

Creating English learning media using Canva: EFL students' perspective

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ABSTRACT

Learning media are important parts of the teaching and learning process. Using Canva as a tool for creating English learning media is one of the ways EFL students can do when preparing their teaching and learning practices. This study investigates EFL students' perceptions of the kinds of English learning media created by the EFL students using Canva and the benefits of using Canva as a tool for creating English learning media as perceived by these students. The researchers employed a descriptive qualitative design to achieve the objectives of this study. This study was conducted at a large private university in Yogyakarta, Indonesia. The participants in this study were six EFL students from the 2019 batch. The researchers conducted interviews to gather in-depth experiences of the participants. The findings of this study indicate that EFL students have created six different types of English learning media using Canva. The English learning media created by EFL students were presentation slides, flashcards, videos, textbooks, Infographics, and social media content. The findings also elaborate on several benefits of using Canva to create English learning media as perceived by the EFL students. The benefits are that Canva is easy to use, provides various templates for various learning media, caters to EFL students' creativity, saves the EFL students' time creating teaching media, and allows EFL students to create fun multimodal learning media. The researchers suggest that students use Canva for creating English learning media, as it offers a variety of features and designs for free. Teachers should familiarize students with Canva, ensure device compatibility, and have a strong internet connection before implementing it in the classroom.



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1. Introduction

Media used in teaching and learning is frequently interpreted as capturing, processing, and rearranging visual or verbal information using graphic, photographic, or technological tools. Media can be a powerful tool for capturing and processing information and enhancing student engagement and learning outcomes. For example, according to a report by SAGE Publications (n.d.), media can help bring history into the classroom through pictures, music, and other visuals to a degree never before possible. In the learning process, activities are carried out between teachers and students.

Media can also be used to complement traditional approaches to learning. Effective instruction builds bridges between students' knowledge and the course's learning objectives. Intermediaries are

required when communicating with students about knowledge (cognitive), skills (psychomotor), and values (affective). Learning media serves as a bridge between sources and recipients for educational purposes, and student learning outcomes can be determined by their interest and motivation in learning, which in turn affects how interested and motivated they are to learn in the class (Nurrita, 2018, p.172). Similarly, Mateer et al. (2023) stated that using media engages students, aids student retention of knowledge, motivates interest in the subject matter, and illustrates the relevance of many concepts.

Advancements in technology have transformed teaching and learning practices in recent years. Technology has made learning more accessible, exciting, and enjoyable. It has led to more personalized learning experiences and made it easier for students to access educational resources anywhere in the world (University of the People, 2023). Technology has the potential to support English language learning. According to Motteram (2013), digital technologies are ideally placed to help teachers work with learners and learners working independently to do the necessary activities that make their language development possible. Digital technologies can provide many resources for English language learners, including online dictionaries, grammar guides, and interactive exercises. They can also provide opportunities for learners to practice their language skills in various contexts, such as through online chat rooms, video conferencing, and social media platforms (Motteram, 2013).

Technology in the classroom has become increasingly popular, and Canva is one of the most widely used tools for creating learning media. Canva is an online graphic design tool that allows users to create a wide range of visual content, including posters, infographics, and presentations. Canva is a drag-and-drop visual technology medium with access to over a million pictures, graphics, and fonts. Several types of visual aids, such as presentations, resumes, posters, pamphlets, brochures, graphics, infographics, banners, bookmarks, and bulletins, can be created using Canva, and many templates are available in the Canva app (Pelangi, 2020, p. 81). Students can create posters using Canva, which offers a variety of designs and is already available for free (Mulyana & Syamsiyah, 2021, p. 776). Using these ready-made templates in Canva makes it easier for students to create various visual aids that they might need to create throughout their study lives.

In the English Education Department (EED) of a large private university in Yogyakarta, students are exposed to Canva application since the beginning of their studies for it is introduced in some early technology-based courses. The students must take five technology-based courses in this department, namely Computer Literacy Offline, Computer Literacy Online, Innovative Technology, ICT in Language Teaching, and Digital Technology in Education. In these technology-based courses, students are exposed to many technological tools that can benefit their study and career lives, including Canva for creating learning media introduced in the third semester when students take Computer Literacy Online courses. Canva is considered an application that needs to be introduced and exposed to students because of its potential to help students create various teaching materials easily. With the aid of Canva, EFL students can produce English learning materials for their assignments, like creating presentations, posters, infographics, and many more, in quite an easy way. They can also use Canva to produce teaching materials for their internship programs and other purposes. The features in Canva might increase the students' confidence in creating their assignments because Canva offers so many interesting designs and is very user-friendly. Also, students in this university are given access from the university to access Canva Pro for free by signing up for an account using the student's campus email. Therefore, based on the researchers' observation in EED, many students used Canva rather than other graphic design platforms once they knew the application and had tried it. Thus, the researchers are interested in exploring the kinds of English learning media created by the EFL students using Canva as a tool and investigating the benefits of Canva as a tool to create English learning media as perceived by the EFL students.

2. Literature Review

Learning media has gained prominence in the pursuit of effective English language instruction as teachers seek innovative approaches to engage and empower students. This literature review examines the evolving landscape of learning media in teaching English as a Foreign Language (EFL) and sheds light on key insights from recent research.

2.1. Learning Media to Teach English

Media use in teaching and learning has become increasingly popular in recent years. Media can be a powerful tool for capturing and processing information enhancing student engagement and learning outcomes. Mahardika et al. (2021) stated that learning media is a physical and non-physical medium that serves as an intermediate between teachers and students to help them understand learning more effectively and efficiently. The learning process is a communication process; with the media, the learning process will function efficiently. Thus, learning media is an important part of the educational system. Furthermore, Amini and Pujiharti (2021) stated that learning aids such as learning media can channel the contents of a student's mind, feelings, and talents.

Incorporating media into the classroom can help create a brain-friendly environment for learning. Most learners are either visual or kinesthetic; thus, a brain-friendly environment will lean heavily on teaching methods that include visuals, models, or hands-on activities (Meidasari, 2017). Media can be used as intermediaries between teachers and students to enhance the learning experience. The main function of learning media is to achieve learning goals. The more effective learning media used, the more effective the learning process will be (Meidasari, 2017).

Educational messages can be delivered and communicated through the media. However, all resources used in the learning process can be regarded as learning media. Simple learning materials can be divided into three categories, namely audio, visual, and audio-visual media. Audio media can transmit verbal (spoken language or words) and non-verbal messages (sounds and vocalizations). Visual learning media come in many forms and are limited to the visual sense.

Meanwhile, audio-visual media involves two elements: audio (hearing) and visual (seeing). Fuady and Mutalib (2018) found that audio-visual media have several advantages over other media, such as media images, print media, and hearing media. They become a strong attraction for students.

Technology advancement has made it easier for teachers to share learning media online through an application or website for free and students can easily access them. By utilizing online tools or digital platforms made available by the internet and network-based technology, online learning media are an open and dispersed learning system that supports the construction of the learning process and knowledge through actions and interactions (Arnesi & Hamid, 2015). To communicate with other students, students can also use chat rooms, leave comments on discussion forums, send emails, and participate in video conferences. According to Saputra et al. (2020), learning materials are produced to aid pupils in visualizing complex concepts so they can unwind while researching information.

2.2. Canva as a Tool to Create Learning Media

Canva is a graphic design platform that allows users to create a wide range of visual content, including posters, infographics, presentations, and videos. It is used in Education as a technology-based learning medium, notably in language and online learning. In recent years, Canva has gained significant attention as a tool for creating learning media. It also enables teachers and students to become "design thinkers," allowing them to develop new designs or edit old ones.

A growing number of studies have started to consider the role of Canva in teaching and learning practices. Hadi et al. (2021) suggested that using learning media such as digital posters and online presentations can help increase students' interest, creativity, and drive to learn writing skills. A recent study conducted by Yundayani et al. (2019) investigated the effect of Canva on students' writing skills. The study was conducted at a college in Indonesia and used a quantitative method to collect data. The study was a descriptive study with 44 Indonesian EFL students selected and assigned randomly to two writing classes, namely control and experimental groups. Before the treatment, both groups had a pre-test. During the instruction sessions, both classes were taught by adopting the Communicative Language Teaching (CLT) approach. However, in the experimental group, to help students explore their writing ideas, they were asked to use Canva as media of writing. After the treatment, both groups had a post-test. Then, the number of writing errors made by students from both groups was compared using ANCOVA. The results showed that students in the experimental group had a significantly lower number of writing errors than the control group, which confirmed the positive effect of Canva in improving students' writing skills.

Another study also confirmed that students had a positive view of Canva. It was conducted by Nanda and Fatimah (2021) and showed that students at a senior high school in Sijunjung positively viewed Canva as a tool for learning English. The study employed a quantitative method to collect data and was a descriptive study with 32 statements on a five-scale Likert scale. The findings showed that students viewed Canva positively as a tool for learning English.

Another study confirmed the positive effect of Canva on students' speaking skills. The study was conducted by Yundayani and Susilawati (2021) at a college in Indonesia. The study was a quasi-experimental study with 40 Indonesian EFL students selected and assigned randomly to two speaking classes, namely control and experimental groups. Before the treatment, both groups had a pre-test. During the sessions of instruction, both classes were taught by adopting the Communicative Language Teaching (CLT) approach. However, in the experimental group, to help students explore their speaking ideas, they were asked to use Canva as media for speaking. After the treatment, both groups had a post-test. Then, the speaking scores of students from both groups were compared using ANCOVA. The results showed that students in the experimental group had significantly higher speaking scores than the control group, which confirmed the positive effect of Canva in improving students' speaking skills.

Overall, Canva has positively affected students' writing and speaking skills. Students also have a positive view of Canva as an English learning tool. By incorporating Canva into the classroom, teachers can create a more engaging and effective learning experience for students.

2.3. Kinds of Learning Media Created Using Canva

Information and Communication Technologies (ICT) has recently gained interest, with Canva being one of the applications students can use. As stated by Wahyuni (2018), in modern digital society, information and communication technology are inextricably linked, with direct implications for educational practice. Canva has many features offered to its users for free and paid accounts. The learning media created using Canva can be used to make learning more engaging and enjoyable (Hapsari & Zulherman, 2021). Canva is a versatile tool that can be used to create a wide range of learning media. These learning media include presentation slides, infographics, flashcards, posters, and videos.

Presentation slides. Canva can be used to create presentations that can be used to deliver information engagingly and interactively. It offers hundreds of presentation templates with various layouts, design elements, photos, videos, gifts, and sound effects. The presentation slides that have been created using Canva can be delivered both online and offline. Students can present directly from Canva or download the presentation slides as PowerPoint presentations or PDF documents.

Infographics. Canva can be used to create infographics that can be used to present complex information clearly and concisely. Infographics are designed to be visually appealing and easy to understand, making them an effective tool for teaching and learning. They can be used to present a wide range of information, including data, statistics, and other types of information (SAGE, n.d.). They can illustrate complex concepts, break down information into smaller parts, and highlight key points. Infographics can also be used to compare and contrast different ideas or concepts, making them useful for critical thinking and analysis (The Segue Creative Team, 2014).

Flashcards. Canva provides a variety of flashcard templates that can be adapted to specific learning needs. Flashcards are a form of educational media in the form of cards containing pictures and words whose size can be adjusted to the ability of students to create them. According to Rahman et al. (2021), flashcards are learning media that are easy to carry, practical, easy to remember, and fun; this media can help improve various aspects such as developing memory, practicing independence, and increasing vocabulary.

Posters. Canva can be used to create posters that can be used to convey information in a visually appealing way. According to Osa and Musser (2012), posters are colorful, attractive learning media that can enhance the learning environment. Posters can be used to convey information in a visually appealing way, and they can be used to group information together, identify key concepts, and understand how complex ideas fit together (Oxford University Press, 2016).

Videos. Videos are a powerful tool for teaching and learning. Rahmawati and Atmojo (2021) found that videos are often used as learning media, for they have proven effective even though they require time and effort to create. By using Canva, creating videos can be easier. Maolida and Salsabila (2021) showed how easy it is to teach teachers to use Canva to create videos.

Textbook. Canva's textbook templates are designed to create visually appealing textbooks, which include themed sheets, explanations, and stories. These materials aid teachers in explaining syllabus content and aid students in understanding the materials. Research by Putri et al. (2023) emphasizes the need for systematic and effective organization of textbooks by using Canva to enhance learning and understanding, ultimately leading to competency attainment.

2.4. Benefits of Canva Application as a Tool to Create English Learning Media

Canva is an online application that allows users to create various learning media. It offers some advantages for teachers in creating learning media. It is easy to use and has many templates, making it a great tool for creativity and self-expression. Hijriah et al. (2021) found that the art and design results from Canva provide the potential for self-expression, imagination, creativity, and the ability to develop ideas. The Canva application is a technological advancement used as a learning tool. It allows teachers and students to create engaging teaching materials from preexisting designs. Research by Putra and Filianti (2022) found that learning media and multimedia created using Canva for Education benefit students' learning. Students can easily access Canva for Education, fulfilling their technological needs. Canva is an online design tool teachers and students can use to create learning media. It can increase students' interest and motivation by interestingly presenting teaching materials. Research by Kartiwi and Rostikawati (2022) supports Canva as a web-based design tool that allows for the creation of graphics, posters, presentations, flyers, and brochures.

3. Method

The researchers employed a qualitative approach with descriptive qualitative research design to investigate the perception of the English Education Department students at a private university in Yogyakarta, Indonesia. Qualitative research is a method for investigating and comprehending the meaning that individuals or groups attach to a social or human situation (Creswell, 2014). The purposes of this research were to reveal the kinds of learning media created by EFL students using Canva and to explore the benefits of Canva as a tool to create English learning media as perceived by the EFL students. The researcher chose a descriptive qualitative as the research design. According to Merriam and Tisdell (2016), several important elements are incorporated into a qualitative research approach. Since this study is exploratory, the findings of this study are also comprehensive and detailed. Consequently, the researchers employed a descriptive qualitative research design for this research.

This research was conducted at an EED of a private university in Yogyakarta starting in February 2023. This department integrates technology into its teaching and learning processes, making it an excellent site for creating English learning using Canva. Students with varying levels of engagement with technology are present, making Canva an effective tool for creating learning media for English learning. The participants of this study were six students from this department. The researchers had four criteria for choosing the participants: they had to be students who have created a Canva account on their phone or laptop, understood the features and how to operate Canva as a tool for making English learning media, created at least two English learning media using the Canva application as a tool, and created learning media using Canva to teach at school or do internships at school and practice in microteaching courses. All participants' identities were protected by disguising the original names of the participants into pseudonyms (Creswell, 2014). It is aimed to safeguard participants' identities and confidentially keep their privacy.

Semi-structured interview was employed as the type of the interview in this research. As stated by Ryan et al. (2009), a semi-structured interview entails a predetermined set of open-ended questions that facilitate comprehensive information collection and encourage participants to respond spontaneously. The interview was performed online using Microsoft Teams, and the language used was *bahasa Indonesia* to make the interviews run smoothly because *bahasa Indonesia* is the mother

tongue of both the interviewers and interviewees. The researchers also took notes to help create the follow-up questions and recorded the interviews to avoid data loss. The interview lasted for about 60 minutes for each participant.

After obtaining the data from the interviews, the next step was to analyze the data. Several steps have been taken. First, the researchers transcribed the interviews. After transcribing the interview, four coding stages were conducted, namely open, analytical, axial, and selective coding. Open coding involves gathering qualitative data into distinct components and assigning codes (labels) to them. Analytic coding involves interpreting the text data and assigning descriptive codes to it. Comparative coding involves comparing similar events in the data. Axial coding is a technique used in qualitative research to group codes into categories by reading over the codes and underlying data. Selective coding is the last step in processing data from interview results, connecting all categories around one core category.

The researchers also conducted member checking to ensure the trustworthiness and authenticity of the data. Cohen et al. (2011) suggest that member checking is a method of respondent validation where a researcher allows respondents to verify the accuracy of the data and interpretations, rectify any errors, and provide additional information. Thus, the participants were provided with the data and interpretations and were asked to check if the data and interpretations were correct and/or whether the participants had additional information. Following participant consent, the researchers analyzed and expounded upon the findings.

4. Findings and Discussion

This research answered two research questions. The first research question explored the kinds of English learning media created by EFL students using Canva as a tool. The second one investigated the benefits of Canva as a tool to create English learning media as perceived by the EFL students. The findings were analyzed from the interviews with the six participants (four female and two male students). To maintain the participants' confidentiality, the names of the participants were changed into pseudonyms, namely Dewi, Putri, Risa, Mita, Dewa, and Putra. The findings are as follows:

4.1. The Kinds of English Learning Media Created by the EFL Students Using Canva

The first objective of this research is to explore the kinds of English learning media created by EFL students using Canva. Based on the results of the interviews with the participants, it was found that each participant had created more than two English learning media using Canva. There are six findings for this research question, showing that the learning media that the participants have created are presentation slides, flashcards, videos, textbooks, infographics, and social media content. The detailed information for each finding is as follows:

Presentation Slides. The study revealed that all six participants perceive Canva as a user-friendly application for making slide presentations. This kind of English learning media is the most created media by the students using Canva. Slide presentations can deliver various topics such as passive voice, descriptive text, and narratives using animations. Participants also indicated using Canva to create the slide presentation for their undergraduate thesis proposal defense. Dewi stated, "One of the learning media I have created using Canva is PowerPoint presentation." Similarly, Putri noted, "I once created presentations explaining passive voice and descriptive text, which I downloaded in pdf format and shared to the students for them to read before the class time." Dewa stated, "I shared my presentation in Canva containing short stories through ZOOM meetings."

Based on the findings, a slide presentation is the learning medium the participants have commonly created using Canva. Some studies also found similar findings in that the participants commonly use Canva to create slide presentations. Riadil's (2020) research provides evidence in favor of utilizing PowerPoint (PPT) as a medium for delivering presentations, and Canva's diverse range of templates facilitates artistic expression and personalization. According to Sanisah et al. (2022), Canva is more user-friendly because it offers a wide range of PowerPoint templates.

Ultimately, Canva can assist users in producing captivating and user-friendly slide presentations as a tool for learning English. The platform offers a range of templates and tools to assist users in developing compelling and interactive educational content.

Flashcard. Based on the findings of this study, the researchers found that two participants found it easy to use Canva as a tool for creating flashcards as English learning media. Students quite commonly create this kind of English learning media. Flashcards are educational media in the form of cards containing pictures and words with various difficulty levels that can be adjusted to the student's abilities and needs. Flashcards can assist students in stimulating their knowledge regarding certain topics. Flashcards can be created using Canva because Canva has provided templates, various animations, and fonts, making it easier for users to create English learning media in the form of Flashcards.

There were two participants mentioned that they had created flashcards as learning media. They were Risa and Putra. Risa mentioned, "I created some flashcards using Canva." Similarly, Putra stated, "I have created Google Classroom to teach, and have put all learning media, such as flashcards that I have created, there." They both mentioned creating flashcards to increase the student's vocabulary mastery. This aligns with Mobley and Jordan (2022), who stated that flashcards are transformative learning media that can be used in the classroom to engage students with vocabulary. Rahman et al. (2021) also stated that flashcards are learning media that are easy to carry, practical, easy to remember, and fun; this media can help improve various aspects such as developing memory, practicing independence, and increasing vocabulary.

Videos. Video is another kind of learning media that the students have created using Canva. Two participants, Risa and Putri, found it easy to use Canva as a tool for creating videos as English learning media. Video content is one of the innovative audio-visual learning materials that can support more interesting learning. Using technology, teachers can help students learn by using videos, or students can make a video as a medium for presenting the material. One of the tools that can support creating or editing learning videos is Canva.

Risa stated, "By using Canva, I can create and edit videos easily. Then, I will use the short video with animation in the class, and students will love to watch it." Putri also mentioned, "I have created a 10-minute video containing the material for the class and shared it with the students to watch."

Videos are a powerful tool for teaching and learning. Rahmawati and Atmojo (2021) found that videos are often used as learning media, for they have proven effective even though they require time and effort to create. However, by using Canva, creating videos can be easier. Maolida and Salsabila (2021) showed how easy it is for teachers to use Canva to create videos.

Textbook. Based on the findings of this study, the researchers found that one participant created a textbook as English learning media using Canva. Textbooks can be easily made using Canva because templates are already available for making textbooks. Dewi stated, "I have created a textbook using Canva." She added, "I got an assignment from one of my classes to create an English textbook with 8 to 10 pages, and I created it using Canva." She also mentioned that creating the textbook using Canva was quite easy since she could create it from one of the ready-made templates available in Canva.

Canva's textbook templates are designed to create visually appealing textbooks, which include themed sheets, explanations, and stories. These materials aid teachers in explaining syllabus contents and aid students in understanding the materials. Research by Putri et al. (2023) emphasizes the need for systematic and effective organization of textbooks by using Canva to enhance learning, ultimately leading to competency attainment.

Infographic. Another kind of learning media created by the student is infographics. Dewi mentioned that she has created an infographic using Canva. She mentioned, "I created learning media such as PowerPoint presentations, infographics, textbooks, and flashcards." Infographics are visual media designed to be visually appealing and easy to understand, making them an effective tool for teaching and learning. This convenience also triggers students to become more interested in learning.

Infographics can present a wide range of information, including data, statistics, and other types of information (SAGE Publications, n.d.). They can illustrate complex concepts, break down information into smaller parts, and highlight key points. Infographics can also be used to compare and contrast different ideas or concepts, making them useful for critical thinking and analysis (The Segue Creative Team, 2014).

Social Media Contents. The result of the study shows that one participant has utilized Canva to create social media content like Instagram. Putra mentioned that he found it effortless to utilize Canva as a tool to produce Instagram content as media for learning English. Instagram content serves as a means of promotion and can also be utilized to share educational materials on social media platforms. These contents can be in the form of pictures/posters or videos. The content may encompass English-related material, like vocabulary and short video learning, which can be accessed in a more relaxed environment.

Putra claimed that Canva can generate educational media, including Instagram content. Social media-based learning platforms, particularly Instagram content, are intriguing due to their dual functions as entertainment materials and educational resources accessible to a wide audience. Furthermore, Canva facilitates the creation of Instagram content by offering a wide range of designs specifically tailored for social media, including Instagram. Sholeh et al. (2020) stated that Canva can generate visual representations, such as images, that effectively communicate material or information to others.

4.2. The Benefits of Canva as a Tool to Create English Learning Media as Perceived by EFL Students

The second objective of this research is to discover the benefits of Canva as a tool to create English learning media as perceived by students. These findings were obtained by interviewing six EFL students. After collecting data and conducting data analysis, the researchers found six benefits of using Canva to create English learning media. The benefits are presented below.

Canva is Easy to Use. The first benefit of using Canva to create learning media, as perceived by the EFL students, is that it is easy to use. The six participants stated that Canva is a tool that is easy to use in creating English learning media. By using Canva, these EFL students can easily create learning media that are efficient, effective, and simple but interesting and practical to use. Risa claimed, "Canva provides a variety of templates and is easy to use." This is in line with Junaedi (2021), who mentioned that Canva can be used in the educational realm because Canva makes it easier for teachers to create and present interesting learning materials to attract students to learn more and understand the materials better.

Canva Provides Various Templates for Various Learning Media. The second benefit of using Canva to create English learning media is that it provides various templates for various learning media. Thus, by using Canva, EFL students can create different types of teaching media, such as slide presentations, infographics, posters, and video learning. Dewi mentioned, "Canva provides unlimited templates we can choose to create fun and interesting learning media." She added, "Once we choose the template, it is easy to customize and adjust it to our needs." Similarly, Kartika and Rostikawati (2022) found that Canva is a web-based design tool that allows users to create appealing designs using the various templates it provides. They added that Canva users can create various designs such as graphics, posters, presentations, flyers, and brochures.

Canva Caters to EFL Students' Creativity. Another benefit of using Canva to create English learning media is that it allows EFL students to be as creative as possible in creating their learning media. This is because Canva does not only provide many templates but also provides various elements that the users can add to their designs. The participants mentioned that they can customize their design using the elements provided by Canva. These elements range from lines and shapes to graphics, photos, stickers, audio, and video. Mita mentioned, "When creating learning media using Canva, I can easily choose images or emojis I need for my design." Similarly, Dewa stated, "Canva provides many features, animations, and templates so that we can create various learning media easily."

Canva saves EFL students time in creating teaching media. Another benefit of using Canva to create English learning media is that EFL students can spend less time creating the necessary learning media. It is because Canva has provided these EFL students with various designs and templates that are easy to customize. These various elements are easily added to the templates, the animations, and a lot more ease that Canva offers its users. Putri and Mita stated that Canva could help save their time creating English learning media. Offering various features, templates, animations, fonts, and more makes it easier for users to create learning media using Canva quickly. Putri mentioned, "Canva makes

creating learning media very time efficient." This is in line with Fauziyah et al. (2022), who mentioned that Canva offers a wide range of appealing designs that are prepared to expand the creativity of teachers and students in creating learning media while taking advantage of the many provided elements and requiring little time during the design process.

Canva Allows EFL Students to Create Fun Multimodal Learning Media. Finally, the EFL students perceived Canva as a tool that can help them create fun multimodal learning media. This is because when they create learning media using Canva, they can easily add different media types to their designs. They can add graphics, audio materials, and video into their designs. Dewi mentioned, "I can add audio or video to the presentation slides I created using Canva. Similarly, Hapsari and Zulherman (2021) stated that the animated video created using Canva is very interesting. This way, EFL students can create fun multimodal learning media using Canva.

5. Conclusion

Canva is a tool that facilitates its users to create various kinds of designs. Therefore, EFL students can create English learning media with various designs using Canva. Six EFL students from a large private university in Yogyakarta were the participants in this study. The researchers found that using Canva as a tool for creating English learning media allows EFL students to create various English learning media and can provide some benefits as perceived by EFL students.

The findings of this study show that EFL students have created various English learning media using Canva. These learning media are presentation slides, flashcards, videos, textbooks, Infographics, and social media content. As for the benefits of using Canva as a tool to create English learning media, the EFL students mentioned five benefits. The benefits are that Canva is easy to use, provides various templates for various learning media, caters to EFL students' creativity, saves the EFL students' time creating teaching media, and allows EFL students to create fun multimodal learning media.

6. Recommendation

Based on the result of this study, the researchers provide some recommendations for some parties related to this study: students, teachers, and future researchers. The researchers recommend that students use Canva to create English learning media. It offers a variety of English learning media and easy access to features and designs to create learning materials anytime, for free. Therefore, the researchers suggest that students use Canva as a tool to create English learning media. Whereas for teachers, the researchers recommend that they ensure their students are familiar with Canva before instructing them to use it to create English learning media. It is important to ensure device compatibility and a strong internet connection before introducing it to students and implementing learning with it in the classroom. As for future researchers, they should investigate the same topic in different settings and focus differently, such as schools or learning management systems.

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Declarations

- Author contribution** : We are responsible for the entire research project, from initiating the ideas to revising the manuscript.
- Funding statement** : No funding is available for this research.
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