

ABSTRACT

This study aimed to investigate students' perceptions of using Canva-based presentations in speaking activities and to identify the benefits and challenges experienced by students at a Vocational High School in Ciamis. Technology has become increasingly important in language learning, particularly in supporting students who often experience anxiety and a lack of confidence when speaking in English. Canva, as a visual design platform, was chosen because it offers accessible templates, drag-and-drop features, and various visual elements that help students prepare, organize, and deliver their speaking tasks more effectively. Employing a qualitative case study design, data were collected through classroom observations and semi-structured interviews with eight Grade 11 students. The data were then analyzed using thematic analysis, with triangulation between observation and interview findings applied to strengthen the credibility of the results. The findings revealed that students generally held positive perceptions toward the use of Canva-based presentations in speaking activities. Six key themes emerged from the analysis, namely ease of use, creativity, increased confidence, better organization of ideas, enhanced classroom interaction, and technical challenges. Students perceived Canva as easy to use because of its simple interface and ready-to-use templates, which allowed them to design presentations without advanced technical skills. Canva also encouraged students to become more creative by providing a wide range of visual elements, layouts, and color combinations. Students reported that visual aids and keywords on their slides helped them remember key points, reduce speaking anxiety, and speak more fluently in front of the class. Canva further assisted students in organizing their ideas into clear and logical sequences, making their presentations easier to follow. In addition, visually attractive presentations enhanced classroom interaction, as they encouraged classmates to pay closer attention, ask questions, and actively participate in discussions. Although unstable internet connections and limited access to premium features were identified as the primary technical challenges, students considered these obstacles manageable and felt that the benefits of using Canva outweighed its limitations. Overall, this study concludes that Canva-based presentations proved to be an effective tool for supporting speaking instruction by fostering creativity, confidence, and better idea organization among students. Therefore, English teachers are encouraged to integrate Canva into speaking tasks while anticipating and addressing potential technical issues that may arise during its implementation.