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Students' Perspective in Creating Comic Strip Recount Text by Using Canva: A Survey Study

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Abstract. In the 21st century the implementation of Technological Pedagogical Content Knowledge (TPACK) is a fundamental aspect in English Language Teaching (ELT). Canva is one of alternative free application that can be used by both students and teachers in English learning process. This study aimed to find out students' perspective in creating comic strip of recount text by using Canva. This study applied descriptive qualitative method. The subject of this study was eighth-B grade students of SMP Negeri 36 Semarang. The participants were given a questionnaire consisted of two indicators namely perceived excitement and perceived easy to use and usefulness. The first indicator concluded students happy in using Canva, learning recount text by creating comic strip in Canva is interesting, students motivated to study more about recount text when using Canva, the images, font, colours in Canva are very attractive, and students exited to use Canva outside of learning process. Then, the second indicator concluded that students can use Canva, creating comic strip of recount text by using Canva is easy, the comic strip template on Canva helps students to create products in learning recount text, Canva is one of the best alternatives in learning application and they want to explore Canva more. Moreover, to explore the detailed perspective, the researchers held interview. The data interview showed there are several reasons why they are happy in using Canva. It because this application can be accessed for free. They can also download and used it easily in their smartphone.

Keywords: Students' perspective; comic strip; Canva application; ELT.

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Introduction

TPACK

TPACK is a framework related to the integration various technologies used in learning process (Kohler & Misra, 2006). In this era, the use of TPACK has an important role in education to increase teaching and learning processes more effective. It also can help teachers easier to design fun English Language Teaching (ELT). It is supported by the Regulation of the Minister of National Education (Permendiknas) number 16 in 2007 that, utilizing technology for the importance of learning must be owned by teachers. But, the use TPACK should be mastered not only by teachers but also the students. In this case, teacher not only bombarded the students with kinds of learning media integrated with ICT and TPACK, but teachers should direct the students to use directly. For example, create a poster, video, comic strip, etc.

Embedding technology that enables interactions is one strategy that may be utilized to increase, enrich, and have more meaningful interactive communication in big classroom environments. The use of TPACK in English Language Teaching (ELT) can increase the quality of their education and better aids their younger pupils in the process of learning the language (Mudra, 2020). This statement supported by Hernandez (2018), the using of technology can increase students' motivation.

Besides that, through the implementation of technology-enhanced learning, a lecturer is granted the ability to modify instructional activities to suit the preferences, tempo, and requirements of a particular student. On the other hand, it leads to a learning environment that is student-oriented, in which the students take ownership for their involvement in the learning activity and, as a consequence of that, their knowledge development. In a different study, the students and the lecturer hypothesized that the interactive technology-based learning environment morphed into a student-oriented, interactive space, and that students became responsible for the construction of the learning product. This learning product was created by the students, for the students, and thus contributed to the students' overall learning.

Moreover, this study has a potential to change language teaching, improve students' language competency, and promote creativity and digital literacy, especially by using Canva. The results will be helpful to educators because they will enable them to adopt the teaching strategies that complement students' preferences and skills, thus promoting a more dynamic and interesting learning environment.

Recount Text

Recount text is one of text that must be mastered by eight grade students at junior high school in 2013 and Merdeka curriculum. According to Anderson & Anderson, (1997), recount texts are used to describe past occurrences in oral or written form and can be personal, factual, or imaginative. Recount is a text that tells about past moment by sequence of event (Grace, 2007). By studying this text students can explain about their past events. They can explain about their vacation, interesting things, etc. Here the learning goal in studying recount text: student can compare the social function, text structure, and linguistic elements of several spoken and written personal recount texts by giving and asking for information related to personal experiences in the past, short and simple, according to the

context of its use. Next, student can capture the contextual meaning. Furthermore, Compose oral and written recount texts, very short and simple, related to personal experiences in the past (personal recount), taking into account social functions, text structure, and linguistic elements, correctly and based on context.

The previous research showed there are many factors faced by students in writing recount text. The students have linguistics problems for instance grammatical, vocabularies, punctuation and paragraphing error (Setiani, R., Restika, M., & Susilowati, R., 2023). Meanwhile, the researchers are facing students of eighth-B grade students of SMP Negeri 36 Semarang hard to create their own recount text. The teacher also realized, some of students just copy the text from the internet without rewrite it. Some of them weren't interesting while creating their own recount text. Before the using of Canva, they only write down in a piece of paper

In order to achieve maximum learning targets in recount text, teachers must prepare an effective and systematic learning process by implementing Information and Communication Technology (ICT) based on Teaching English as a Foreign Language (TEFL) and TPACK. In this case, the teachers used Canva as a tool to help students in creating comic-strip recount text.

Canva

Canva is a free online website design. This website provides million templates, graphics, images, icon, filters, font, etc. The user can create any design they want. Then, the file can be downloaded anymore in PDF, PNG, PPT, RAR, video, etc. The user of this kind of platform also can have premium access by paying a licence. Canva also can be downloaded in smartphone easily.

Comic strip is a picture followed by caption or story. According to Budiman (2018) comic strip is a multimodal series of picture with text to represent a story. Comic strip can help students in writing a text. A series of picture can help students to arrange sentences. It also can be used by teacher in English Language Teaching (ELT). In this case, the researchers used it in teaching recount text. Canva also provide comic strip template that can be customized by the author. In this study, the researchers direct the students to create comic strip recount text.

A platform which was created in Sydney by Melanie Perkins, Cliff Obrecht, and Cameron Adam can be one of alternative application that can be used by both teacher and students. Teachers can use the Canva application to create interesting learning materials for students. In making learning materials the teacher can design the material as attractive as possible and the material must be arranged systematically to achieve student knowledge standards. The material provided by the teacher can also be called learning teaching materials, teaching materials are everything that is used by students in obtaining information and knowledge so that it can be used as a supplement in learning (Adipurnomo, (2006) in Septiana Wulandari.2016).

Teachers have positive perspective in the using of Canva in learning process. This statement supported by Christiana, E., (2021), Canva fasilitated teacher to make learning media and easy to be distributed to the students. Moreover, both students and lectures have positive perspectives in integrating Canva in ELT. Canva easy to used and easy to accessed and improved the quality of learning process (Wijayanti, E., 2022). Canva also can develop the creativity of informatics students in creating digital design in job vacancy material (Fitria, T. N., 2022).

Based on the focused problem above, the writer proposed question: How are the students' perspectives in creating comic strip recount text by using Canva?

Method

This research design was carried out using a descriptive qualitative method. To explore this issue, the researchers needed to collect the data by designing a lesson plan for recount text by implementing ICT and TPACK. In this case, the researchers integrated and directed students to use the Canva application in the English learning process. Next, the researchers taught the students and asked them to arrange recount text by using a comic strip template on Canva.

The subject of this research was 34 students eighth B grade of SMPN 36 Semarang. Furthermore, in order to collect the data, the researchers proposed questionnaire by using list or scale. According to Wilkinson (2003), the respondents were asked some questions to choose responses from the pre-defined list or scale, which often ranges from very positive to negative responses. The questionnaire answered on a scale Strongly Agree (SA), Agree (A), Neutral (N), disagree (D) and strongly disagree (SD). In arranging questionnaire, the researchers proposed two indicators. The indicators adopted based on Davis (1989) and elaborated by the researchers. Here the detail of indicators:

Table 1 Indicator for Students' Perception

No.	Indicators	Number	Total
1	Perceived of excitement	1,2,3,4,5	5
2	Perceived easy to use and usefulness	6,7,8,9,10	5
	Total number		10

The two indicators above produced ten statements below, 5 statements for perceived of excitement, 5 statements for perceived easy to use and usefulness indicator. Then, the questionnaire designed by using Google form. The next step, the researchers shared the link to the students. The statements can be seen as follows.

Table 2 The Statements

No	Indicator	Statement
1.	Perceived of excitement	1. I am happy using Canva
		2. Learning recount text by creating comic strip in Canva is interesting
		3. I am motivated to study more about recount text when using Canva
		4. The images, font, colours in Canva are very attractive
		5. I am excited to use Canva outside of learning process
2	Perceived easy to use	6. I can use Canva
		7. Creating comic strip of recount text by using Canva is easy

- and usefulness
8. The comic strip template on Canva helps me create products in learning recount text
 9. Canva is one of the best alternatives in learning application
 10. I want to explore Canva more

Wijaya Raden (2013) stated that, there are many ways in calculating the result of questionnaire. The following below are the way to determine the items score.

Table 3 Determining Items Score

No.	Indicators	Score
1	SA	5
2	A	4
3	N	3
4	D	2
5	SD	1

After finding the item score, the researchers used formula $T \times PN$. T means total options that have been choose by respondents. PN means questions score. After find the result, the next step determined the ideal score. In this case, the total of respondents is 34. $34 \times 5=170$. So, the ideal score is 170. Furthermore, the researchers classified the students' responses according to mean score. The students' mean score is divided into five levels, as follows:

Table 4 Interval Interpretations

Interval	Amount
Very Low	0%-19,99%
Low	20%-39,99%
Fair	40%-59,99%
High	60%-79,99%
Very High	80%-100%

Moreover, in finding the percentage, the researchers used this formula below:

$$\text{Percentage} = \frac{\text{Percentage in each statement}}{\text{Ideal score}} \times 100$$

Then to explore more about the students' perspective in creating comic-strip by using Canva application, the researchers propose an interview. The questions integrated with the two indicators before. Here the list of statements in detail.

Table 5 List of Question for Interview

No.	Indicators	Questions	Number	Total
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1	Perceived of excitement	What are things make you happy in using Canva?	1	2
		What are things make you interesting in creating comic strip by using Canva?	2	
2.	Perceived easy to use and usefulness	What are things make Canva easy to use?	3	3
		Are there any difficulties in creating comic strip recount text by using Canva?	4	
		What are things you want to explore in Canva?	5	
Total number			5	

Findings and Discussion

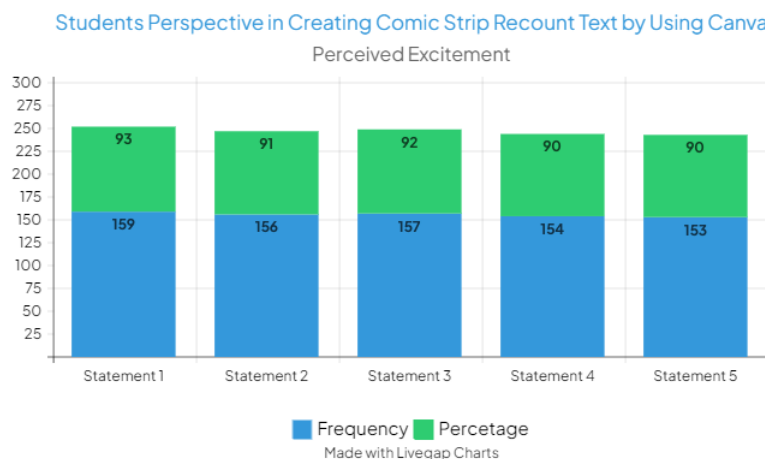
This study obtained result about the students' perspective in creating comic-strip recount text by using Canva. The researchers collected two kinds of data. The first is about students perceived of excitement and the perceived easy to use and usefulness of creating comic strip by using Canva. The result of the questionnaire calculated with the formula to find the frequency, percentage, and the mean. Then, the data also elaborated with the result of interview.

The results of this research showed, the mean from indicator: perceived excitement calculated 91,60%, categorized very high-grade interval. Then, for the indicator: perceived easy to use and usefulness is in 89,64% classified into very high grading interval. The average of two indicators calculated 90,62% is in very high-grade interval. The detailed discussion can be seen below.

1. Students' perceived of Excitement in Creating Comic Strip Recount Text by Using Canva

From the data that was calculated, 34 students fulfilled the questionnaire. The researchers found the result for the first indicator in each question which is very high score. The mean itself the result presented 91,60% if it viewed from the interpretation of the interval. It can be interpreted the students exited in creating comic strip recount text by using Canva. The mean come from the percentage of statement number 1-5. The detailed of calculation can be seen below:

Table 6. The Frequency and Percentage of Grading Interval Perceived of Excitement



Furthermore, the followings are the result of questionnaire which were completed by the students.

Table 7 The Result of Questionnaire: Perceived of Excitement

No	Statements	SA	A	N	D	SD
1	Happy in using Canva	67,6%	32,4%	0%	0%	0%
2	Learning recount text by creating comic strip in Canva is interesting	58,8%	41,2%	0%	0%	0%
3	I am motivated to study more about recount text when using Canva	61,8%	38,2%	0%	0%	0%
4	The images, font, colours in Canva are very attractive	55,9%	41,2%	2,9%	0%	0%
5.	I am excited to use Canva outside of learning process	55,9%	41,2%	0%	2,9%	0%

Table 7 showed the students responses the questionnaire. As can be seen above, from the first statement, 0% responded to SD, D, and N. Then, 32,4% responded to A and 67,6% responded to SA. Based on the interview there are reasons why students feel happy in using Canva. This application provided million features, graphics, pictures, font, etc. The students can edit their photo on it. The other reason, it is free and they can download it in their mobile phone. Moreover, it can help them to create their project more attractive.

The second statement showed that 0% students responded to SD, D, and N. Then, 41,2% responded to A and 58,8% responded to SA. The student's reasons are they find new experience. Canva not only use to edit their picture but also can be used in learning process, especially in creating product of learning. In this case, they can create their comic strip recount text. Before using Canva, they just write on the piece of paper. After using this kind of application, they can create an interesting comic strip. Students found that creating comic strips recount text made learning more fun since they are aesthetically appealing. Students are drawn to

interesting format because it keeps their interest and helps the lesson material stick in their minds.

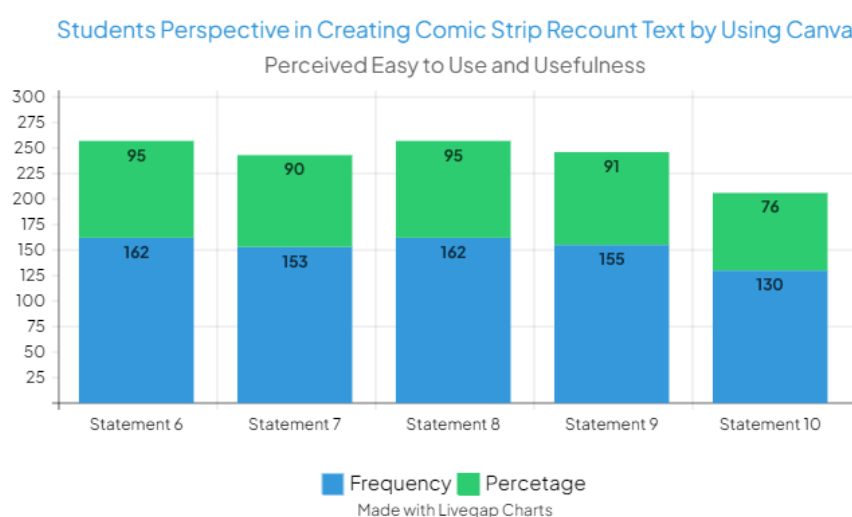
The third statement showed that 0% students responded to SD, D and N., 38,2% responded to A and 61,8% responded to SA. All the features provided by Canva, transformed the learning process from a traditional and passive approach to an interactive and dynamic one, encouraging students to explore and motivated them in studying recount text.

The fourth statement revealed 0% SD and D, 2,9% D, 41.2% A, and 55,9% A. Canva provided million kinds of images, font, colours attracted students. For the fifth statement, 0% responded to SD, 2,9% responded to D, 0% to N, 41,2% to A and 55,9% SA. The students declared, after the learning process the will use Canva to edit the picture or video that will be uploaded on their social media by their smartphone.

1.2. Perceived Easy to Use and Usefulness

Moreover, for the second indicators that were calculated, the researchers got the result for each statement as very high and high interval grading. The mean of the whole percentage presented 89.64% was in a very high grading interval. The result of the mean could be interpreted as Canva being easy to use and useful for creating a comic strip recount text. Students had very positive perspective about the second indicator. The detailed frequency and percentage can be seen below:

Table 8 Frequency and Percentage of Grading Interval



Moreover, the following are the result of questionnaire in detail.

Table 9 The Result of Questionnaire: Easy To Use and Usefulness

No	Statements	SA	A	N	D	SD
6	I can use Canva	76,5%	23,5%	0%	0%	0%
7	Creating comic strip of recount text by using Canva is easy	58,8%	32,4%	8,8%	0%	0%
8	The comic strip template on Canva helps me create products in learning recount text	76,5%	23,5%	0%	0%	0%

9	Canva is one of the best alternatives in learning application	67,6%	29,4%	2,9%	0%	0%
10.	I want to explore Canva	55,9%	41,2%	0%	2,9%	0%

The table 9 showed, for sixth statement 0% students responded to SD, D and N. 23,5% responded to A and 76,5% responded to SA. According to data interview, Canva is easy to use because student can use their smart-phone, there is also guidance from the teachers to use it. Students also argued that they just need to drag and drop the template easily.

Next, the seventh statement, 0% students responded to SD and D, 8,8% students responded to N, 32, 4% students responded to A and 58,5% responded to SA. According to the interview, the students feel easy to create comic strip recount text by using Canva. But there was also a problem; sometimes the connection was trouble, so they had to use their own internet connection.

Furthermore, for the eight-statement showed 0% students responded to SD, D and N. 23,5% responded to A and 76,5% responded SA. Ninth statements show that 0% students responded to SD and D. 24,4% responded to A and 67,6% responded to SA. For the last statement, 0% students responded to SD, 2,9% students responded to D, 0% students responded to N, 41.2% responded to and 55,9% responded SA. For students who responded to SD wants to explore more about Canva. They argued want to use Canva to edit their picture, video, quote, and poster in their smartphone.

Conclusion

This research concluded that the results of this research showed, the mean from indicator: perceived excitement calculated 91,60%, categorized into very high-grade interval. From the data that can be explained that students happy in using Canva, learning recount text by creating comic strip in Canva is interesting, students are motivated to study more about recount text when using Canva, the images, font, colours in Canva are very attractive, and students are excited to use Canva outside of learning process.

Moreover, for the indicator: perceived easy to use and usefulness is in 89,64% classified into very high grading interval. The average of two indicators calculated 90,62% categorized into very high-grade interval. The data showed student can use Canva, students feel easy in creating comic strip of recount text by using Canva, the comic strip template on Canva helps students to create products in learning recount text, Canva is one of the best alternatives in learning application, and students want to explore more about Canva.

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