canva akan membuat interaksi menjadi jelas dan dimengerti)
37 jawaban

Strongly Agree — 3 (8,1%)
Agree — 25 (67,6%)
Neutral — 8 (21,6%)
Disagree — 1 (2,7%)
Strongly Disagree — 0 (0%)

The result of this statement showed that 0 student (0%) responded to strongly disagree and 1 student (2,7%) responded to disagree, 8 students (21,6%) responded to neutral, 25 students (67,6%) responded to agree and 3 students (8,1%) responded to strongly agree.

Figure 4.1 I don't feel bored while watching learning video integrated with Canva

17. I don't feel bored while watching learning video integrated with Canva (Saya tidak merasa bosan ketika menonton video pembelajaran yang berintegrasi dengan Canva)
37 jawaban
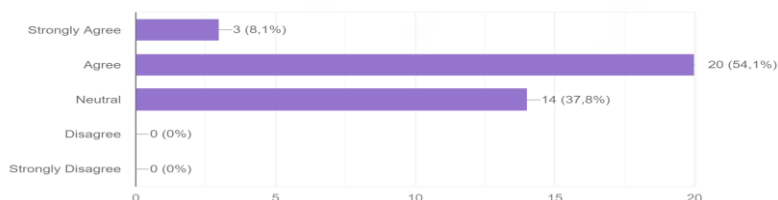
Strongly Agree — 3 (8,1%)
Agree — 20 (54,1%)
Neutral — 14 (37,8%)
Disagree — 0 (0%)
Strongly Disagree — 0 (0%)

The result of this statement showed that 0 student (0%) responded to strongly disagree and disagree, 14 students (37,8%) responded to neutral, 20 students (54,1%) responded to agree and 3 students (8,1%) responded to strongly agree.

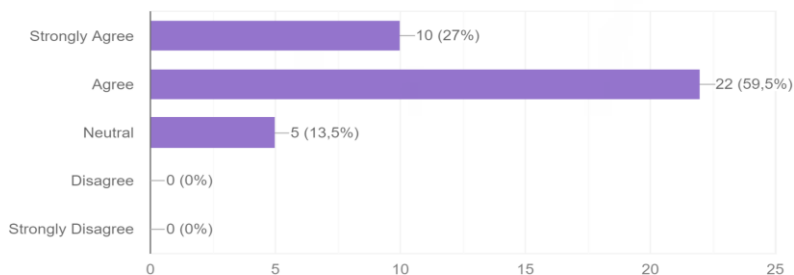**Figure 4.1 Enjoyed learning English using video integrated with Canva**

18. Enjoyed learning English using video integrated with Canva. (Menikmati belajar bahasa Inggris menggunakan video yang berintegrasi dengan Canva)
37 jawaban
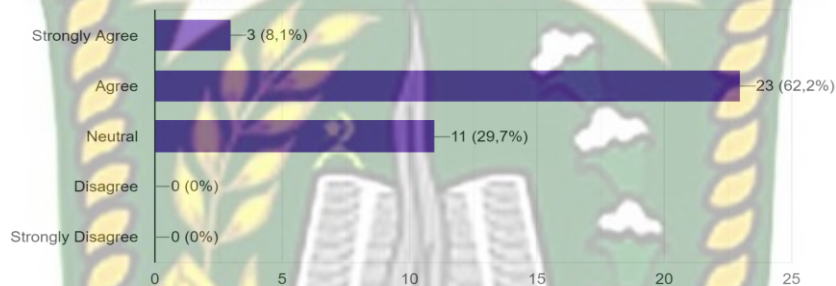
The result of this statement showed that 0 student (0%) responded to strongly disagree and disagree, 11 students (29,7%) responded to neutral, 23 students (62,2%) responded to agree and 3 students (8,1%) responded to strongly agree.

Figure 4.1 Teacher need to try create the video learning with Canva

19.Teacher need to try created the video learning with Canva (Guru perlu mencoba membuat video pembelajaran dengan menggunakan Canva)
37 jawaban

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The result of this statement showed that 0 student (0%) responded to strongly disagree and disagree, 5 students (13,5%) responded to neutral, 22 students (59,5%) responded to agree and 10 students (27%) responded to strongly agree.

Figure 4.1 Use learning video integrated with Canva application have the benefit in learning English

20. Use learning video integrated with Canva application have the benefit in learning English.
(Menggunakan video pembelajaran yang berintegras... memiliki manfaat dalam belajar bahasa Inggris)
37 jawaban
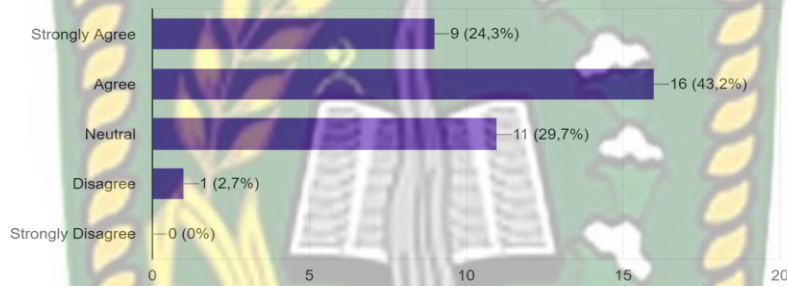
The result of this statement showed that 0 student (0%) responded to strongly disagree and 1 student (2,7%) responded to disagree, 11 students (29,7%) responded to neutral, 16 students (43,2%) responded to agree and 9 students (24,3%) responded to strongly agree.

4.2 Data Analysis

The researcher has analyzed the answers of questionnaire and interview. It also to see whether the questionnaire and the interview answers have a match with each other.

4.2.1 Perceived Ease of Use

The result that will be discussed is perceived ease of use. In the question of Canva one of the best choices in learning English, most of students' answer is agree with high score (74,59%). Then, most of the students are agree if the video's look in Canva is very attractive with very high score (82,70%). The researcher also found that learning using video integrated with Canva have the benefit for students in learning English with high score (78,37%).

It is also supported by the results of interviews section if most of the students feel easy in understanding the learning material presented in the video. In interview section and they found that the learning video is attractive to watch in learning.

So, from this analysis, the researcher concluded if the students are giving positive responses toward using learning video through Canva in learning English. It can be seen from the result of questionnaire and interview if the students can feel the benefit in the ease of understanding the learning material.

4.2.2 Perceived Usefulness

The result that will be discussed is perceived usefulness. In the questionnaire section, there is question about the learning makes happy in learning English. Most of student's answer is agree with high score (74,59%). It means that the students itself have a good experience with using that. Then, the students also more understanding the material with using learning video integrated with Canva with very high score (80%).

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Then, the researcher found that if the results of learning video integrated with Canva did not feel bored is high score (74,05%) and this question answering the problem of learning that is too monotonous to make students tend to be bored and sleepy while learning. This is also evidenced by the answer of the question about teacher needs to try created the video learning with Canva with very high score (82,70%).

It is also supported by the results of interviews section if most of the students feel the ease of understanding and learning using video is very interesting to use. Then, the students also said if the video learning through Canva is really fun because there are many attractive features that appeared in the video.

So, from this analysis, the researcher concluded if the students get a perceived usefulness in using learning video through Canva in learning English. It can be seen from the result of questionnaire and interview if the students can have a good experience and have an interesting in exploring more to this Canva application.

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the researcher provides the conclusions that related to this research and give suggestions. The conclusion of this research made based on the results and data discussion. The suggestions are giving to the lecturer, the students, and the next researcher.

5.1 Conclusion

Based on the data obtained and explanation in the previous chapter, the conclusions of this study were taken based on the result of related research to answer the research question in this study. There are 2 indicators on the use of learning video integrated with Canva. The questionnaire of this research showed a students' perception on the use of learning video through Canva with percentage 78,83% in interval.

The students are agreed on the use of learning video through Canva and giving positive responses toward Canva application made a learning activity more attractive because Canva application have many features that made learning activity more fun. Then, students giving their opinions about how easy to understand the material by using learning video through Canva. In addition, students also had interest to exploring more to this Canva application.

5.2 Suggestion

In this part, the researcher would like to give some suggestions which related with the research findings. The suggestions are giving for the teacher, the students

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in SMPN 4 Pekanbaru and the next researchers.

5.2.1 Suggestion for the Teacher

The researcher suggests the teacher can try to use and create learning media such as learning video to make the learning activity more attractive and fun.

5.2.2 Suggestion for the Students

The researcher suggests the students to increase their passion and motivation in learning English. Basically, if the teacher is already creating interesting learning media but the students do not have the motivation, the learning media will not work properly.

5.2.3 Suggestion for the next Researcher

The result of this research is expected to encourage the other researchers to conduct further research. This research was limited and focus of students' perception on the use of learning video through Canva in learning English. The researcher hopes that the next researcher will enhance topic which more detail and give more benefit in the future.

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