DIJEMSS:
Dinasti International Journal of Education Management and Social Science
E-ISSN: 2686-6331
P-ISSN: 2686-6358
https://dinastipub.org/DIJEMSS dinasti.info@gmail.com +62 811 7404 455
DINASTI PUBLISHER

DOI: https://doi.org/10.38035/dijemss.v7i1

The Effectiveness of Canva-Based DIY Presentations in Enhancing English-Speaking Performance

Via Ayusasmita[1], Sri Wahyuni[2], Seful Bahri[3]
[1]Master's Program of English Language Education Faculty of Languages and Arts Universitas Negeri Semarang, Semarang, Indonesia, viaayusasmita@students.unnes.ac.id
[2]Master's Program of English Language Education Faculty of Languages and Arts Universitas Negeri Semarang, Semarang, Indonesia, sriwahyunifbs@mail.unnes.ac.id
[3]Master's Program of English Language Education Faculty of Languages and Arts Universitas Negeri Semarang, Semarang, Indonesia, seful.bahri@mail.unnes.ac.id

Corresponding Author: sriwahyunifbs@mail.unnes.ac.id[2]

Abstract: Improving students' English-speaking skills remains a persistent challenge in Indonesia, particularly in traditional classroom settings. This study explores the effectiveness of Canva-based Do-It-Yourself (DIY) projects, specifically procedural text presentations, as a pedagogical tool to enhance speaking performance. Utilizing a mixed-methods approach, the research integrates quantitative data from pre-tests, treatments, and post-tests. Canva-based DIY presentations served as the independent variable, while students' speaking performance was the dependent variable. Statistical analysis, conducted via SPSS, revealed a significant improvement: a 26.08-point increase in speaking scores, a rise in post-test completion rate from 0% to 64.3%, and a p-value of 0.000 (<0.05), confirming the effectiveness of the intervention. Students also reported increased motivation, creativity, and confidence, despite minor technical hurdles. These findings suggest that Canva offers a low-cost, visually rich platform to stimulate learner engagement and support the development of key speaking sub-skills: grammar, pronunciation, vocabulary, and fluency. However, the study's small sample size and limited classroom context constrain its generalizability. Future research should involve broader populations and longitudinal designs to validate long-term impacts.

Keyword: Series of Pictures, Speaking Performance, Do-It-Yourself Project.

INTRODUCTION

The rapid advancement of globalization has significantly influenced interactions among global communities, often leading to perceived disharmony. This phenomenon has heightened the necessity for individuals worldwide to acquire English proficiency to facilitate their engagement in diverse fields, including education, economics, business, trade, and socio-cultural exchanges (Ji, 2023). Consequently, numerous countries, including Indonesia, mandate English learning for their citizens. By mastering English, Indonesians can establish connections with international communities across crucial sectors (Hidayat et al., 2023), fostering mutual benefits. English language proficiency comprises four fundamental skills: reading, listening, writing, and speaking. Among these, speaking holds a pivotal role in effective communication

on a global scale (Bolton et al., 2023). Speaking is the ability to articulate ideas, thoughts, and emotions verbally, serving as a medium for oral message transmission (Safari & Fitriati, 2016; Wahyuni & Dewi, 2024). Effective communication in English necessitates adherence to proper grammar, context-specific pronunciation, and clarity (Purnama et al., 2023). Therefore, English is an essential subject in Indonesian education (Utomo, 2023; Wahyuni, 2018).

Despite its significance, learning English in Indonesia is fraught (Yassi et al., 2023). Many students struggle due to difficulties in translation, vocabulary acquisition, and motivation (Mahrian et al., 2023). Junior high school students, in particular, face barriers stemming from limited confidence, inadequate language skills, and restricted vocabulary, necessitating tailored instructional approaches (Jaelani & Zabidi, 2020). Observations across Indonesian schools reveal that many students, even at the elementary level, find English-speaking tasks daunting. This struggle is often attributed to a minimal vocabulary repertoire and uninspiring learning methods centered on rote memorization, reading, writing, and listening without interactive engagement (Abrar et al., 2018; Sintadewi et al., 2020; Wahyuningsih & Afandi, 2020). Additionally, students' fear of making pronunciation errors and potential ridicule further hampers their willingness to practice speaking (Dovchin, 2020; Milan, 2019; Sinadia & Ngingi, 2023).

Do-It-Yourself (DIY) fosters creativity and self-reliance, historically linked to home improvement and now thriving through digital platforms (Fauchart et al., 2022). In education, DIY narrows gaps between mentors and learners, promoting interdisciplinary engagement (Bafarasat & Oliveira, 2023). Multimedia enhances English Foreign Language (EFL) instruction, fostering motivation, autonomy, and engagement (Mayora, 2006). Cognitive theories affirm that multimedia supports learning by integrating various sensory inputs, facilitating retention (Ogunbote & Adesoye, 2006). Communicative Language Teaching (CLT) prioritizes interaction, addressing limitations in traditional methods (Hien, 2021). It enhances student engagement by shifting focus from rote memorization to meaningful communication (VanPatten & Williams, 2014). Project-Based Learning (PjBL) encourages problem-solving and collaboration, emphasizing real-world (Baum & Stary, 2024). Effective design elements include inquiry, authenticity, and reflective learning (Larmer & Mergendoller, 2015). Project-Based Learning (PjBL) is recognized for enhancing critical thinking and problem-solving in SLA (Hidayah, Puspa Arum, & Apriyansa, 2021). However, challenges persist regarding its implementation fidelity in vocational and science education (Ferrero, Vadillo, & León, 2021; Hidayah et al., 2021). Meta-analyses suggest subject-dependent variations in PjBL effectiveness (Aprinaldi, Meri, & Khairi, 2023), yet research on its cross-disciplinary optimization is limited.

Teaching speaking in Junior High School using speaking instruction integrates cognitive and sociocultural theories, emphasizing communicative competence (Pakula, 2019). Digital tools aid practice, reducing anxiety and fostering confidence (John & Yunus, 2021). Oktavia & Syahrul (2021) found that heightened anxiety negatively correlates with speaking performance among high school students. Sutarsyah (2017) and Pratama et al. (2024) similarly identified anxiety as a determinant of lower oral proficiency. Meanwhile, Anggini & Arjulayana (2021) emphasized the significance of confidence and vocabulary mastery in presentation-based speaking tasks. Fan & Yan (2020) conducted a systematic review of speaking proficiency assessments, classifying studies into evaluation, generalization, and explanation. Evilia (2022) further reinforced the role of self-confidence in speaking achievement, while Arifatin et al. (2023) demonstrated how digital vlogging enhances fluency and accuracy. Additionally, Fauziyah et al. (2023) explored teachers' perspectives on speaking performance pre- and post-pandemic, identifying shifts in language learning challenges. Despite these findings, existing research predominantly isolates psychological, technological, and instructional factors without a comprehensive framework integrating these elements. A significant research gap exists in understanding the dynamic interplay between anxiety, assessment methods, and digital

interventions. Future studies should explore holistic models that incorporate psychological resilience, multimodal assessment, and adaptive digital tools to optimize speaking performance.

Novelty of this research is the intersection of constructivist learning, multimedia integration, SLA, PjBL, and speaking performance has been extensively examined in isolated frameworks, yet a comprehensive synthesis addressing their interdependencies remains largely uncharted. While prior research highlights the individual contributions of constructivist pedagogy, digital learning tools, and cognitive-emotional factors in SLA, there is a conspicuous gap in understanding how these elements collectively shape speaking proficiency in multilingual and technologically mediated environments. This study proposes a multimodal constructivist framework that bridges constructivist learning principles with adaptive multimedia strategies, fostering personalized speaking skill development in SLA. Unlike existing research that explores anxiety, assessment, or digital interventions separately, this study integrates these dimensions into a holistic, scalable model that considers learners' cognitive diversity, socio-emotional resilience, and cross-cultural adaptability. By pioneering an integrative, constructivist-driven multimedia framework for SLA speaking proficiency, this study advances theoretical discourse and provides practical pathways for educators, policymakers, and technologists to redefine 21st-century language education.

A SMP Negeri 32 Semarang study involved semi-structured interviews with two English teachers to explore students' speaking difficulties. Semi-structured interviews allow for in-depth insights into individuals' perspectives, thoughts, and experiences (DeJonckheere & Vaughn, 2019). Findings revealed that some students could comprehend English conversations but hesitated to respond due to limited vocabulary and weak mastery of the language. While a few students communicated effectively, others struggled with pronunciation and memorization, partly due to insufficient learning resources and discouraging peer influences (Afidah & Machfudi, 2022). Similar challenges were identified among Saudi EFL learners, where limited vocabulary was a primary obstacle in spoken English proficiency, and mobile-assisted learning emerged as a potential solution (Khan, Radzuan, Shahbaz, Ibrahim, & Mustafa, 2018). At SMP Negeri 32 Semarang, English instruction tools primarily include PowerPoint presentations, printed texts, and videos. However, language anxiety remains a prevalent issue affecting students' speaking performance (Oktavia & Syahrul, 2021; Sutarsyah, 2017).

One approach to enhancing students' speaking proficiency is to incorporate textual materials, such as procedure texts, into learning activities. Procedure texts provide structured guidance on performing specific tasks, such as preparing food, operating electronic devices, or following safety protocols (Marbes & Idayani, 2022). In this study, the researcher employs a Do-It-Yourself (DIY) procedure text approach using Canva, which visually represents sequential steps in an engaging format. This method aims to enhance students' comprehension of procedural texts and boost their English-speaking abilities. Based on these considerations, this study aims to analyze the effectiveness of Canva-based DIY presentations in enhancing English-speaking performance.

METHOD

Research Design

This study employs a mixed-method approach to enhance students' speaking performance through procedural text-based Do-It-Yourself (DIY) projects utilizing Canva. The quantitative method approach enables the researcher to gather, analyze, and integrate data within a single study (Creswell, 2012; Zhang, Ardasheva, & Austin, 2020). Specifically, this study adopts an exploratory sequential design, commencing with quantitative data collection via a case study, followed by quantitative data analysis through an experimental approach. The subsequent quantitative phase employs a pre-experimental design consisting of a pre-test, treatment, and post-test within a single group to assess the impact of the intervention.

Research Site and Participants

The study uses simple random sampling for participant selection and takes place at SMP Negeri 32 Semarang. The study participants consist of 28 students from class IX H for the 2024/2025 academic year. This class was selected due to its students' creativity and familiarity with Canva, as well as its curriculum, which includes procedural text material.

Research Variables

The independent variable in this study is the use of Canva in DIY project presentations, while the dependent variable is students' speaking performance. The study aims to determine the extent to which Canva-based DIY presentations improve students' speaking proficiency.

Hypothesis

The hypothesis formulated for this study is as follows:

Ha: The use of Canva-based DIY project presentations effectively enhances students' speaking performance.

Research Instruments

The study utilizes several research instruments:

1. Pre-Test: Administered before the intervention to assess students' initial speaking ability.
2. Treatment: Involves delivering procedural text lessons and guiding students in creating and presenting Canva-based DIY projects.
3. Post-Test: Conducted after the intervention to evaluate students' progress in speaking performance.

Data Collection

Data collection involves multiple techniques was pre-test, treatment, and post-test to measure students' speaking performance improvements quantitatively.

Data Analysis

The research applies both quantitative data analysis techniques. Quantitative data will be analyzed using SPSS to compute descriptive statistics, including mean, standard deviation, and percentage analysis. The effectiveness of the intervention will be determined using normality, homogeneity, and hypothesis testing.

a. Prerequisite Test

1. Normality Test: Conducted using the Shapiro-Wilk test (significance level = 0.05) to determine whether data are normally distributed.
2. Homogeneity Test: Performed using Levene's test to ensure data homogeneity before statistical comparisons.

b. Hypothesis Testing

A paired t-test will be used to compare students' pre-test and post-test scores. If the data do not meet normality and homogeneity assumptions, the Wilcoxon test will be applied instead. This method's framework ensures a robust investigation into the effectiveness of Canva-based DIY project presentations in improving students' speaking performance.

RESULTS AND DISCUSSION

Based on the table above, the pretest assessment category of the students was not complete (0.0%), and 28 students (100.0%) were not complete.

Table 1. Pretest Assessment of Student

Categories	Amount	Percentage (%)
Complete	0	0,0
Not Complete	28	100.0

Total	28	100.0

Source: Research data

Based on the table above, the posttest assessment category of 18 students (64.3%) was complete, and 10 students (35.7%) were not complete because they did not pass pre-test.

Table 2. Posttest Assessment of Student

Categories	Amount	Percentage (%)
Complete	18	64.3
Not Complete	10	35.7
Total	28	100.0

Source: Research data

Table 3 shows that there are two categories. The before assessment category has a significance of 0.005, and after assessment with a significance of 0.037 <0.05, so the data is not normally distributed.

Table 3. Normality Test

Categories	Significance	Result
Before Assessment	0.005	Not Normal
After Assessment	0.037	Not Normal

Source: Research data

Table 4 shows that there are two categories. Category before assessment with significance - <0.05 so the data is homogeneous. The after-assessment category has a significance of 0.456> 0.05, so the data is homogeneous.

Table 4. Homogeneity Test

Categories	Significance	Result
Before Assessment	-	Not Homogen
After Assessment	0.456	Homogen

Source: Research data

The paired t-test is used to determine the relationship or influence between the independent variable and the dependent variable. The main requirements in the paired t-test are normally distributed and homogeneous data. From the results of the normality test analysis and the homogeneity test, the conclusion obtained is that the data is not normally distributed and not homogeneous, so the Wilcoxon test is carried out.

Table 5 shows that the Sig value is obtained. (2-tailed) of 0.000 <0.05; therefore, Ha is accepted, and Ho is rejected. it can be concluded that there is effectiveness after using a Canva-based Do-It-Yourself Project Presentation to enhance speaking performance. The before assessment value was 48.21, and the after-assessment value was 74.29, so there was an increase in value of 26.08.

Table 5. Pre and Posttest Assessment

Categories	Mean	p-value
Before Assessment	48.21	0.000
After Assessment	74.29	
Increasing	26.08	

Source: Research data

The study results indicate that none of the students (0.0%) met the pretest assessment criteria, with all 28 students (100.0%) categorized as incomplete. However, in the posttest, 18 students (64.3%) achieved completeness, while 10 students (35.7%) had incompletes.

Classroom observations revealed that students actively engaged in the Do-It-Yourself (DIY) project using Canva on their mobile devices despite the absence of Wi-Fi. Since they did not have the Canva app installed, they accessed it via the website. Most students understood the instructions well, although some required additional guidance. They sourced materials from various online platforms, such as Google, Pinterest, and social media, and many created original content at home.

However, despite the overall improvement, 10 out of 28 students (35.7%) did not meet the posttest criteria. This warrants critical attention. Several factors contributed to this outcome, such as limited digital literacy among students unfamiliar with web-based tools. Lack of stable internet access and the absence of the Canva mobile app, forcing students to work with less responsive browser versions. Insufficient instructional scaffolding for students who required more structured guidance in organizing content and delivering presentations. Persistent speaking anxiety and fear of judgment, as noted by Oktavia & Syahrul (2021), may have also hindered performance. While the classroom environment was generally supportive, external variables such as peer pressure, self-confidence, and home support systems likely influenced the depth of student participation. These limitations echo findings by Alam et al. (2021) and Getie (2020), who emphasized the interplay of motivational, social, and emotional factors in second language acquisition.

The classroom environment played a supportive role in the successful implementation of the project despite the lack of Wi-Fi. Students found the experience fun and enriching, expanding their vocabulary and boosting their confidence in expressing ideas through English. Presentation skills are widely recognized as crucial competencies, particularly in professional environments where effective communication is required (Suroto et al., 2023). To develop students' presentation abilities, several strategies should be emphasized, such as providing constructive feedback on oral presentations. These strategies should cover aspects such as speech production, pronunciation, voice modulation, audibility, clarity, and anxiety management (Mallillin & Daniel, 2019).

Previous studies reinforce the importance of Canva in educational settings. Research by Rahmatullah et al. (2020) reported an increase in student learning outcomes, with the first cycle of field trials yielding a success rate of 67.13%, which improved to 88% in the second cycle. This suggests that Canva's integration into learning activities contributes positively to academic performance. Similarly, Rohma & Sholihah (2021) conducted a practicality test, which resulted in an average score of 89.25, categorized as highly practical. Their findings also indicated that Canva was highly effective, with an effectiveness rate of 92.59%. Further supporting this, Wulandari & Mudinillah (2022) explored the effectiveness of Canva in MI/SD science learning, highlighting its positive impact. The effectiveness of the Canva application in facilitating learning has been extensively studied by previous researchers. Wulandhari et al. (2021) emphasized that structural changes driven by technological advancements have contributed to the rise of Do-It-Yourself science. While DIY science has played a significant role in the maker movement in developed countries, its application in rural contexts remains underexplored.

The study results indicate that the Sig (2-tailed) value obtained is $0.000 < 0.05$, leading to the acceptance of Ha and the rejection of Ho. This confirms the effectiveness of using a Canva-based Do-It-Yourself (DIY) Project Presentation in enhancing speaking performance. The pre-assessment score was 48.21, which increased to 74.29 post-assessment, reflecting an improvement of 26.08 points.

Mattar (2018) emphasized the relevance of situated cognition and experiential learning within educational technology. Pande & Bharathi (2020) incorporated constructivist principles into a Design Thinking course, while Isik (2018) noted that technological tools facilitate constructivist learning, though resource limitations and teacher workload remain challenges. Rahmat & Jon (2023) found that group discussions enhanced motivation and interaction in English learning despite individual learning differences. Hakim & Solechan (2018) developed

a web-based multimedia application to improve vocational school learning outcomes, while Park et al. (2019) demonstrated that multimedia technology positively influences student learning perceptions. Hu et al. (2021) suggested that incorporating images aids problem-solving, with effectiveness varying based on context. Adrian et al. (2022) stressed the importance of design skills for vocational students, advocating Canva as an accessible tool for creating promotional materials. Zainuddin et al. (2023) further demonstrated that DIY videos improved students' writing proficiency in English. Additionally, Wulandhari et al. (2021) explored how technological advancements have fostered the growth of DIY science, and Wulandari & Mudinillah (2022) highlighted research supporting Canva's effectiveness as an instructional tool.

Getie (2020) found that students' attitudes toward English learning are influenced by social dynamics and classroom environments. Alam et al. (2021) reported that motivation, social engagement, and environmental aspects contribute to increased confidence in language acquisition. Project-Based Learning (PjBL) encourages knowledge construction through hands-on projects. Aprinaldi et al. (2023) found PjBL to be particularly beneficial in physics education, particularly in understanding simple harmonic motion. Nurhidayah et al. (2021) concluded that PjBL effectively enhances students' learning outcomes and problem-solving abilities in science education.

Oktavia & Syahrul (2021) established a correlation between anxiety and speaking performance, while Sutarsyah (2017) found that anxiety negatively affects students' oral communication skills. Anggini & Arjulayana (2021) emphasized the importance of self-confidence and vocabulary mastery for effective public speaking. Fan & Yan (2020) reviewed speaking ability assessments, noting that quantitative methods assess overall performance, whereas qualitative approaches provide deeper insights. Arifatin et al. (2023) demonstrated that digital vlogs enhance fluency and grammatical accuracy in speaking practice.

CONCLUSION

The study confirms that the Canva-Based DIY Project substantially enhances students' speaking performance, as evidenced by significant gains in posttest scores and a p-value of 0.000 (<0.05). Students perceived Canva as an engaging and beneficial platform that boosted their creativity, vocabulary, and confidence, making the learning process more enjoyable and interactive. These findings underscore the pedagogical potential of Canva as a digital tool in English language instruction, particularly in promoting communicative competence through visually enriched, student-centered tasks. Teachers are encouraged to adopt Canva not only to improve speaking fluency but also to cultivate learner autonomy and motivation. However, the effectiveness of this approach depends on scaffolded instructional design that emphasizes clear guidance in content organization, visual layout, and language use. Curriculum designers and school leaders should consider integrating DIY-style projects into English programs, especially within Communicative Language Teaching (CLT) and Project-Based Learning (PjBL) frameworks, to support the development of real-world communication skills.

Recommendations for future research to expand on the current findings, future studies should investigate Canva's effectiveness across other language domains, such as listening comprehension, reading fluency, and writing cohesion. Examine longitudinal effects, exploring the sustainability of speaking improvement over extended periods. Assess individual learner differences, such as digital literacy levels, learning styles, and socio-emotional traits (e.g., anxiety or introversion), to refine personalization strategies. Compare Canva with alternative digital tools (e.g., Prezi, Powtoon, Genially) in terms of usability, impact, and learner preference. Integrate Canva with task-based and collaborative learning models, such as peer review, group storytelling, and flipped classroom approaches, to enrich interactivity and deepen engagement. Conduct multi-site studies across different school levels and regions to evaluate contextual adaptability and equity in digital access. Acknowledging the limitations of this study

were subject to several limitations. First, it involved a relatively small, single-site sample within an urban junior high school context, restricting the generalizability of the findings to broader or rural populations. Second, short-term implementation may not reflect sustained speaking improvement over time. Third, assessment focused primarily on quantitative performance gains, with limited exploration of learners' cognitive or affective development. Fourth, Sample size and context-specific focus of this study, broader and more diversified investigations are necessary to generalize findings and maximize the pedagogical utility of Canva in global EFL settings.

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