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Tentang
DAFTAR PEMBIMBING TESIS ANGGKATAN 25 B
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
SEKOLAH PASCASARJANA UHAMKA
SEMESTER GASAL TAHUN AKADEMIK 2021/2022

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 PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
 SEKOLAH PASCASARJANA UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
 SEMESTER GASAL TAHUN AKADEMIK 2021/2022**

NO	N I M	N A M A	JUDUL TESIS	PEMBIMBING
1	2009067017	DIKI RAMDANI	The Role Of Metacognitive Strategy And Linguistic Knowledge In Students' Speaking Proficiency	1. Hamzah Puadi Ilyas, Ph.D. 2. Silih Warni, Ph.D.
2	2009067018	AHMAD PELANI	Implementing FIVES strategy in teaching reading comprehension of narrative text	1. Dr. Syaadiyah Arifin, M.Pd. 2. Herri Mulyono, Ph.D.
3	2009067019	JIHAN FAKHIRA	Language assessment literacy needs and development of secondary school EFL teachers	1. Siti Zulaiha, M.A., Ph.D. 2. Herri Mulyono, Ph.D.
4	2009067020	ATIK PUSPITA RILLA	Learner-centered approach to student feedback literacy	1. Siti Zulaiha, M.A., Ph.D. 2. Prof. Dr. H. Gunawan Suryoputro, M.Hum.
5	2009067021	GUSTIYANTI	Phonological awareness in helping early reading and spelling at SMKN 11 Jakarta	1. Herri Mulyono, Ph.D. 2. Hamzah Puadi Ilyas, Ph.D.
6	2009067022	MOH. NASHRUDDIN AKHYAR	The use of dialog through video conference in teaching speaking	1. Prof. Dr. H. Gunawan Suryoputro, M.Hum. 2. Siti Zulaiha, M.A., Ph.D.
7	2009067023	ELLY AZIZAH	Designing classroom activities for teaching speaking at SD Islam Al Azhar 61 Summarecon Serpong	1. Dr. Syaadiyah Arifin, M.Pd. 2. Hamzah Puadi Ilyas, Ph.D.
8	2009067024	SRI NUR INTAN WAHYUNI	Classroom discourse in the speaking classes at English department	1. Silih Warni, Ph.D. 2. Hamzah Puadi Ilyas, Ph.D.
9	2009067025	ANDRIANI	Teaching strategies for students with disabilities	1. Prof. Dr. H. Gunawan Suryoputro, M.Hum. 2. Dr. Syaadiyah Arifin, M.Pd.

NO	N I M	N A M A	JUDUL TESIS	PEMBIMBING
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**CANVA'S CRUCIAL ROLE IN LESSENING STUDENTS'
SPEAKING ANXIETY DURING SPEAKING ACTIVITIES**

A THESIS

Submitted to Fulfill the Requirement for thesis writing for the Master
of Education in English

By:

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**ENGLISH EDUCATION STUDY PROGRAM
GRADUATE SCHOOL
UNIVERSITY OF MUHAMMADIYAH PROF. DR. HAMKA
2024**

ABSTRACT

Gustiyanti. 2024. Canva's Crucial Role in Lessening Students' Speaking Anxiety During Speaking Activities. Thesis. Master of English Education Study Programme, Graduate School of Prof. Dr. HAMKA Muhammadiyah University. Advisor (I) Hamzah Puadi Ilyas, P.hd , and Advisor (II) Dr. Syaadiyah Arifin, M.Pd

Keywords: Canva, Speaking Anxiety, Learning Media, Speaking activities

Many studies emphasize the positive impact of innovation of learning media in second language education. Since its part in lessening foreign language anxiety, the utilization of advanced innovation has an imperative part in mending students' feelings. Hence, utilization of the advanced stage, Canva, and research of its impact on students' speaking activities anxiety in L2 was the most crucial in this ponder. This thesis aims to identify the impacts of using Canva as a learning media on students' speaking anxiety and significant changes in the students' speaking skills after the intervention and explain experiences students reported regarding using Canva in their speaking assignments and public performance. With this takeoff point, enter to degree intervention impacts related to the utilization of introduction assignments utilizing Canva, one bunch pretest-posttest is utilized. Data regarding Speaking anxiety before and after intervention was collected via the Hamilton Rating Scale for Anxiety (HARS). Participants were interviewed to determine the participants' learning experiences and changes in their emotional states. The source of information in this study is students of SMKN 11 Jakarta. The conclusions of the evaluation results are as follows: 1) There is a good impact of using Canva as a learning media on students' speaking anxiety and there are significant changes in the students' speaking skills after the intervention. After using Canva, students' anxiety during speaking activities was significantly reduced compared to before using Canva. This means that the use of the Canva application plays a significant role in reducing the anxiety of students majoring in marketing at SMKN 11 Jakarta during speaking activities. (2) There are good learning experiences students report regarding using Canva in their speaking assignments and public performance. Students are satisfied with learning English subjects, especially when there is the use of learning media such as Canva. In addition, Canva can hone students' speaking skills by being more confident in speaking English. Canva also makes the teaching and learning process fun, besides that the use of Canva can increase student creativity.

However, even if Canva is generally regarded positively and acceptable by students, students expect that the free features in Canva will be improved so that the quality of the elements utilized is not inferior to the premium features of Canva Pro. Furthermore, teachers are supposed to encourage students to comprehend the use of features in Canva so that they can explore creativity maximally and follow lessons effectively and efficiently according to the Learning Objectives of Speaking English.

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CHAPTER I

INTRODUCTION

A. Background to The Research

Ideally, there are two aspects of speaking that cannot be separated: what speakers can and do say, and the communal context such speech occurs in (Hymes, 1989). To encourage and challenge their students to speak in front of the class, teachers should make it simple for them to do so. Along with guiding students regarding what will be presented to them, teachers should also modify the context based on the needs and interests of the students as well as the learning objectives. In addition, teachers give presentations that serve as feedback to students after they speak, allowing them to hone their speaking abilities and fix any errors they may have made.

However, in a real condition, when having a presentation in front of the class, the students appear to be at a loss for words and uncertain about where to begin, despite having thoroughly prepared for their presentation according to the teacher's guidelines. Speaking difficulties frequently occurs during presentations. It is a common phenomenon for most of the people to feel nervous while speaking or presenting in front of other people. This not only has a negative impact on individuals' affective state but also shows itself physically like having a stomach ache, sweating, rapid breathing, or having an irregular heartbeat, etc (Yaprak, 2022). This is also

reinforced by the research results of Rahayu et, al (2020) that there are four main problems related to EFL problems in speaking English, including (1) Lack of Vocabulary, (2) Grammar is not well mastered, (3) Fear of negative responses from others, and (4) Low self-confidence in speaking English. The ability to speak English in EFL learners must be improved by motivating students about the importance of English for communication and global interaction today.

Because of the previously stated condition, it requires a learning media that not only reduces anxiety but also makes interesting presentations and encourages creativity. Yuprak (2022) stated that for this reason, Canvas was designed to provide digital resources and a platform on which learners could specifically focus on communication and practice their speaking skills without feeling the actual presence of other people which made them feel anxious.

Canva provides various features that can be used in the realm of education. An example is the types of presentations, one of which is presentations in education. Based on the consideration of the important role of learning media, it is necessary to organize training on making innovative learning media using the Canva application, especially Canva for education. Creating a Canva for education account to creating learning materials using the Canva application will be provided as training material.

This research will explore the impact of using Canva as a learning media on students' speaking anxiety and learning experiences participants reported regarding using Canva in their speaking assignments and public performance how Canva is perceived as a speaking learning media and what challenges teachers face in using Canva for learning and teaching speaking. Researcher believe that using technology like Canva not only allows students to learn speaking based on their interests and needs but also helps students to reduce students' speaking anxiety.

B. Identification of Problems

Based on the research background, the researcher identifies the problems as follows:

- a. The impacts of using Canva as a learning media on students' speaking anxiety
- b. There are significant changes in the students' speaking skills after the intervention.
- c. Students' learning experiences reported regarding using Canva in their speaking assignments and public performance.

C. Limitation of Problems

Based on the identification of problems, the researches notices that the use of Canva not only allows students to learn speaking based on their interests and needs but also helps students to reduce students' speaking anxiety. It is important for researches to limit the problems to focus more attention on specific problem. The

researches focus on the use of Canva to reduce students' speaking anxiety at SMKN 11 Jakarta.

D. Research Questions

The writer would like to formulate this study as follows:

1. What are the impacts of using Canva as a learning media on students' speaking anxiety?
2. Are there any significant changes in the students' speaking skills after the intervention?
3. What learning experiences do students report regarding using Canva in their speaking assignments and public performance?

E. Research Objectives

This study aims to determine the following based on the phrasing of the problem stated above:

1. To identify the impacts of using Canva as a learning media on students' speaking anxiety
2. To identify the significant changes in the students' speaking skills after the intervention.
3. To explain students' learning experiences regarding using Canva in their speaking assignments and public performance.

F. Significance of the Research

This research can provide information to English teachers about the use of Canva to reduce students' speaking anxiety. Then, from these results, teachers can go deeper understand the role of technology in helping students overcome students' speaking anxiety and improve learning methods.

The significance of this research for students is to provide alternative learning media to students which is very helpful in the learning process and can help overcome students' difficulties in completing speaking assignments in English lessons. The results of the research are expected to make students more active and straightforward in their speaking assignments. Utilizing technology to develop personal abilities in speaking. Minimizes anxiety that arises by generating higher self-confidence.

By looking at the various advantages that Canva has in increasing students' levels of creativity and collaboration, it is trusted that schools as educational institutions will play an optimal role in making Canva an alternative application that is very important for educators and students to master. It is hoped that the results of the research will enable schools to facilitate all teachers and students to receive training facilities in using Canva so that the positive results they wish to achieve can be maximized.

CHAPTER II

LITERATURE REVIEW

A. Review of Previous Studies

Several studies have discussed learning methods using applications such as Canva in the teaching and learning speaking. The first study is by Yuprak (2022). A mixed methods research design was used, incorporating both quantitative and qualitative data relevant to the study's focus. The study explored the impact of the use of Canva on EFL learners' public speaking anxiety, the significant change in the participants' speaking proficiency after the intervention and the participants' reported learning experiences related to the use of Canva in their speaking tasks and public performances. The initial phase of data collection was predicated on the results of the speaking assignments that the students completed both before and after the intervention. The Personal Report of Public Speaking Anxiety (PRPSA) scale was used to collect data for the second part of the study (McCroskey, 1970). The findings showed that using the Canva Learning Management System to reduce participants' anxiety during speaking exercises and conversations improved their oral performance in English and improved their public speaking skills. Participants underwent testing both before and after the intervention with the goal of analyzing the shift in learners' anxiety levels and how it affected their presentation skills. Apart from using quantitative tools for statistical analysis, participants were interviewed to gather comprehensive insights into their thoughts and

emotions regarding the application. Thus, In order to help students practice public speaking and concentrate on communication , Canva was used as one of learning media to improve speaking skill.

Another research discusses is by Wijayanti (2022). this study intended to find out the students' and teachers' perspectives in teaching and learning English by using Canva at the university level, especially at IAIN Fattahul Muluk Papua. This study revealed that Canva is an effective teaching media for the English language, according to this study. Another simple-to-use tool for teaching English is Canva, which enhances the process of teaching and learning while being simple to share and easy to use. Ultimately, Canva is simple to use because it offers all the resources needed for teaching and learning, including videos, graphics, and color schemes. Canva also turns into a fascinating app that is a fantastic option for teaching and learning.

The third research discusses is by Dharmawan (2019). The objective of conducting of the study was to find out the interaction in Canva in the speaking classroom and effects of using Canvas to improve speaking skills. Through administering a questionnaire, observing, and using the independent sample t-test method, the findings demonstrate that taking English speaking lessons through Canvas is in fact necessary. It also focuses on how students interact with one another and how that affects their ability to speak English. It can be inferred that using Canva can improve speaking, especially interaction. Furthermore, Martínez et al. (2022) consider that the

use of Canva avoids that the most participative students monopolize the discussion. Students' feedback suggests that the main weakness of the used methodology was the lack of time to search for information before the brainstorming with the BMC-like template and the very limited access to primary sources. It can be inferred that Canva triggers students to participate in discussions, more precisely and provoke students to speak.

The sixth study is by Wenger (2019). The purpose of this study was to investigate the relationship between Canvas use and student satisfaction in face-to-face courses at Colorado Mountain College. A student's experience within a course, including the use of Canva, influences their satisfaction with the course and influences their decision to continue. This study showed that Canva is an entertaining learning media in speaking.

Another research conducted by Jumami (2021) discussed how Canva teaches to be creative Canva makes students easier, enjoy, have fun, easy to understand, and motivates them to learn English. This is because the app is easy to use, and the app's images attract students' interest. This is also confirmed by Anwar (2021) who investigates that Canva application can be used for creating many things for learning goals. It is proven by Al-khoeri et al. (2021) inform that Canva is a graphic design application that facilitate students to easily design various types of creative ELT materials.

All things considered, the previous studies on the use of Canva is similar. First, Yuprak (2022) stated that that using the Canva Learning Management System to reduce participants' anxiety during speaking exercises and conversations improved their oral performance in English and improved their public speaking skills. This is related to the background of this research which aims to find out whether Canva is a learning media that can provide solutions to difficulties in learning speaking from the student's perspective. Another previous research is Wijayanti (2022) concluded that based on the perspective of teachers and students Canva is an effective and fascinating learning media. This research will also discuss the same thing, but at a different level, while the previous research was carried out for college students, this current research was carried out for vocational high school students. The third research, Dharmawan (2019) focused on how students interact with one another and how that affects their ability to speak English by Canva, while in this research focused on how students present in front of the class by using Canva as learning media to improve the ability to speak. The sixth previous reseach conducted by Wenger (2019) emphasized on influences students' course satisfaction and impacts on their decision to persist in learning by using Canva, while in this research emphasizes on exploring data regarding students' perspectives on the use of Canva. The last, Jumami (2021) determined students' perceptions of the use of canvas in creative writing, whereas this research focused on speaking skills supported by the use of Canva.

Beyond the significance of new technology developments in advancing the language, finding out the impact of using Canva as a learning media on students' speaking anxiety, the significant changes in the students' speaking skills after the intervention and students' learning experiences regarding using Canva in their speaking assignments and public performance, teacher will be motivated to choose engaging speaking teaching strategies that are not only appropriate to the learning objectives but also appropriate to the context, students' interests, and the demands of the class as a whole if they challenge themselves with the use of Canva as a speaking learning media and conduct additional research to better understand the role of technology in facilitating public speaking for students. Besides, the research of the use of Canva to reduce students' speaking anxiety at Vocational High School may not have been researched, the researcher believes that further research on the subject is necessary as a result.

B. Theoretical Framework

1. Speaking Skill

Speaking seems to be the most crucial and challenging to acquire in language learning (Bueno et al., 2006). After going through the world of education, students, especially vocational school students have to prepare provisions to face the world of work. Of course, English speaking skill is one of the provisions that must be prepared apart from soft skills and hard skills. Not a few domestic companies collaborate with foreign companies, so it is possible that they will interact with foreigners who

definitely use English. They can also more easily expand they work connections and increase opportunities to work abroad.

A person's speaking skills will be evaluated outside the classroom rather than reading, writing, or listening (Brown & Yule, 1983). utterances to convey meaning. The language that there are four English teaching skills, the skills, reading, writing, speaking, and listening. Unlike reading or writing, conversation occurs in real time, and the person usually expects you to speak at that very moment. Second, when you speak you cannot edit and correct what you want to say as you can when you write Bailey (2003).

According to Bailey (2003), in language teaching, there are four skills of in terms of their direction, the language that is produce (spoken/written) by the learner it's called productive language. Language directed at the learner (in speech or writing, is called receptive. Another important idea is the channel, which refers to the medium of the message (oral or written. Thus, speaking is the productive aural/oral skill. it consists of producing systematic verbal .

It can be inferred that a person's ability or skill in English is shown by that person's speaking ability. This view is reasonable considering that the most important function of language is as a means of communication, and communicating using language means speaking. This is also reinforced that speaking skills appear in real contexts of expressing and responding to expressions in communication.

This is very relevant to the vocational learning objectives at the end of phase E, which states that students use English to communicate with teachers, peers and others in a variety of situations and purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussions. They understand and identify main ideas and relevant details from discussions or presentations on topics close to young people's lives. They use English to express opinions on issues close to young people's lives and to discuss interests. They give opinions and make comparisons. They use non-verbal elements such as body language, speech rate and tone of voice to be understood in some contexts.

2. Language Speaking Anxiety

Generally, anxiety can be divided into two aspects: state anxiety and trait anxiety. State anxiety refers to “transient psychological and physiological reactions” associated with negative situations (Leal et al., 2017, p. 148). Trait anxiety, on the other hand, concerns fixed traits of personality (Leal et al., 2017; Woodrow, 2006). Although state anxiety occurs in specific situations, anxiety is a characteristic feature that occurs regularly daily (Kennedy et al., 2001). “ In maintaining language learning, language anxiety can impede the acquisition of a new language by interfering with learners' language acquisition, retention, and production. ” (MacIntyre & Gardner, 1991, p. 86). Generally, anxiety of foreign languages can be divided into three components: a) fear of communication, b) fear of negative evaluation, and c) fear of exams (Horwitz et al., 1986,

p. 127). According to Horwitz et al. (1986, p. 127), Communication anxiety is a type of anxiety disorder that refers to "shyness characterized by fear of communicating with people." People experiencing communication anxiety have a reduced desire to use language orally or refuse to participate in conversations (Daly, 1991; Mejiias et al., 1991). Regarding fear of negative evaluation, students who fear negative evaluation feel anxious and threatened by others' negative evaluations, and stop participating in activities to avoid failure. Low self-confidence and belief in their academic abilities make students feel embarrassed, inadequate, and inferior compared to their peers. Test anxiety is understood to mean "the effects of anxiety on performance in exam situations" (Spielberger et al, 2015, p. 318). If Test anxiety levels affect a student's performance or prevent them from remembering information, this should be counted as negative anxiety.

To assess the level of anxiety caused by a foreign language, Hamilton Anxiety Rating Scale (HAR-S). The HAR-S was one of the first rating scales developed to measure the severity of anxiety symptoms and is still widely used in both clinical and research settings. The scale consists of 15 items, each defined by a set of symptoms, measuring both psychological anxiety (mental agitation and psychological distress) and somatic anxiety (physical complaints related to anxious states). Although HAR-S continues to be widely used as an outcome measure in clinical trials, its ability to distinguish between anxiolytic and antidepressant effects, somatic anxiety and somatic side effects is sometimes inadequate.

3. Learning media

Learning media is a tool that can be seen physically to be used in delivering material in a lesson. Broadly speaking, media is defined as a learning reference or source of information that contains material in the student environment so that students are more eager to learn (Arsyad, 2011). From this understanding, it can be seen that learning media is everything to channel or convey the learning process, so that it can get students' interest and attention to achieve learning goals (Cookson & Stirk, 2019). The general characteristics of learning media are as follows (Jannah, 2009):

- a. Learning media has hardware or physical contact in the form of hearing, vision, and sense of taste.
- b. Learning media has software or non-physical contact in the form of messages to be conveyed.
- c. There is audio visual in the learning media.
- d. Interaction used by teachers and students in the context of communication is applied in the form of learning media.
- e. The application of a science is closely related to attitude management, techniques, and the environment.
- f. Learning media is a component for learning resources.

4. Canva Application

Canva is one of the visual design applications that is very easy for users to use, even for beginners. The Canva application provides interesting features for the visual content that users want to create, so that users can be as creative as possible (Wardhanie et al., 2021). Canva itself aims to make it easier for its users to do creativity, with various features implemented, Canva is one of the design applications that is very easy to learn. You don't have to be an expert to use the canva application, even people who want to learn can immediately learn the application.

The following objectives include (Wardhanie et al., 2021) :

- a. Provide learning media design experience.
- b. Provide us with both digital and physical needs.
- c. Helps users to create various visual contents.
- d. Helps users to be creative more easily.
- e. Digging up information.

The specialty of the Canva application is that it is favored by many users, including users who are still learning to use the application. Using the Canva application as an electronic-based learning media makes it very easy for users to create various forms of learning media (Wardhanie et al., 2021). Previously, it has also been explained that the Canva application is known as a tool for making visual media that is very easy, with various features that have been given in the Canva application.

The canva application provides many benefits as follows (Mila et al., 2021):

- a. Canva provides text customization features
- b. There are hundreds of icons and illustrations
- c. Variety of background options
- d. With Canva, users can do visual design easily.

As a man-made application, it is certain that canva has advantages and disadvantages that can be an advantage in itself. The advantages of the canva application are as follows (Mila et al., 2021):

- a. Canva makes it very easy for us to create learning media.
- b. Canva can be accessed on various platforms through pc, laptop, and mobile.
- c. We can easily create unique poster or logo designs and interesting learning videos.
- d. Canva can be created instantly, as templates are freely available and can be downloaded in a variety of ways.
- e. Auto-save feature is available.
- f. Canva also makes it easy for us to design various other visual media that we want easily.

Meanwhile, the disadvantages of the Canva application are as follows (Mila et al., 2021):

- a. Canva is only accessible using the internet.
- b. The various templates and available, new or unique features can only be accessed by premium or regular mode accounts.
- c. There is no table insert feature in Canva.
- d. Video creation will take a long time to process and download.

CHAPTER III

METHODOLOGY

A. Research Design

Based on a field phenomenon, This research used mixed methods both of quantitative dan qualitative methods. Quantitative research is used to identify the impacts of using Canva as a learning media on students' speaking anxiety and significant changes in the students' speaking skills after the intervention, while qualitative methods are used to explain learning experiences students report regarding using Canvas in their speaking assignments and public performance.

On quantitative method, Hamilton Rating Scale for Anxiety (HARS) is used to identify the impacts of using Canva as a learning media on students' speaking anxiety. The HAM-A was one of the primary evaluation scales created to determine the seriousness of anxious side effects, and is still broadly utilized nowadays both in clinical trials and investigations. Demands for this scale are as of now still worthy. This scale comprises 15 things, each characterized by an arrangement of side effects, mental anxiety (mental tumult and mental trouble), and physical anxiety (physical complaints related to anxiety). It is expressed by the formula on the official website has been applied such as 14 – 20 = mild anxiety, 21 – 27 = moderate anxiety, 28 – 41 = severe anxiety and 42 – 56 = very severe anxiety.

15 questions on the Hamilton Rating Scale for Anxiety (HARS) were presented in the pretest-posttest. The pretest was carried out before being given the intervention to use Canva and the posttest was carried out after being given the intervention to use Canva. This was done to identify the significant changes in the students' speaking skills after the intervention of Canva. During the treatment, participants were first introduced to Canva and then discussed Recount Text on various topics were then assigned.

Regarding qualitative data, students were interviewed to explain students' learning experiences regarding using Canva in their speaking assignments and public performance. The interview was held after treatment using Canva and speaking performance practice on recount text by presenting several questions referring to the research objective. The result of interview also obtained information on whether Canva can reduce speaking anxiety.

B. Setting and Participants

The study was carried out at 10 grade majoring in marketing class of SMKN 11 consisting of 33 students. This school is a business and management vocational school in the West Jakarta area which states that the objective of English learning is students use English to communicate with teachers, peers and others in a variety of situations and purposes. The participants were selected on the basis of their English teacher's use of Canva as learning media.

The researcher then conducted interviews. Ten interview subjects were made from the sample due to time constraints. Prioritizing participant consent and rights ensures their voluntary participation and the protection of their rights before diving into the interview process.

In this research, ethical considerations were very important. The researcher made certain that every participant was fully informed about the goals of the study, their rights, and the fact that their participation was entirely voluntary. Participants can decline to participate in the study or leave at any time without repercussions, and confidentiality is upheld. Prior to conducting the interviews, the researcher got the participants' verbal consent, stressing that their welfare would be respected at all times during the research process.

C. Data Collecting Technique

1. Data Collection Technique for Quantitative Method

To facilitate research activities, researchers use data and data sources that support the achievement of research objectives. Data sources in this study are all forms of relevant information obtained by the researcher from pretest and posttest.

The first part of data collection was based on the scores obtained by students on the speaking tasks before and after the intervention. The second stage of the data collection process was conducted using the Hamilton Rating Scale for Anxiety (HARS) (Heuser.I et al., 1988). The scale consists of 15 items. The scale was developed to measure anxiety of

speaking. A 5-point Likert scale ranging from “strongly disagree” to “strongly agree” was applied to each item. To measure the impact of Canvas on learner anxiety levels, participants were asked to complete a scale both before and after using the application.

During the intervention, students received a recount text about the best or the worst day of their lives and were given the task of speaking in public presentations. These assignments are intended for students to increase their confidence and fluency in their speaking skills. During the preparation and rehearsal period, students had enough time to collect their language samples and learn new vocabulary and expressions related to the topics they would be speaking on. Also, during this time, students were able to check their pronunciation. When one of students makes a presentation, other students listen to the presentation and learn from the feedback given by the teacher on their friend's presentation as material for reflection to perform better.

2. Data Collection Technique for Qualitative Method

a. Observation

The researcher in this research used observation as a data mining technique to obtain factual and objective data in the field. According to Merriam-Webster on the Study Smarter (2023), the word observation can be defined as the act of recognizing and recording facts or events that often involve measurements with instruments, or records or descriptions obtained. Patton (2006) explained that observation is an accurate and

specific method for collecting data and finding information related to all activities of the research object. Meanwhile, Christensen (1988) defines observation as a way to obtain important information about someone. Because, what is said may not be exactly the same as what is done. Then, there is also Margono (1997) said that the meaning of observation is a technique for seeing or observing various changes in social phenomena that continue to grow and develop. From the description above, it can be concluded that observation is a data or information collection technique carried out to find out the students' perspective and teachers' challenge of using Canva in learning and teaching speaking perspective answer a number of problems in research by directly observing a particular object.

The participants were observed are class X Marketing Department students at SMKN 11. Each class consists of 33 students and they were observed twice for 135 minutes in each session. Here is a description of the observation activities:

1) 1st Observation session:

- a. The teacher conveyed the objective of learning that students can present their own interesting experience according to structure of recount text.
- b. Students read articles related to the meaning and structure of recount text presented by the teacher.
- c. Students listened to examples of personal recount text presented by the teacher.

- d. Students analyzed the general and detail information and structure of the personal recount text that they have just listened to through discussion.
- e. Students create their personal recount text by choosing one of two topics about the best day in my life or the worst day in my life. Students are given freedom in their writing techniques whether they want to use handwriting or any application. Teacher walked around the class to guide their problem solving by asking students about the obstacles that occur in working on recount text and monitoring their readiness to prepare presentations.
- f. Teacher gave a pretest before students presented recount text to measure students' anxiety level.
- g. Students presented according to predetermined rounds; each round consists of three students, and there was feedback from the teacher and other classmates after each round was finished.
- h. The teacher recommended students to use the Canva application after finding students' difficulties in recount text presentations.
- i. Students who have not presented their own recount text will present at the next meeting by using Canva.

2) 2nd Observation:

- a) Students reviewed the recount text they have studied at the previous meeting.

- b) Teacher gave posttest before presenting recount text by using Canva to measure students' anxiety level.
- c) Students who have not presented their own recount presented by using Canva according to predetermined rounds; each round consists of three students, and there was feedback from the teacher and other classmates after each round was finished.

b. Interview

In the final part of the data collection, students were asked to express their opinions on the use of Canvas in speaking tasks and the impact of Canvas on their speaking skills and anxiety levels by interviewing. These considerations were used to triangulate the data to gain more insight into students' learning experiences. The respondents who were interviewed in this research are 10 students from representatives of class X Marketing at SMKN 11 Jakarta.

According to (Djiwandono, 2023), interviews are one way of exploring data by conducting questions and answers with respondents. Interviews are divided into 2 types, namely unstructured interviews and structured interviews. An unstructured interview is an informal conversation about various things without a guide or list of questions. Meanwhile, structured interviews are guided by a list of questions.

Researchers used both of unstructured interviews and structured interviews to obtain findings from this research. Unstructured interviews not only to open the flow of communication and bring closer the

relationship between the interviewer and the respondent, but also to get an idea of what things should not be asked, such as sensitive matters, etc. Meanwhile, structured interviews function to guide questions that are appropriate to the data required for the research objectives. To interpret the essence of a series of sentences expressed by respondents, the researcher had code the interview transcripts and made a short essay to process the interview data.

According to Creswell, in qualitative interview, the researcher conducted face-to-face interview with the participants, telephone interview, or engaged in focus group interview with six to eight interviewers in each group (Creswell, 2014).

The interview followed some procedures:

1. Write the questions related to the research questions about students' perception and teachers' challenge of using Canva.
2. Conduct the interview session by asking some questions to participants in this research.
3. Record the answers through voice note
4. Transcribe the record of interview
5. Analyse the data whether the participants have provided all the necessary answers.

D. Data Analysis

1. Data Analysis for Quantitative Method

IBM SPSS Statistics 26 (Statistical Package for Social Sciences) was used for statistical analysis of quantitative data. In addition to descriptive statistics such as frequency rates and means, Wilcoxon signed-rank tests were conducted to determine differences between pre-and post-measurements of participants' speaking anxiety levels and participants' verbal grades or performance. Hamilton Rating Scale for Anxiety (HARS) is expressed by the formula on the official website <https://dcf.psychiatry.ufl.edu/files/2011/05/HAMILTON-ANXIETY.pdf>) has been applied such as 14 – 20 = mild anxiety, 21 – 27 = moderate anxiety, 28 – 41 = severe anxiety and 42 – 56 = very severe anxiety.

2. Data Analysis for Qualitative Method

To improve participants' learning experiences and interpretation of data related to emotion regulation through presentation in front of a class, participants were encouraged to think about the intervention process and its impact on the development of speaking skills and fear reduction. Collected data were then analyzed according to research patterns and themes. While this study did not turn a blind eye to emerging data-driven topics, it used a deductive approach enriched with targeted reflection questions to help participants understand Canva contributions to their language development.

E. Ethical Consideration

Authorization for this research was obtained from the Principal of SMKN 11 Jakarta. In this research, researchers must respect the rights of respondents which include:

1. Carrying out informed consent, the researcher explains the research mechanism and instruments used, so that respondents know the research procedures and are willing to take part in the research.
2. Create a form to indicate that participation in the study is voluntary and will not place respondents at risk.
3. Request permission from the research site and convey to the authorities that their research will not cause much disruption to activities at the research site.
4. Maintain the confidentiality of respondent data by disguising respondent names and by developing profiles or combined cases.
5. Provide benefits to respondents.
6. Share information from the results of research that has been carried out.

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CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter includes findings and discussions of the research questions written in Chapter I: What are the impacts of using Canva as a learning media on students' speaking anxiety? Are there any significant changes in the students' speaking skills after the intervention? What learning experiences did students report regarding using Canva in their speaking assignments and public performance?

A. FINDINGS

1. The impacts of using Canva as a learning media on students' speaking anxiety

After conducting research, researchers obtained anxiety data from 10th-grade students majoring in marketing at SMKN 11 Jakarta during speaking activities before and after using the Canva application. The following are the pretest and posttest scores for students' anxiety during speaking activities before and after using the Canva application.

Table 1

Results of pretest and posttest knowledge about menstrual hygiene

Respondent	Pretest Score	Posttest Score	Change
1	3,2000	2,9333	-0,2667
2	2,2667	2,0000	-0,2667
3	4,2000	3,8667	-0,3333
4	3,4667	2,7333	-0,7333
5	3,6000	3,2667	-0,3333
6	4,4667	4,3333	-0,1333
7	4,9333	4,8667	-0,0667
8	3,6000	3,0667	-0,5333
9	3,5333	3,4667	-0,0667
10	4,6000	3,0000	-1,6000

Respondent	Pretest Score	Posttest Score	Change
11	4,3333	4,6667	0,3333
12	3,6667	3,5333	-0,1333
13	5,0000	5,0000	0,0000
14	4,0667	3,8000	-0,2667
15	2,8000	2,9333	0,1333
16	3,2667	3,0000	-0,2667
17	2,5333	2,7333	0,2000
18	4,5333	4,6667	0,1333
19	3,4000	3,6667	0,2667
20	3,6000	3,0000	-0,6000
21	3,7333	3,4667	-0,2667
22	3,6667	2,5333	-1,1333
23	2,5333	2,0000	-0,5333
24	1,4667	1,0667	-0,4000
25	4,7333	4,2000	-0,5333
26	4,1333	2,8667	-1,2667
27	4,6000	4,0667	-0,5333
28	3,5333	3,5333	0,0000
29	2,8000	3,4000	0,6000
30	3,7333	3,7333	0,0000
Mean	3,6667	3,3800	-0,2867
Std.Deviasi	0,8341	0,8867	0,4705

During the pretest, namely before using the Canva application, it can be seen that the average anxiety score of 10th-grade students majoring in marketing at SMKN 11 Jakarta during speaking activities was 3.67 on a scale of 1 - 5. However, after using the Canva application, the average anxiety score of the students in class 10 majoring in marketing at SMKN 11 Jakarta during speaking activity decreased to 3.38. This means that using the Canva application has the effect of reducing the anxiety of SMKN 11 Jakarta students during speaking activities.

2. Significant changes in the students' speaking skills after the intervention

To find out whether the significant changes in the students' speaking skills after the intervention of using Canva application in reducing the anxiety of the students in class 10 majoring in marketing at SMKN 11 Jakarta during speaking activities, a comparison test of anxiety scores was carried out between the pretest and posttest. During the posttest, it is hoped that there will be a decrease in students' anxiety during speaking activities with the following statistical hypothesis.

Ho $\mu_{\text{After}} = \mu_{\text{Before}}$: There was no difference in the anxiety scores of the students in class 10 majoring in marketing at SMKN 11 Jakarta during speaking activities before and after using the Canva application.

Ha $\mu_{\text{After}} \neq \mu_{\text{Before}}$: There is a difference in the anxiety scores of the students in class 10 majoring in marketing at SMKN 11 Jakarta during speaking activities before and after using the Canva application

The following is a summary of the results of testing the anxiety scores of students at SMKN 11 Jakarta during speaking activities before and after using the Canva application.

Table 2
Student Anxiety Test Results During Speaking Activities During Pretest and Post-Test

Anxiety	Mean	Changes	t_{statistic}	Sig.
Pretest	3,6667	-0,2867	-3,337	0,002
Posttest	3,3800			

In table 2, the results of testing students' anxiety scores during speaking activities are presented, before and after using the Canva application. After using the Canva application, the mean student anxiety score during speaking activities was lower than before using the Canva application. Then the results of the paired sample t-test showed that there was a significant difference in students' anxiety scores during speaking activities before and after using the Canva application. This is indicated by the probability value (Sig.) of 0.002 which is still smaller than 0.05. This means that the use of the Canva application plays a significant role in reducing the anxiety of the students in class 10 majoring in marketing at SMKN 11 Jakarta during speaking activities.

Testing of students' anxiety indicators during speaking activities, before and after using the Canva application, obtained the following results.

- a. Anxiety when learning that there will be a presentation about Recount Text in front of the class has decreased significantly.
- b. Feelings of tension and nervousness when preparing a presentation about Recount Text in front of the class have decreased significantly.
- c. Heart rate when starting a presentation about Recount Text in front of the class decreased significantly.

- d. The lack of comfort when presenting Recount Text in front of the class has decreased significantly.
- e. Feelings of stiffness and tension when presenting Recount Text in front of the class have decreased significantly.
- f. Feelings of nervousness so that I forgot several things I wanted to convey during a presentation about Recount Text in front of the class decreased significantly.
- g. Doing things out of control because of anxiety during the presentation about Recount Text in front of the class decreased but was not significant.
- h. Feelings of nervousness when friends watched how the presentation about Recount Text in front of the class increased but it was not significant.
- i. Feelings of anxiety if my friends laugh at me during a presentation about Recount Text in front of the class have decreased significantly.
- j. Feelings of anxiety if you make a mistake when presenting Recount Text in front of the class have decreased but are not significant.
- k. Feelings of anxiety due to the unsatisfactory results of the presentation about Recount Text in front of the class decreased but were not significant.
- l. Feelings of pressure with the learning system provided by the teacher have decreased but are not significant.

- m. Feelings of anxiety regarding the feedback given by the teacher after the presentation about Recount Text in front of the class increased but it was not significant.
- n. Difficulty in understanding Recount Text has not changed.
- o. The shame of carrying out remedial measures because of an unsuccessful presentation about Recount Text in front of the class has increased but is not significant.

After using the Canva application, students' anxiety during speaking activities was significantly reduced compared to before using the Canva application. This means that the use of the Canva application plays a significant role in reducing the anxiety of the students in class 10 majoring in marketing at SMKN 11 Jakarta during speaking activities.

3. Students' learning experiences reported regarding using Canvas in their speaking assignments and public performance

To explain students' learning experiences reported regarding using Canvas in their speaking assignments and public performance, the researcher conducted interviews which were conducted in Indonesian and then translated into English in this finding. During the speaking activities, students were generally satisfied and enjoyed the learning process, here are some of the students' learning experiences reported regarding using Canva in their speaking assignments and public performance:

"I feel satisfied with new achievements or additional understanding, interaction with new material, practicing speaking

skills and exploring aspects of English which becomes a challenge for me to continue studying English (S1.11)

"I feel very happy and excited because finally I can study material that I have never studied, with a teacher who is very good at explaining the material, making me really understand and also enjoy this meeting." (S3.11)

However, there are still children who feel not fully satisfied, and even still cannot understand the material properly according to the learning objectives, including:

"I just feel like I'm enjoying myself, but sometimes I don't connect when I speak English, but I still understand even though I have time to think first, especially with some unfamiliar words." (S9.11)

"My feeling when learning English was that I was not satisfied because I did not understand and master the material presented even though I was able to complete all the assignments that were given to me. (S10.11)

In addition, there are many new things that they can learn and so they have additional knowledge and skills in English, including:

"The new thing I learned was recount text. "This material discusses events in the past and then retells these events and I also study media related to Canva." (S3.11)

In addition, some students argue that there is not much that they feel they have gained, but they have learned new things about how to use Canva.

“Not much, I learned how to use Canva in ppt/video form.

"Thanks to this survey, I have become more familiar with the Canva." (S2.11)

Students also argue about the benefits of Canva in learning speaking about recount text because students can be creative with various design features through interesting images, text, videos and other design elements. This is in line with students' opinions as follows:

"Canva helps learning speaking about recount text by providing various features and design templates to create attractive ppt. With Canva, I can visualize my ideas into designs. With this, I can motivate myself to understand and remember the material well." (S3.11)

“Manfaat Canva pada pembelajaran speaking recount text yaitu dapat meningkatkan pembelajaran speaking dengan cara menyediakan platform untuk kreativitas visualisasi.” (S10.11)

In addition, other students argue that using Canva can facilitate learning presentations so that students know the important points of the lesson through interesting visuals.

“Makes it easier for me to remember the outline of my text. Because usually, if I want to memorize, I have to remember

the outline of the text. "Usually, when I write a text outline, I definitely edit it in Canva." (S5.11)

Challenges faced by students when using Canva include slow connectivity or network signals, which slow down the process of creating and saving files, as stated by the following students:

"There are several challenges I face, including signals.

"Sometimes Canva doesn't want to respond if the signal is not big, this delays me from making a design because I have to wait for the signal to stabilize." (S3.11)

B. DISCUSSIONS

1. The impacts of using Canva as a learning media on students' speaking anxiety

It has to be realized that most of the language learners perceive speaking skills as the most anxiety-provoking ability in a foreign language. In this sense, if we consider its negative impacts on the student's well-being and performance, it is essential to emphasize that language teachers should be sensitive to the phenomenon of speaking anxiety and provide help to reduce students' anxiety in speaking. This research provided findings related to the positive impacts of the integration of the Canvas on the students' speaking anxiety, the causes of speaking anxiety and examined the learning strategies and skills essential for the learners to reduce their anxiety during speaking activities. Due to the restricted access to the larger sample size and not to put any students in an impeded position as the intervention was carried out as a portion of a normal talking

course, a one-group pretest-posttest plan was utilized. In this manner, the need for any control group to affirm the recorded and watched impact of the intercession was the biggest impediment to this thought. In any case, through the utilization of different strategies and information triangulation, the downsides of a single-group pretest-posttest plan were minimized.

This has similarities with previous research conducted by Yuprak (2022) which examined *The Use of Canvas, A Learning Management System, to Reduce EFL Learners' Public Speaking Anxiety* which focuses on speaking skills. However, this research was more about online speaking learning modes, especially online discussion of various topics, whereas in this research it was carried out in face-to-face learning of speaking activities, especially presentation of recount text. Previous and this research both discussed the implications of Canva for reducing students' speaking anxiety. The previous research positioned Canva as a Learning Management System, while this research inquired about positions Canva as a learning media. Regarding the use of Canva, the findings are the same, that Canva can reduce students' anxiety during speaking activities by using online or offline speaking learning modes. According to the the result of research, it can be inferred that there is a good impact of using Canva as a learning media on students' speaking anxiety.

2. Significant changes in the students' speaking skills after the intervention

There is a good impact of using Canva as a learning media on students' speaking anxiety and there are significant changes in the students' speaking skills after interventions such as Canva's recommendation to use as a learning media for presentations, how to increase their confidence and fluency in their public speaking skills, collect their language samples, learn new vocabulary and expressions related to the topics they would be speaking on, check pronunciation and reflect on classmate's speaking performance on recount text with two general topic choices, namely the best day or the worst day in my life in face-to-face learning of speaking activities. In previous research, First, Yuprak (2022) gave different types of speaking tasks for their online public presentations with interventions such as giving students enough time to collect language samples to collect language samples and learn new vocabulary and expressions related to their speaking topics. Additionally, during this time they could also check their pronunciation and listen to their friends' podcasts. For their speaking tasks, students not only shared their recordings but also made a short list of vocabulary and expressions that they used in their performances and shared it with their podcasts for input enhancement for other students. As a feature of Canvas, students were also able to embed direct links or images into their comment boxes. In this way, they had the opportunity to support their talk with visuals and other resources. Second, Dharmawan (2019) also has the same finding about interaction in Canva in the speaking classroom and the effects of using Canvas

to improve speaking skills. Through the independent t-test method, the findings illustrate that taking English-speaking lessons through Canvas is necessary. It moreover focuses on how students interact with one another and how that influences their capacity to speak English. It can be deduced that utilizing Canva can improve talking skills.

According to this research, data regarding participants' speaking anxiety before and after the intervention were collected through the Hamilton Rating Scale for Anxiety (HARS) for scoring students' pre and post-oral performances showed that the use of Canva has a significant role in boosting students' confidence and speaking performances through lessening their anxiety. It was proven that after using Canva, students' anxiety during speaking activities was significantly reduced compared to before using Canva. This means that the use of the Canva application plays a significant role in reducing the anxiety of students majoring in marketing at SMKN 11 Jakarta during speaking activities.

3. Students' learning experiences reported regarding using Canva in their speaking assignments and public performance

There are good learning experiences students report regarding using Canva in their speaking assignments and public performance. Students are satisfied with learning English subjects, especially when there is the use of learning media such as Canva. This is because Canva can help students make presentations related to learning recount text. In addition, Canva can hone students' speaking skills by being more confident in speaking English. Canva also makes the teaching and learning process fun, besides that the use of Canva can increase student

creativity. Students also argue that Canva provides benefits in the process of learning to speak about recount text because students can be creative with various design features through images, text, videos, and other interesting design elements. In addition, using Canva can facilitate learning presentations so that students know the important points of the lesson through attractive visuals.

Student opinions regarding the use of Canva as a learning media are generally positive because they find learning to be more interesting so that it can facilitate the understanding of lessons. Moreover, the use of Canva is considered to increase student creativity. Students also argue about the relationship between the use of Canva and speaking practice in the form of recount text presentations, namely, students can visualize stories with confidence, increase the attractiveness of presentations and develop speaking skills through good wording, facilitate content structure and organization and collaboration between students, enrich their speaking practice experience, facilitate understanding of the material, and create teaching and learning processes become more attractive.

Finally, students also advised the use of Canva for English-speaking learning in general, namely between creativity and speaking skills must be in line. The visuals are good and attractive and can be understood by other students, and the speaking skills are good. In addition, teachers can ensure that all students are familiar with the features in Canva and solutions for file storage that have been created so that learning becomes more effective.

The same findings were also obtained by the previous research, First, Yuprak (2022) stated that they experienced positive changes in their emotional state. They indicated that using Canva helped them ease their anxiety and make them feel more confident while speaking and presenting in English. It can be inferred that the use of Canva as a Learning media to develop the students' speaking by lessening their anxiety level in speaking assignments and discourses had a positive impact both on their speaking ability and language development to examine the change in learners' anxiety level and its impact on their presentation skills. Second, Wijayanti (2022) also has the same finding of students' and lecturers' voices on utilizing Canva in English language teaching. This inquiry utilized a quantitative graphic strategy with 31 English Outside Language (EFL) understudies and 5 speakers. The information is picked up from 31 understudies and 5 speakers of the English Office at IAIN Fattahul Muluk Papua. The students and teachers are given a set of questionnaires to obtain their responses using Canva. After picking up the information, the analyst dissected the students and teachers' responses by counting their frequency and percentage. The discoveries of this inquiry demonstrated that the larger part of understudies and teachers have a positive voice on utilizing Canva in English language teaching. based on three-pointers that are given by analysts, those are value, ease to utilize, and simple get-to. This inquiry uncovered that Canva is a convenient instrument for English language teaching. Canva is additionally an ease of utilized device for English dialect education which is simple to utilize, successful, progress educating and learning handle, and simple to disperse. In conclusion, Canva has a simple get-to since Canva gives everything

for teaching and learning processes such as video, pictures, and colorful. Other than that, Canva gets to be a curious App and a great choice for the learning and teaching process. Lastly, Wenger (2019) has the same finding about exploring the relationship between Canvas utilization and student fulfillment in face-to-face courses at Colorado Mountain College. A student's involvement in a course, counting the utilization of Canva, impacts their fulfillment with the course and impacts their choice to proceed. This research showed that Canva is an engaging learning media for speaking.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

A. Conclusion

From the results of the discussion of the findings that have been described in the previous chapter, the conclusions obtained from this research are, first, there is a good impact of using Canva as a learning media on students' speaking anxiety and there are significant changes in the students' speaking skills after the intervention. After using Canva, students' anxiety during speaking activities was significantly reduced compared to before using Canva. This means that the use of the Canva application plays a significant role in reducing the anxiety of students majoring in marketing at SMKN 11 Jakarta during speaking activities. In addition, there are great learning experiences students report concerning utilizing Canvas in their speaking assignments and public performance. Students are fulfilled with learning English subjects, particularly when there's the utilization of learning media such as Canva. This is often since Canva can offer assistance to students making presentations related to learning recount text. In expansion, Canva can sharpen students' talking aptitudes by being more sure in talking English. Canva also makes teaching and learning fun, other than that the utilization of Canva can increase student creativity.

Even though Canva is generally considered positive and acceptable to students, it's just that students hope that the free features in Canva can be expanded so that the quality of the elements used is not inferior to the paid features of Canva Pro. In addition, teachers are also expected to guide students to understand well the use of features in Canva so that they can explore creativity optimally and can follow lessons effectively and efficiently in accordance with Learning objectives of Speaking English.

B. Implications

Based on the conclusions obtained, the implications of this research are, first, Learning methods that use students' active practices, especially in terms of creativity and digital learning, can help teachers in delivering lesson materials, especially in learning to speak English which encourages students to take an active part. Second, Canva can reduce students' anxiety in speaking activities, especially during presentations. Lastly, Canva makes it easy and helps students to practice English speaking lessons directly with the use of available and interesting features.

C. Recommendations

Based on the conclusions and implications obtained, the recommendations of this research are, first, Canva is regarded as one of the greatest applications to help students overcome obstacles in starting the speaking learning process because apart from having features that help students direct the speaking activities, especially, presentation. Canva is also equipped with other features that can represent students' creativity in other speaking processes. In addition, The institution should facilitate training sessions for teachers to learn the digital learning media such as Canva so

that they can be maximized in using their features to support effective, efficient and interesting learning.

However, this research is not flawless. More recommendations and guidance are needed. As a result, the researcher needs feedback, recommendations, and critics for this research. It is hoped that more research on this subject will be done in the future, making the findings more accurate and helpful to educators.

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APPENDIX

Appendix 1

Name :
Class :

QUESTIONS	ANSWER
1. How do you feel about learning English today?	
2. What new thing did you learn today?	
3. What are the benefits of Canva in learning speaking about recount text?	
4. What challenges do you face when using Canva as a learning media for recount text presentations?	
5. What do you think about using Canva as a learning media?	
6. How is the use of Canva related to speaking practice in the recount text presentations?	
7. What are your suggestions regarding using Canva for learning English speaking?	

Appendix 2

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	P1_Posttest	3.4333	30	1.16511	.21272
	P1_Pretest	3.9000	30	1.15520	.21091
Pair 2	P2_Posttest	3.6333	30	1.27261	.23235
	P2_Pretest	4.2000	30	.96132	.17551
Pair 3	P3_Posttest	3.6667	30	1.34762	.24604
	P3_Pretest	4.0667	30	1.11211	.20304
Pair 4	P4_Posttest	2.9333	30	1.22990	.22455
	P4_Pretest	3.4667	30	1.25212	.22861
Pair 5	P5_Posttest	3.5000	30	1.16708	.21308
	P5_Pretest	3.9000	30	1.06188	.19387
Pair 6	P6_Posttest	3.5000	30	1.25258	.22869
	P6_Pretest	4.3000	30	.87691	.16010
Pair 7	P7_Posttest	3.2333	30	1.19434	.21805
	P7_Pretest	3.5333	30	1.30604	.23845
Pair 8	P8_Posttest	3.8667	30	1.13664	.20752
	P8_Pretest	3.8333	30	1.39168	.25409
Pair 9	P9_Posttest	3.5667	30	1.13512	.20724
	P9_Pretest	4.1333	30	1.10589	.20191
Pair 10	P10_Posttest	3.9333	30	1.04826	.19139
	P10_Pretest	4.1000	30	1.09387	.19971
Pair 11	P11_Posttest	4.0333	30	.99943	.18247
	P11_Pretest	4.1333	30	1.00801	.18404
Pair 12	P12_Posttest	2.2667	30	1.20153	.21937
	P12_Pretest	2.5000	30	1.22474	.22361
Pair 13	P13_Posttest	2.7000	30	1.31700	.24045
	P13_Pretest	2.5333	30	1.30604	.23845
Pair 14	P14_Posttest	3.2333	30	1.22287	.22326
	P14_Pretest	3.2333	30	1.10433	.20162
Pair 15	P15_Posttest	3.2000	30	1.37465	.25098
	P15_Pretest	3.1667	30	1.39168	.25409

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	P1_Posttest & P1_Pretest	30	.571	.001
Pair 2	P2_Posttest & P2_Pretest	30	.682	.000
Pair 3	P3_Posttest & P3_Pretest	30	.706	.000
Pair 4	P4_Posttest & P4_Pretest	30	.625	.000
Pair 5	P5_Posttest & P5_Pretest	30	.598	.000
Pair 6	P6_Posttest & P6_Pretest	30	.581	.001
Pair 7	P7_Posttest & P7_Pretest	30	.647	.000
Pair 8	P8_Posttest & P8_Pretest	30	.530	.003
Pair 9	P9_Posttest & P9_Pretest	30	.542	.002
Pair 10	P10_Posttest & P10_Pretest	30	.758	.000
Pair 11	P11_Posttest & P11_Pretest	30	.612	.000
Pair 12	P12_Posttest & P12_Pretest	30	.797	.000
Pair 13	P13_Posttest & P13_Pretest	30	.858	.000
Pair 14	P14_Posttest & P14_Pretest	30	.775	.000
Pair 15	P15_Posttest & P15_Pretest	30	.829	.000

Paired Samples Test

Paired Differences

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	P1_Posttest - P1_Pretest	-.46667	1.07425	.19613	-.86780	-.06553	-2.379	29	.024
Pair 2	P2_Posttest - P2_Pretest	-.56667	.93526	.17075	-.91590	-.21743	-3.319	29	.002
Pair 3	P3_Posttest - P3_Pretest	-.40000	.96847	.17682	-.76163	-.03837	-2.262	29	.031
Pair 4	P4_Posttest - P4_Pretest	-.53333	1.07425	.19613	-.93447	-.13220	-2.719	29	.011
Pair 5	P5_Posttest - P5_Pretest	-.40000	1.00344	.18320	-.77469	-.02531	-2.183	29	.037
Pair 6	P6_Posttest - P6_Pretest	-.80000	1.03057	.18815	-1.18482	-.41518	-4.252	29	.000
Pair 7	P7_Posttest - P7_Pretest	-.30000	1.05536	.19268	-.69408	.09408	-1.557	29	.130
Pair 8	P8_Posttest - P8_Pretest	.03333	1.24522	.22735	-.43164	.49831	.147	29	.884
Pair 9	P9_Posttest - P9_Pretest	-.56667	1.07265	.19584	-.96720	-.16613	-2.894	29	.007
Pair 10	P10_Posttest - P10_Pretest	-.16667	.74664	.13632	-.44547	.11213	-1.223	29	.231
Pair 11	P11_Posttest - P11_Pretest	-.10000	.88474	.16153	-.43037	.23037	-.619	29	.541
Pair 12	P12_Posttest - P12_Pretest	-.23333	.77385	.14129	-.52230	.05563	-1.651	29	.109
Pair 13	P13_Posttest - P13_Pretest	.16667	.69893	.12761	-.09432	.42765	1.306	29	.202
Pair 14	P14_Posttest - P14_Pretest	.00000	.78784	.14384	-.29418	.29418	.000	29	1.000
Pair 15	P15_Posttest - P15_Pretest	.03333	.80872	.14765	-.26865	.33531	.226	29	.823

NPar Tests

One-Sample Kolmogorov-Smirnov Test

		Pretest	Posttest
N		30	30
Normal Parameters ^{a,b}	Mean	3.6667	3.3800
	Std. Deviation	.83414	.88671
Most Extreme Differences	Absolute	.108	.100
	Positive	.101	.071
	Negative	-.108	-.100
Test Statistic		.108	.100
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	3.3800	30	.88671	.16189
	Pretest	3.6667	30	.83414	.15229

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Posttest & Pretest	30	.852	.000

Paired Samples Test

		Paired Differences			95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Posttest - Pretest	-.28667	.47048	.08590	-.46235	-.11099	-3.337	29	.002

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.932	15

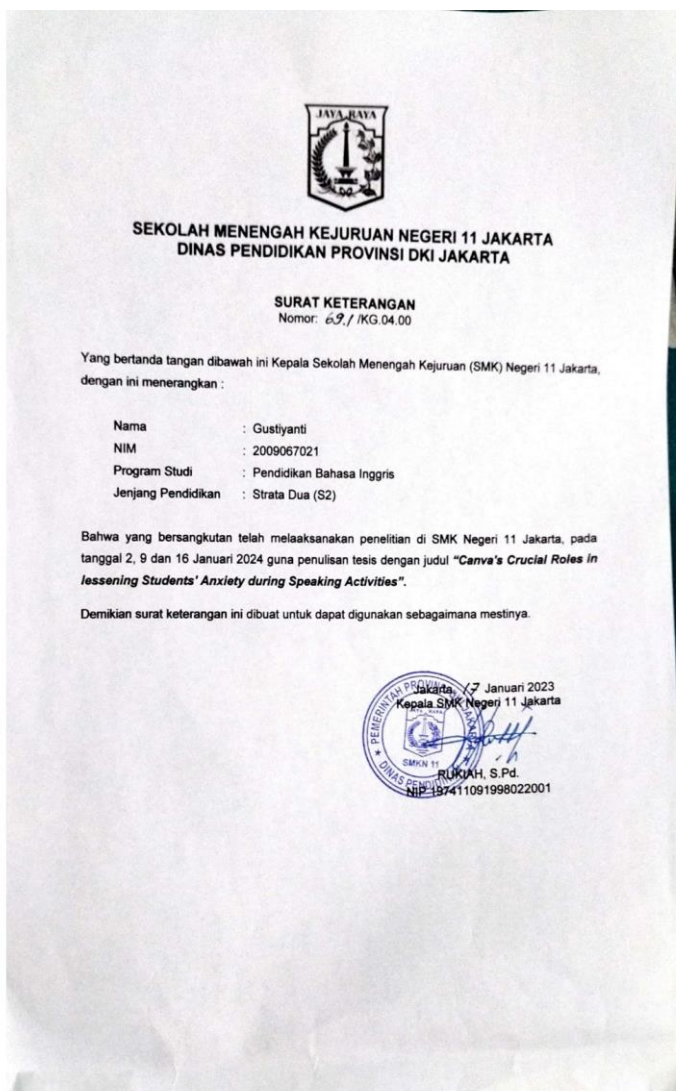
Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item.1	51.1000	136.645	.688	.927
Item.2	50.8000	138.855	.740	.926
Item.3	50.9333	136.133	.739	.925
Item.4	51.5333	133.913	.727	.925
Item.5	51.1000	138.093	.694	.927
Item.6	50.7000	140.424	.739	.926
Item.7	51.4667	132.878	.730	.925
Item.8	51.1667	128.144	.840	.922
Item.9	50.8667	140.947	.548	.930
Item.10	50.9000	140.645	.567	.930
Item.11	50.8667	145.775	.401	.934
Item.12	52.5000	136.397	.652	.928
Item.13	52.4667	135.568	.634	.928
Item.14	51.7667	138.323	.655	.928
Item.15	51.8333	132.833	.679	.927

Appendix 3



Appendix 4



Appendix 5

SURAT PERNYATAAN

Yang bertandatangan dibawah ini :

Nama : Gustiyanti
NIM : 2009067021
Program Study : Pendidikan Bahasa Inggris
Pasca Sarjana
Universitas Muhammadiyah PROF. DR. HAMKA
Judul Tesis : Canva's Crucial Role in Lessening Students' Speaking
Anxiety During Sepaking Activity

Demi Allah, dengan ini saya menyatakan bahwa:

1. Tesis ini merupakan hasil karya sendiri, bukan plagiat dari karya orang lain atau dibuatkan orang lain.
2. Tesis ini disusun dengan mengacu kepada norma – norma Etika Penelitian.
3. Jika pernyataan saya ini ternyata tidak benar, saya mempersilahkan Sekolah Pasca Sarjana untuk tidak mencabut Ijazah dan gelar saya.

Jakarta, 22 Januari 2024

Penulis


Gustiyanti

DAFTAR RIWAYAT HIDUP



Gustiyanti, dilahirkan di Jakarta pada 29 Agustus 1976. Anak pertama dari empat bersaudara pasangan H. Mursani Radjak dan Hj Nurhasah. Penulis memiliki pasangan, Fajar Taufiqurrahman dan seorang putri bernama Daun Maalika Kautsar Ilmi.

Penulis menyelesaikan pendidikan di sekolah dasar di SDN Sukabumi Ilir 05 Pagi Jakarta pada tahun 1988. Setelah

itu penulis melanjutkan pendidikannya di MTsN 1 Jakarta. Setelah lulus dari jenjang sekolah menengah pertama, penulis melanjutkan pendidikan di MAN 4 Jakarta pada tahun 1991.

Setelah lulus dari jenjang sekolah menengah, pada tahun 1994 penulis melanjutkan pendidikan di perguruan tinggi negeri, tepatnya di Universitas Muhammadiyah Prof. DR. HAMKA sebagai mahasiswa S1 Program Studi Pendidikan Bahasa Inggris. Setelah lulus di tahun 1998, penulis melanjutkan studinya dalam jenjang Magister di Universitas Muhammadiyah Prof. DR. HAMKA jurusan Pendidikan Bahasa Inggris di tahun 2021 dan mendapatkan gelar Magister Pendidikan pada tahun 2024. Saat ini, penulis bekerja sebagai guru di SMK Negeri 11 Jakarta sejak tahun 2001 sampai sekarang. Penulis dapat dihubungi melalui email gustiyanti98@guru.smk.belajar.id.



MAJELIS PENDIDIKAN TINGGI MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA

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KEPUTUSAN REKTOR
UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
Nomor: *Q21*/R/KM/2024

Tentang
PENGANGKATAN PANITIA SIDANG TESIS
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
SEKOLAH PASCASARJANA UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
SEMESTER GENAP TAHUN AKADEMIK 2023/2024

Bismillahirrahmanirrahim,

REKTOR UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA:

Menimbang

- a. Bahwa mahasiswa Program Studi Pendidikan Bahasa Inggris Sekolah Pascasarjana UHAMKA yang telah menyelesaikan ujian semua mata kuliah dan penyusunan tesisnya yang berbobot 4 (empat) sks, dipandang perlu untuk dilaksanakan Sidang Tesis.
- b. Bahwa untuk kelancaran sidang tesis sebagaimana dimaksud konsideran a, maka dipandang perlu mengangkat Panitia Sidang Tesis dengan Surat Keputusan Rektor.

Mengingat

1. Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tanggal 8 Juli 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Republik Indonesia Nomor 12 Tahun 2012 tanggal 10 Agustus 2012, tentang Pendidikan Tinggi;
3. Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 tanggal 30 Desember 2005, tentang Guru dan Dosen;
4. Peraturan Pemerintah Republik Indonesia Nomor 4 Tahun 2014 tanggal 30 Januari 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
5. Peraturan Presiden Republik Indonesia Nomor 8 Tahun 2012 tanggal 17 Januari 2012, tentang Kerangka Kualifikasi Nasional Indonesia;
6. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 3 Tahun 2020 tanggal 24 Januari 2020, tentang Standar Nasional Pendidikan Tinggi ;
7. Keputusan Direktur Jenderal Pendidikan Tinggi Depdikbud Republik Indonesia Nomor 138/DIKTI/Kep/1997 tanggal 30 Mei 1997, tentang Perubahan Bentuk Institut Keguruan dan Ilmu Pendidikan (IKIP) Muhammadiyah Jakarta menjadi Universitas Muhammadiyah Prof. DR. HAMKA;
8. Keputusan Direktur Jenderal Pendidikan Tinggi Depdikbud Republik Indonesia Nomor 155/D/T/2007 tanggal 29 Januari 2007, tentang Izin Pembukaan Program Studi Pendidikan Bahasa Inggris Program Magister Pada Universitas Muhammadiyah Prof. DR. HAMKA di Jakarta yang diselenggarakan oleh Persyarikatan Muhammadiyah;
9. Peraturan Pimpinan Pusat Muhammadiyah Nomor 01/PRN/I.O/B/2012 tentang Majelis Pendidikan Tinggi dan Pedoman Pimpinan Pusat Muhammadiyah Nomor 02/PED/I.O/B/2012 tentang Perguruan Tinggi Muhammadiyah;
10. Ketentuan Majelis Pendidikan Tinggi Pimpinan Pusat Muhammadiyah Nomor 178/KET/I.3/D/2012 tentang Penjabaran Pedoman Pimpinan Pusat Muhammadiyah Nomor 02/PED/I.O/B/2012 tentang Perguruan Tinggi Muhammadiyah;

TERAKREDITASI BAN-PT DENGAN PERINGKAT UNGGUL

Visi : Menjadi prophetic teaching university yang mencerdaskan secara spiritual, intelektual, emosional, dan social
untuk mewujudkan peradaban berkemajuan

- 11.Keputusan Pimpinan Pusat Muhammadiyah Nomor 66/KEP/I.0/D/2023 tanggal 24 Januari 2023, tentang Penetapan Rektor UHAMKA Masa Jabatan 2023-2027;
- 12.Statuta Universitas Muhammadiyah Prof. DR. HAMKA Tahun 2023;
- 13.Keputusan Rektor Universitas Muhammadiyah Prof. DR. HAMKA tentang Perbaikan Surat Keputusan Rektor Nomor 530/A.31.01/2012 tentang Pengubahan Nama Program Pascasarjana menjadi Sekolah Pascasarjana Universitas Muhammadiyah Prof. DR. HAMKA;
- 14.Keputusan Rektor Universitas Muhammadiyah Prof. DR. HAMKA Nomor 515/A.01.01/2023 tanggal 30 Mei 2023 tentang Pengangkatan Direktur Sekolah Pascasarjana UHAMKA Masa Jabatan 2023-2027

Memperhatikan : Kurikulum Operasional Program Studi Pendidikan Bahasa Inggris Sekolah Pascasarjana UHAMKA;

MEMUTUSKAN

- Menetapkan Pertama** : Mengangkat Panitia Sidang Tesis Pendidikan Bahasa Inggris Sekolah Pascasarjana Universitas Muhammadiyah Prof. DR. HAMKA Semester Genap Tahun Akademik 2023/2024 sebagaimana tercantum dalam lampiran 1 Keputusan ini.
- Kedua** : Apabila salah seorang di antara Panitia Penguji tidak dapat melaksanakan tugas karena sakit atau karena hal lainnya, maka ditunjuk penguji pengganti oleh Direktur.
- Ketiga** : Menetapkan peserta Ujian Sidang Tesis Program Studi Pendidikan Bahasa Inggris sebagaimana tercantum pada lampiran 2 lajur 4, dengan judul tesis sebagaimana tersebut pada lajur 5 Keputusan ini.
- Keempat** : Ujian sidang tesis dilaksanakan secara lisan oleh penguji pada hari dan tanggal sebagaimana tercantum dalam lampiran Surat Keputusan ini.
- Kelima** : Pelaksanaan Sidang Tesis diketuai oleh Direktur, diuji oleh dua orang penguji dan dua orang pembimbing sebagai anggota tim penguji tesis dari masing-masing mahasiswa yang mengikuti sidang tesis.
- Keenam** : Semua biaya yang berkaitan dengan sidang tesis ini dibebankan kepada anggaran Sekolah Pascasarjana UHAMKA yang diatur khusus untuk kepentingan tersebut.
- Ketujuh** : Pengumuman lulus atau tidak lulus disampaikan oleh Direktur kepada peserta ujian tesis berdasarkan hasil rapat Panitia Sidang Tesis pada hari pelaksanaan ujian, setelah keseluruhan peserta selesai mengikuti Sidang Tesis.
- Kedelapan** : Keputusan ini berlaku sejak tanggal ditetapkan sampai dengan berakhirnya pelaksanaan Sidang Tesis
- Kesembilan** : Surat Keputusan ini disampaikan kepada pihak-pihak yang terkait untuk dilaksanakan sebagaimana mestinya.
- Kesepuluh** : Apabila dalam keputusan ini terdapat kekeliruan, maka akan diperbaiki sebagaimana mestinya.

Ditetapkan di : Jakarta
Pada tanggal : 25 Syawal 1445 H
4 Mei 2024 M



Rektor,

Prof. Dr. H. Gunawan Suryoputro, M.Hum.

Tembusan:

- Yth.
1. Direktur SPs
 2. Kepala Biro Akademik
 3. Kaprodi Pendidikan Bahasa Inggris SPs
 4. Dosen dan Mahasiswa yang bersangkutan
Universitas Muhammadiyah Prof. DR. HAMKA

Lampiran 1 Keputusan Rektor UHAMKA
Nomor : C421 /R/KM/2024
Tanggal : 25 Syawal 1445 H / 4 Mei 2024 M

**PANITIA SIDANG TESIS
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
SEKOLAH PASCASARJANA UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
SEMESTER GENAP TAHUN AKADEMIK 2023/2024**

- Penanggung Jawab : Rektor
Prof. Dr. H. Gunawan Suryoputro, M.Hum.
- Ketua : Direktur Sekolah Pascasarjana
Prof. Dr. H. Ade Hikmat, M.Pd.
- Sekretaris : Ketua Program Studi Pendidikan Bahasa Inggris
Siti Zulaiha, M.AL, Ph.D.
- Anggota Penguji : 1. Siti Zulaiha, M.AL, Ph.D.
2. Prof. Herri Mulyono, Ph.D.
3. Dr. Syaadiyah Arifin, M.Pd.
4. Sillah Warni, Ph.D.
5. Hamzah Puadi Ilyas, Ph.D.
- Pelaksana Teknis : 1. Sekretaris SPs I, Prof. Dr. H. Abd. Rahman. A. Ghani, M.Pd.
2. Sekretaris SPs II, Dr. Ihsana El Khuluqo, M.Pd.
3. Kepala Tata Usaha, Taufan Maulana Yusuf, S.Ak.
4. Kasubag Akademik, Nurlaelah, S.KM.
5. Kasubag Keuangan, Ahmad Rizky, A.Md.
6. Kasubag Umum, Agus Purlianto, A.Md.
7. Staf Sekolah Pascasarjana
Universitas Muhammadiyah Prof. DR. HAMKA




Prof. Dr. H. Gunawan Suryoputro, M.Hum.

Lampiran 2 Keputusan Rektor UHAMKA
Nomor : 0421/R/KM/2024
Tanggal : 25 Syawal 1445 H
4 Mei 2024 M

**DAFTAR NAMA PESERTA, PEMBIMBING DAN PENGUJI SIDANG TESIS
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
SEKOLAH PASCASARJANA UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
SEMESTER GENAP TAHUN AKADEMIK 2023/2024**

Hari, Tanggal : Selasa, 7 Mei 2024

Tempat : Sekolah Pascasarjana UHAMKA (JI Warung Jati Barat No. 17, Jakarta Selatan)

NO	WAKTU	NIM	NAMA	JUDUL TESIS	PEMBIMBING / PENGUJI	PENGUJI
(1)	(2)	(3)	(4)	(5)	(6)	(7)
08.00 – 08.30		PEMBUKAAN DAN PENGARAHAN UJIAN TESIS				
1.	08.30 - 09.30	2009067021	Gustiyanti	Canva's Crucial Roles in Lessening Students' Speaking Anxiety During Speaking Activities	1. Hamzah Puadi Ilyas, Ph.D. 2. Dr. Syaadiyah Arifin, M.Pd.	1. Silih Warni, Ph.D. 2. Siti Zulaiha, M.AL., Ph.D.
2	09.30 - 10.30	2209067011	Beauty Sholeha Raufi	An Exploration of University EFL Students' Lexical Diversity in Online Academic Writing Assignments and its Potential Contribution to their Academic Writing Vocabulary Performance	1. Prof. Herri Mulyono, Ph.D. 2. Hamzah Puadi Ilyas, Ph.D.	1. Dr. Syaadiyah Arifin, M.Pd. 2. Silih Warni, Ph.D.



Rektor,

Prof. Dr. H. Gunawan Suryoputro, M.Hum.







BERITA ACARA SIDANG TESIS

Tgl Efektif : 12 Maret 2013
No. Form : FM-AKM-16-004
No. Revisi : 00

Berdasarkan Surat Keputusan Rektor Universitas Muhammadiyah Prof. DR. HAMKA No: 042 /R/KM/2024 tanggal 4 Mei 2024 dinyatakan bahwa pada hari ini Selasa, 7 Mei 2024 telah dilaksanakan Sidang Tesis, kepada:

Nama : **Gustiyantri**
NIM : **2009067021**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Tesis : **Canva's Crucial Roles in Lessening Students' Speaking Anxiety During Speaking Sentences**

Dihadapan Tim Penguji Sidang Tesis, yang terdiri dari:

NO	NAMA dan TANDA TANGAN	NILAI	NO	NAMA dan TANDA TANGAN	NILAI
1.	 Hamzah Puadi Ilyas, Ph.D.	81	1.	 Silih Warni, Ph.D.	78
2.	 Dr. Syaadiyah Arifin, M.Pd.	80	2.	 Siti Zulaiha, M.AL., Ph.D.	81
JUMLAH →					
NILAI AKHIR →					

Dinyatakan **LULUS/TIDAK LULUS** *)

Demikian Berita Acara ini dibuat dengan sebenar-benarnya.

Jakarta, 7 Mei 2024

Mengetahui
Ketua,


Prof. Dr. H. Ade Hikmat, M.Pd.

Sekretaris,


Siti Zulaiha, M.AL., Ph.D.