

CHAPTER ONE

INTRODUCTION

In this part, the writer explains the research introduction, which consists of the introduction, background of the study, research question, purpose of the study, significance of the study, scope of the study, definition of key terms, and research report organization.

1.1 Background of the Study

Speaking is one of the most important skills in learning English as a Foreign Language (EFL) because it enables students to express ideas, opinions, and feelings through oral communication. However, speaking is often considered one of the most difficult skills for EFL learners because students are required to speak fluently, accurately, and confidently in real-time communication. In many EFL classrooms, students are still reluctant to speak, feel anxious when delivering ideas, and lack confidence during speaking activities. Research has shown that fear of making mistakes, lack of vocabulary, low self-confidence, and communication anxiety remain significant barriers that hinder students' participation in speaking activities and reduce their willingness to communicate in English (Setianingsih et al., 2024). As a result, classroom interaction is limited, and students have fewer opportunities to actively practice speaking English. As a result, classroom interaction is limited, and students have fewer opportunities to actively practice speaking English. In the Indonesian EFL context, speaking activities are also often

influenced by teacher-centered learning and limited opportunities for authentic communication. According to Rezalou and Yagiz (2023), these conditions may reduce students' participation and willingness to communicate in English. Therefore, teachers need to create more interactive and supportive speaking environments by integrating appropriate teaching strategies and learning media.

One of the activities commonly used to support speaking practice is presentation-based learning. Through presentations, students can organize ideas systematically, prepare materials effectively, and deliver information orally to the class. Presentation activities also encourage active participation and provide opportunities for students to practice speaking in a more structured and meaningful manner (Khotimah and Anggraini, 2025). Al-khresheh, (2024) states that presentation-based activities can improve students' participation in speaking and communication skills. However, learning media also influence students' engagement during presentations. As educational technology advances, digital presentation tools are increasingly used to support classroom activities. One popular platform is Canva, which offers a range of templates, images, icons, and multimedia features to help students create visually appealing presentations. Canva-based presentations can help students organize ideas more clearly and support oral delivery during speaking activities. Canva also enhances students' creativity and presentation skills through its visual design features and multimedia integration (Effendi et al., 2024). In addition, Ngoc and Huyen, (2023) explain that digital learning platforms can increase students' engagement and motivation when they are integrated meaningfully into classroom learning.

Previously, several studies have examined how students respond to Canva as a learning tool, and their findings cluster around two related benefits. One cluster centers on confidence and engagement. (Febriani et al., 2025) found that Canva helped students present ideas more confidently because visual support made presentations clearer and more attractive. (Savitri and Ratri, (2025) reported that Canva enhanced students' motivation, engagement, and confidence through its visual and interactive features. (Wiyanah and Endahati, (2025) found that Canva Talking Presentation improved students' speaking proficiency, vocabulary development, and self-confidence during presentation activities.

A second cluster centers on usability and creativity. Kurniawan, (2025) reported that digital presentation platforms encouraged students' creativity and participation during speaking tasks. (Sari et al., (2023) found that students perceived Canva as an easy-to-use, creative platform for learning activities. Salsabila and Amrullah, (2025) similarly found that students held highly positive perceptions of Canva, particularly regarding its usefulness, ease of use, and support for academic presentations.

Read together, these two clusters point to the same underlying idea from different angles: Canva's usability lowers the barrier to producing material, and this appears to translate into greater confidence when students perform in front of others. What these studies do not clarify, however, is how this translation actually happens for speaking specifically; most measure general perception or motivation rather than the process by which a Canva slide shapes what a student says and how they say it, which is the gap this study investigates directly.

Previously, some research studies have widely examined the use of Canva in English classrooms; most focus primarily on general media effectiveness, creative design, or literacy skills like reading and writing. Very few have specifically examined how students perceive Canva presentations when applied directly to speaking tasks. On top of that, there is still a lack of detailed research weighing both the practical advantages and the real challenges students face when relying on Canva visuals during oral presentations, especially in Indonesian high school EFL settings. This study fills that gap by investigating how high school students in Ciamis actually view, benefit from, and struggle with Canva-based presentations in their speaking activities.

Although previous studies have provided valuable insights into the use of Canva in English language learning, most of them focused on the effectiveness of Canva, students' creativity, and learning outcomes. Moreover, research investigating students' perceptions of Canva-based presentations specifically in speaking activities remains limited. Previous studies have also paid less attention to the benefits and challenges experienced by students when using Canva to support their speaking performance, particularly in the Indonesian Vocational High School EFL context. Therefore, this study aims to fill this gap by exploring students' perceptions of the use of Canva-based presentations in speaking activities at a Vocational High School in Ciamis. This study uses a qualitative case study approach to investigate how students perceive the benefits and challenges of using Canva during speaking activities. By exploring students' experiences, this study is

expected to provide deeper insight into the use of Canva-based presentations in EFL speaking classrooms.

1.2 Research Questions

Based on the background of the study, this study is designed to answer the following questions:

1. How do students perceive the use of Canva-based presentations in speaking activities at Vocational High School in Ciamis?
2. What benefits and challenges do students experience when using Canva-based presentations in speaking activities?

1.3 Purpose of the Study

Based on the research question, it assumes that the purpose of the study is:

1. To investigate students' perceptions of the use of Canva-based presentations in speaking activities at a Vocational High School in Ciamis.
2. To identify the benefits and challenges experienced by students when using Canva-based presentations in speaking activities.

1.4 Significance of the Study

The significance of the study lies in its potential contribution to the development of knowledge and educational practices related to the integration of digital media in EFL speaking instruction. Therefore, the significance of this study is, among others:

Theoretically, this study is expected to contribute to the development of theories related to technology-assisted language learning and EFL speaking

instruction. Specifically, the findings provide empirical support for theoretical frameworks such as Multimedia Learning Theory, Constructivist Learning Theory, and Communicative Language Teaching (CLT) by illustrating how Canva-based presentations function as multimodal learning tools in speaking activities. By exploring students' perceptions, this study enriches theoretical understanding of how visual and digital media influence learners' cognitive processes, affective factors (such as confidence and anxiety), and engagement in EFL speaking contexts. The results may also serve as a theoretical reference for future studies examining students' perceptions of digital media use in oral communication activities. Pedagogically, the findings of this study are expected to provide valuable insights for English teachers regarding the use of Canva-based presentations in speaking activities. The results can help teachers understand how students perceive digital presentation tools and how these tools influence students' engagement, confidence, and participation in speaking tasks. Therefore, this study may serve as a pedagogical reference for teachers in designing student-centered speaking activities, selecting appropriate digital media, and integrating Canva effectively to support communicative and interactive EFL instruction.

Practically, this study is expected to benefit students by increasing their awareness of how Canva-based presentations can support their speaking performance. By understanding their own perceptions and experiences, students may develop strategies to organize ideas more effectively, use visual support appropriately, and improve confidence when speaking in front of the class. In addition, this study provides practical insights into the challenges students face

when using Canva, which can help teachers and schools anticipate and address technical or instructional issues during implementation. Professionally, this study contributes to the existing literature on technology-assisted language learning by providing empirical evidence from a Vocational High School EFL context. The findings may serve as a reference for future researchers who are interested in investigating students' perceptions of digital media use, presentation-based learning, or speaking instruction in different educational levels or contexts. Moreover, this study may support educational institutions in considering the integration of digital presentation tools as part of innovative English language teaching practices

1.5 Scope of the Study

The study aims to explore students' perceptions of the use of Canva-based presentations in speaking activities. The primary focus of this study is on gathering qualitative data regarding students' views on the benefits and challenges associated with the use of Canva-based presentations during speaking activities in English classes.

1.6 Definition of Key Terms

This study defines the following key terms to ensure clarity and a shared understanding of the terms used throughout the research.

First, speaking skills refer to students' ability to express ideas, thoughts, and information orally in English in a clear, fluent, and understandable manner within classroom speaking activities. These skills involve not only accuracy in language

use but also confidence, fluency, and meaningful interaction during oral communication. In EFL contexts, speaking skills are influenced by learners' self-efficacy, motivation, and interactive opportunities provided during instruction. (Setianingsih et al., 2024) Second, Canva-based presentations refer to digital presentation materials created using the Canva platform. This platform enables users to design visually engaging slides by combining text, images, icons, and other multimedia elements to serve as visual support for students during oral presentations and speaking activities. Using digital presentation tools in language learning supports idea organization and provides multimodal support that can enhance students' message delivery in speaking tasks. (Sari et al., 2023)

Third, students' perceptions encompass their views, opinions, and personal experiences regarding the use of Canva-based presentations in speaking activities. This includes how students perceive the benefits of using Canva, such as increased motivation, engagement, and confidence, as well as any challenges they encounter during preparation and delivery. Students' perceptions are a key factor in understanding the effectiveness of instructional media in EFL classrooms. (Noni, 2025).

Fourth, a case study is understood as a qualitative research methodology that prioritizes an in-depth and detailed investigation of a specific phenomenon within its unique, real-world context. In this research, the case study approach is employed to explore students' perceptions regarding the integration of Canva-based presentations into speaking activities at a Vocational High School in Ciamis. This method proves highly effective for dissecting instructional methodologies within

secondary education, as it allows the researcher to capture complex classroom dynamics and gain profound insights into how specific digital tools influence the overall learning process. (Emilio et al., 2024).

1.7 Research Report Organization

The research report is divided into five chapters, each focusing on specific components of the study as follows:

Chapter One introduces the study, including the background, research question, purpose, significance, scope, key term definitions, and research organization. Chapter Two presents a review of the literature, providing relevant references and information on previous studies in this field. Chapter Three focuses on methodology, covering the research design, research participants, research site, data collection, data analysis, and ethical considerations. Chapter Four presents the findings and discussion of the study, including data analysis and interpretation, and discusses the results in relation to the research questions while comparing them with the findings of previous studies. Chapter Five, Conclusion and Recommendations, summarizes the study's key findings, provides conclusions, and offers recommendations for teachers, students, educational institutions, and future researchers based on the study's results.

1.8 Concluding Remark

This chapter has presented the background of the study, research questions, purposes of the study, significance of the study, scope of the study, definition of key terms, and the organization of the research report. These elements establish the

foundation and direction of the present study on students' perceptions of the use of Canva-based presentations in speaking activities. To support this investigation, the following chapter reviews the relevant literature, theoretical frameworks, and previous studies that provide the conceptual basis for the research.