

CHAPTER FOURTH

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research entitled "Students' Perceptions of the Use of Canva-Based Presentations in Speaking Activities." The findings were obtained through classroom observations and semi-structured interviews conducted with students who participated in speaking activities using Canva-based presentations. The classroom observation was conducted to identify how Canva was implemented during speaking activities, while the interviews were conducted to explore students' perceptions regarding the use of Canva in the learning process. The data obtained from both instruments were analyzed using thematic analysis. Furthermore, triangulation was employed to compare the findings from classroom observation and interviews in order to enhance the credibility and trustworthiness of the data. The themes presented in this chapter emerged from repeated patterns identified during the coding and categorization processes. Each theme is supported by excerpts from the interview transcripts and strengthened by the classroom observation findings. The researcher presents the findings objectively before interpreting them in relation to the theories and previous studies discussed in Chapter II. Therefore, this chapter is divided into two major sections, namely the research findings and the discussion of the findings.

4.1 Findings

The findings of this study are presented based on two sources of data, namely classroom observation and semi-structured interviews. Classroom observation was conducted to examine the implementation of Canva-based presentations during speaking activities, whereas the interviews were conducted to investigate students' perceptions after experiencing the learning process. The observation findings describe students' participation, classroom interaction, and the implementation of Canva during speaking activities. Meanwhile, the interview findings reveal students' perceptions regarding the advantages, challenges, and learning experiences when using Canva-based presentations. The researcher analyzed both sources of data using thematic analysis to identify recurring patterns and themes. After identifying the themes, the researcher compared the findings from both instruments through triangulation to ensure consistency and credibility. The integration of observation and interview findings enabled the researcher to obtain a comprehensive understanding of students' perceptions toward the use of Canva-based presentations. The following sections present the observation findings followed by the interview findings for each identified theme.

4.1.1 Observation Findings

The classroom observation was conducted to examine how Canva-based presentations were implemented during speaking activities and how students responded to the learning process. The observation was carried out throughout the speaking lessons by using an observation checklist that had been prepared before the research was conducted. The observation focused on students' participation,

confidence, interaction, organization of ideas, creativity, and classroom engagement while using Canva as a presentation medium. During the learning process, the teacher introduced the learning objectives before asking students to prepare and deliver presentations using Canva. Students worked individually to design presentation slides by selecting templates, inserting relevant images, arranging text, and organizing presentation materials according to the assigned topics. The researcher observed that most students were actively involved during the preparation process and demonstrated enthusiasm while exploring Canva's features. During the presentation sessions, students appeared more confident in explaining their ideas because the presentation slides provided visual support that helped them organize information systematically. Most students maintained interaction with the audience by responding to questions and participating in classroom discussions after each presentation. Although several students experienced minor technical difficulties, such as unstable internet connections and limited familiarity with several Canva features, these challenges did not significantly interrupt the learning activities. Overall, the classroom observation indicates that Canva-based presentations created an interactive learning environment that encouraged students to participate actively in speaking activities.

Based on the observation checklist, several important findings were identified during the implementation of Canva-based presentations. First, students demonstrated active participation during both the preparation and presentation stages. Second, students appeared more confident while presenting because they relied on keywords and visual elements instead of memorizing complete

paragraphs. Third, Canva assisted students in organizing ideas into logical sequences, enabling them to deliver presentations more fluently. Fourth, classroom interaction increased because students actively asked questions, responded to their classmates' presentations, and participated in classroom discussions. Fifth, students demonstrated creativity by selecting attractive templates, colours, icons, and visual illustrations that supported their presentation topics. Finally, although a few technical problems were encountered during the implementation process, students successfully overcame these challenges through teacher guidance and peer collaboration. These findings indicate that Canva functioned not only as a presentation application but also as an instructional medium that supported students' speaking performance. Therefore, the observation findings provide important evidence regarding the implementation of Canva-based presentations before the researcher presents the interview findings in the following section.

4.1.2 Interview Findings

The interview findings were analyzed using thematic analysis to identify students' perceptions toward the use of Canva-based presentations in speaking activities. After repeatedly reviewing and coding the interview transcripts, the researcher identified several recurring themes that consistently appeared across participants' responses. These themes represent students' experiences and perceptions regarding the implementation of Canva during speaking activities. Each theme is presented together with excerpts from the interview transcripts, followed by the researcher's interpretation and triangulation with the classroom observation findings. This presentation aims to demonstrate the consistency between students' perceptions and the actual classroom practices observed during the research process. The following sections describe each identified theme in detail.

4.1.2.1 Theme 1: Ease of Use of Canva-Based Presentations

The first theme identified from the interview data is the ease of using Canva as a presentation medium in speaking activities. This theme emerged because almost all participants consistently stated that Canva was easy to learn and operate even though they had never used it intensively before. Most participants explained that Canva provides a simple interface, drag-and-drop features, and various ready-to-use templates that simplify the process of preparing presentation materials. These responses indicate that students did not experience significant difficulties in understanding how the platform works during the learning process. The researcher also found that students considered Canva more practical than conventional presentation software because most of the design elements had already been

provided within the application. As a result, students could spend more time preparing the presentation content rather than designing the slides from the beginning. The repeated occurrence of similar responses among participants indicates that ease of use became one of the dominant themes in students' perceptions of Canva-based presentations. This finding is important because students' acceptance of educational technology is often influenced by how easily they can operate the platform during classroom activities. Therefore, the researcher identified ease of use as the first theme representing students' perceptions toward the implementation of Canva-based presentations in speaking activities.

Transcript 1

Interviewer	P.3	P.4	P.7
Do you find the features available in Canva easy to learn and use for your assignments?	"Yes, it is very easy to use. You simply drag and drop the elements. There is no need to take a course because you can use it immediately."	"Yes, it is easy to use. The drag-and-drop feature and the ready-made templates make it very convenient."	"Yes, it is very easy to learn. The interface is simple, clear, and user-friendly."

Based on Transcript 1, the participants consistently perceived Canva as an application that is simple to understand and practical to use in preparing English presentation media. Participant 3 emphasized that Canva could be used immediately without requiring special training because its drag-and-drop feature made the design process straightforward. Similarly, Participant 4 explained that the availability of ready-to-use templates simplified the preparation of presentation materials, allowing students to complete assignments more efficiently. Participant 7 also highlighted that Canva's interface is simple and clear, making it easier for students to explore the available features independently. These responses indicate

that ease of use was one of the main reasons students accepted Canva as a learning medium in speaking activities. Students perceived that they could focus more on organizing presentation content rather than spending excessive time learning how to operate the application. Consequently, Canva reduced the technical burden commonly experienced when preparing presentation media. This positive perception suggests that students viewed Canva as a user-friendly digital platform capable of supporting classroom learning. The interview findings therefore demonstrate that Canva's accessibility contributed to students' willingness to integrate the application into their speaking activities. Overall, the participants agreed that Canva was an easy-to-use platform that effectively supported the preparation of English presentations.

The interview findings are consistent with the classroom observation conducted during the implementation of Canva-based presentations. During the observation, the researcher found that students were generally able to operate Canva independently after receiving initial instructions from the teacher. Most students navigated the application smoothly by selecting templates, editing text, inserting pictures, and arranging slide layouts without requiring continuous assistance from the teacher. Only a few students asked questions regarding certain advanced features, while the majority completed their presentation slides independently. The observation also revealed that students adapted quickly to Canva's interface because the available tools were visually organized and easy to identify. This classroom behaviour supports the interview findings indicating that students considered Canva easy to learn and operate. The consistency between observation and interview data

strengthens the credibility of this theme because students' statements were reflected in their actual behaviour during classroom activities. Therefore, the triangulation process confirms that the ease of using Canva positively influenced students' acceptance of the application during speaking activities. These findings indicate that user-friendly educational technology can facilitate students' engagement in language learning without creating unnecessary technical barriers. Consequently, Canva can be considered an accessible digital learning medium that effectively supports students in preparing English-speaking presentations.

4.1.2.2 Theme 2: Students' Creativity in Designing Canva-Based Presentations

The second theme identified from the interview findings is students' creativity in designing Canva-based presentations. This theme emerged because the majority of participants explained that Canva provided numerous design features that enabled them to create more attractive, creative, and visually engaging presentation slides. During the interviews, participants repeatedly mentioned that the availability of templates, icons, illustrations, animations, and various colour combinations encouraged them to explore their creativity while preparing speaking assignments. Rather than creating plain presentation slides, students were motivated to design presentations that were visually appealing and suitable for the topics they presented. The researcher also observed that students paid greater attention to the appearance of their slides than they usually did when using conventional presentation methods. This indicates that Canva not only functioned as a presentation tool but also became a medium that stimulated students' creativity during the learning process. The participants perceived that creative presentations helped them communicate ideas

more effectively because visual elements supported verbal explanations during speaking activities. Therefore, creativity became one of the dominant themes that represented students' positive perceptions toward the implementation of Canva-based presentations. The following interview excerpts illustrate students' perceptions regarding this theme.

Transcript 2

Interviewer	P.1	P.6	P.8
Do Canva's templates and design features help you create more interesting presentations?	"Yes, it is very helpful. There are many templates and design elements that make my presentation more attractive."	"Canva allows me to be more creative because it offers a wide variety of designs, images, icons, and colors that can be adjusted to suit the presentation topic."	"With Canva, I can create presentations that are more creative and more engaging for the audience to watch."

Based on Transcript 2, the participants consistently believed that Canva significantly enhanced their creativity in designing presentation materials. Participant 1 explained that the wide variety of templates and visual elements enabled students to create presentations that were more attractive than conventional slides. Similarly, Participant 6 stated that Canva provided flexibility in selecting designs, colours, images, and icons according to the presentation topic, allowing students to express their creativity more freely. Participant 8 also emphasized that Canva helped students avoid monotonous presentations by providing visually appealing layouts that captured the audience's attention. These responses indicate that students perceived Canva as more than a technological application; they viewed it as a creative platform that supported the preparation of speaking assignments. The participants believed that visually attractive presentations increased their enthusiasm during both the preparation and presentation stages. Furthermore, the

opportunity to personalize presentation slides encouraged students to become more responsible for producing high-quality work. The interview findings also demonstrate that creativity was closely related to students' motivation because they enjoyed exploring different design possibilities available in Canva. Consequently, the researcher concludes that Canva successfully encouraged students to integrate creativity into their speaking activities through the use of engaging visual presentation media. Overall, students perceived that Canva transformed presentation preparation into a more enjoyable, creative, and meaningful learning experience.

The classroom observation supports the interview findings regarding students' creativity while using Canva-based presentations. During the observation sessions, students actively explored different templates, modified colour schemes, inserted illustrations, arranged icons, and adjusted slide layouts before delivering their presentations. The researcher observed that students rarely used identical presentation designs because each participant attempted to customize the slides according to individual preferences and presentation topics. Several students also revised their presentation layouts multiple times to improve visual quality before presenting them in front of the class. These classroom behaviours demonstrate that students were genuinely engaged in the creative process rather than simply completing presentation assignments. The observation findings are therefore consistent with the interview data, in which participants explained that Canva encouraged them to create more attractive presentation materials. The consistency between these two sources strengthens the credibility of the finding through

methodological triangulation. It also indicates that students' perceptions were reflected in their observable classroom practices rather than being limited to verbal responses during interviews. Consequently, the researcher concludes that Canva effectively promoted students' creativity by providing accessible design features that enhanced both presentation quality and speaking performance. These findings confirm that creativity became an important aspect of students' learning experiences when using Canva-based presentations in speaking activities.

4.1.2.3 Theme 3: Increased Confidence in Speaking Activities

The third theme identified from the interview findings is students' confidence in speaking activities after using Canva-based presentations. This theme emerged because most participants stated that Canva helped them feel more confident when presenting in front of the class. Throughout the interviews, students repeatedly explained that the visual support provided by Canva reduced their anxiety because they no longer needed to memorize long paragraphs before delivering their presentations. Instead, they relied on keywords, images, diagrams, and other visual elements that helped them remember the main points of their presentations. As a result, students felt more relaxed and were able to communicate their ideas more naturally. The researcher also observed that students appeared more willing to speak in front of the class compared to previous speaking activities conducted without Canva. Furthermore, participants explained that well-designed presentation slides gave them a greater sense of preparedness, which positively influenced their confidence during oral presentations. These findings indicate that Canva contributed not only to improving presentation quality but also to strengthening

students' psychological readiness when performing speaking tasks. Therefore, confidence emerged as one of the central themes representing students' positive perceptions of using Canva-based presentations in speaking activities.

Transcript 3

Interviewer	P.2	P.6	P.8
Do Canva's templates and design features help you create more interesting presentations?	"Yes, it is very helpful. There are many templates and design elements that make my presentation more attractive."	"Canva allows me to be more creative because it offers a wide variety of designs, images, icons, and colors that can be adjusted to suit the presentation topic."	"With Canva, I can create presentations that are more creative and more engaging for the audience to watch."

Based on Transcript 3, the participants consistently perceived that Canva positively influenced their confidence during speaking activities. Participant 2 explained that having well-organized presentation slides allowed them to concentrate on explaining ideas rather than worrying about the appearance of the presentation. Likewise, Participant 6 stated that the combination of visual elements and keywords made it easier to remember important information, reducing the fear of forgetting presentation content while speaking. Participant 8 further emphasized that professional-looking presentation slides increased self-confidence because they felt more prepared to present in front of classmates. These responses indicate that confidence was influenced not only by students' speaking ability but also by the quality of the presentation media they used. The participants believed that Canva reduced anxiety by providing visual support that guided them throughout the presentation process. As a result, students were able to maintain better eye contact with the audience and communicate their ideas more fluently. The interview findings also suggest that confidence gradually developed as students became more

familiar with using Canva in classroom presentations. Therefore, the researcher concludes that Canva functioned as both a presentation tool and a confidence-building medium that supported students' oral communication. Overall, students perceived that Canva created a more comfortable learning environment that encouraged them to participate actively in English-speaking activities.

The classroom observation findings support the interview data regarding students' increased confidence while using Canva-based presentations. During the observation, the researcher found that most students delivered their presentations with greater composure and showed less hesitation while explaining their ideas. Students generally maintained eye contact with the audience more frequently because they relied on keywords and visual aids instead of reading long sentences directly from the slides. The researcher also observed that students spoke more fluently and demonstrated greater willingness to answer questions during classroom discussions after completing their presentations. Although several students still experienced slight nervousness at the beginning of their presentations, they gradually became more relaxed as they continued speaking. These behaviours were consistent with the interview findings, in which participants reported feeling more confident due to the visual support and organized structure provided by Canva. The consistency between observation and interview data strengthens the credibility of this theme through methodological triangulation. It demonstrates that students' perceptions of increased confidence were reflected not only in their interview responses but also in their observable classroom performance. Consequently, the researcher concludes that Canva positively contributed to improving students'

confidence during speaking activities by reducing presentation anxiety and supporting more effective oral communication. The triangulated findings therefore indicate that confidence is one of the most significant benefits experienced by students when using Canva-based presentations in English language learning.

4.1.2.4 Theme 4: Organization of Ideas Through Canva-Based Presentations

The fourth theme identified from the interview findings is students' ability to organize ideas more systematically through Canva-based presentations. This theme emerged because many participants explained that Canva helped them arrange the content of their presentations into a logical and well-structured sequence. During the interviews, students stated that the use of templates, headings, bullet points, images, and visual layouts enabled them to identify the main points of their presentations more easily. Rather than writing long paragraphs, students preferred to summarize information into keywords that served as speaking cues during the presentation. Consequently, they were able to explain their ideas more naturally without depending on a written script. The researcher also observed that students delivered their presentations in a more organized manner because each slide represented a specific point that guided the flow of their explanations. This organization allowed students to maintain coherence throughout the presentation and helped the audience understand the material more clearly. The findings indicate that Canva contributed not only to improving the visual appearance of presentations but also to supporting students' cognitive organization of ideas. Therefore, the researcher identified organization of ideas as one of the major themes representing students' perceptions of Canva-based presentations in speaking activities.

Transcript 4

Interviewer	P.1	P.6	P.8
Does Canva help you organize your presentation ideas? Why?	"Yes, because I can organize the main points more systematically, making it easier for me to explain the material."	"Canva helps me remember the sequence of the material because each slide contains the key points that I have organized beforehand."	"I do not need to read long paragraphs because I only need to look at the key points displayed on each slide."

Based on Transcript 4, the participants consistently perceived that Canva assisted them in organizing presentation ideas before and during speaking activities. Participant 1 explained that arranging the main points into an organized structure made the explanation clearer and easier to deliver. Similarly, Participant 6 stated that each slide functioned as a reminder of the presentation sequence, allowing them to remember the order of the material more effectively. Participant 7 further emphasized that using keywords instead of long paragraphs enabled them to speak more naturally without relying on written texts. These responses indicate that Canva supported students in developing more effective presentation strategies by encouraging them to summarize information into essential points. The participants also believed that organized presentation slides reduced confusion during presentations because every slide represented a different stage of the explanation. As a result, students were able to deliver information in a logical sequence while maintaining fluency during oral communication. The interview findings demonstrate that Canva functioned as a cognitive support tool that facilitated both planning and presentation processes. Furthermore, students perceived that better organization of ideas increased their confidence because they could easily follow the structure of their presentations. Therefore, the researcher concludes that Canva positively influenced students' ability to organize ideas systematically during

English-speaking activities. Overall, the findings suggest that well-structured presentation slides contributed to clearer communication and more effective speaking performance.

The findings obtained from classroom observation support the interview results regarding students' ability to organize ideas through Canva-based presentations. During the observation sessions, the researcher found that students generally followed a logical sequence while delivering their presentations, beginning with the introduction, followed by the main discussion, and ending with the conclusion. Most students used short phrases, keywords, and relevant images instead of lengthy written explanations on their slides. This strategy enabled students to maintain eye contact with the audience while explaining the presentation content in their own words. The observation also revealed that students rarely lost track of their explanations because the presentation slides provided clear visual guidance throughout the speaking activity. These observable behaviours are consistent with the interview findings, in which participants explained that Canva helped them remember important points and organize information more effectively. The consistency between observation and interview findings strengthens the credibility of this theme because students' perceptions were reflected in their actual classroom performance. Moreover, the observation indicates that organized presentation slides improved not only students' speaking fluency but also the audience's understanding of the presented material. Consequently, the researcher concludes that Canva effectively supported students in organizing ideas and delivering presentations in a coherent and systematic manner. The triangulation

findings therefore confirm that the organization of ideas became one of the significant educational benefits experienced by students when using Canva-based presentations in speaking activities.

4.1.2.5 Theme 5: Classroom Interaction During Canva-Based Presentations

The fifth theme identified from the interview findings is classroom interaction during Canva-based presentations. This theme emerged because several participants explained that Canva-based presentations created a more interactive learning atmosphere compared to conventional presentation methods. During the interviews, participants stated that visually attractive presentation slides captured the audience's attention and encouraged more active communication between presenters and classmates. Students perceived that the use of images, icons, colours, and simple visual layouts helped the audience understand the presentation more easily, resulting in more questions and responses during classroom discussions. The researcher also observed that students were more enthusiastic when listening to their classmates' presentations because the visual appearance of the slides made the presentation sessions less monotonous. In addition, students actively participated in question-and-answer sessions after each presentation by expressing opinions, asking questions, and providing feedback to their peers. This finding indicates that Canva did not only support individual presentation performance but also promoted collaborative learning through increased classroom interaction. The integration of visual communication and oral presentation created opportunities for students to engage more actively throughout the learning process. Therefore, classroom interaction emerged as one of the important themes representing students'

perceptions toward the implementation of Canva-based presentations in speaking activities. The following interview excerpts illustrate students' perceptions regarding this theme.

Transcript 5

Interviewer	P.3	P.6	P.8
Do Canva-based presentations make the classroom more interactive? Why?	"Yes, my classmates pay more attention because the presentation is visually appealing, so they are more likely to ask questions."	"In my opinion, presentations created with Canva make classroom discussions more engaging because the audience is more interested in the material being presented."	"Canva makes presentations more attractive, so my classmates become more active in giving responses and feedback after the presentation."

Based on Transcript 5, the participants consistently perceived that Canva contributed to creating a more interactive classroom environment during speaking activities. Participant 3 explained that attractive presentation slides encouraged classmates to pay greater attention and participate more actively in classroom discussions. Similarly, Participant 6 believed that Canva made discussions more engaging because the audience showed greater interest in visually supported presentations. Participant 8 also emphasized that classmates were more willing to provide comments and ask questions after presentations that utilized Canva. These responses indicate that the use of Canva positively influenced interaction between presenters and the audience. Rather than functioning solely as a visual aid, Canva facilitated meaningful communication by encouraging students to exchange ideas throughout the presentation process. The interview findings further suggest that attractive visual media increased students' curiosity and motivated them to become actively involved in classroom discussions. Consequently, the presentation sessions

became more collaborative, allowing both presenters and audience members to participate in the learning process. The participants perceived that this interactive atmosphere made speaking activities more enjoyable and less intimidating. Therefore, the researcher concludes that Canva positively influenced classroom interaction by promoting active communication, collaborative learning, and student engagement throughout speaking activities.

The classroom observation findings strongly support the interview data regarding increased classroom interaction during Canva-based presentations. During the observation sessions, the researcher found that students paid close attention to their classmates' presentations and actively participated in question-and-answer sessions after each presentation. Several students voluntarily asked questions, expressed opinions, and provided constructive feedback related to the presentation topics. The researcher also observed that presenters responded confidently to questions while using the visual information displayed on the Canva slides to clarify their explanations. Compared with conventional presentation sessions, classroom discussions appeared more dynamic because both presenters and audience members were actively involved in the communication process. These observable behaviours are consistent with the interview findings, in which participants reported that Canva attracted the audience's attention and encouraged greater participation during discussions. The consistency between observation and interview data strengthens the credibility of this theme through triangulation. Furthermore, the observation indicates that the visual features provided by Canva facilitated better understanding of the presentation materials, enabling students to

engage more meaningfully in classroom interaction. Consequently, the researcher concludes that Canva not only improved students' presentation performance but also fostered a more interactive, communicative, and collaborative learning environment. These findings confirm that classroom interaction is one of the significant educational benefits experienced by students when Canva is integrated into speaking activities.

4.1.2.6 Theme 6: Challenges in Using Canva-Based Presentations

The sixth theme identified from the interview findings is the challenges experienced by students while using Canva-based presentations in speaking activities. Although the participants generally expressed positive perceptions toward the implementation of Canva, they also identified several obstacles encountered during the learning process. This theme emerged because almost every participant mentioned at least one challenge related to the use of Canva, particularly concerning internet connectivity, premium features, and limited technological experience. The participants explained that Canva requires a stable internet connection to access its online features, templates, and design elements. Consequently, unstable internet connectivity occasionally interrupted the process of designing presentation slides and accessing previously saved projects. In addition, some participants reported that several attractive templates, illustrations, and advanced features were only available through the Canva Pro version, limiting their choices when using the free version. Despite these challenges, the participants generally agreed that the advantages of Canva outweighed its limitations because they were still able to create attractive presentation slides using the available free features. Furthermore, the researcher observed that students attempted to overcome these challenges by collaborating with classmates, seeking assistance from the teacher, or selecting alternative templates that were freely accessible. Therefore, the researcher identified challenges in using Canva as the final theme that emerged from students' perceptions regarding the implementation of Canva-based presentations in speaking activities.

Transcript 6

Interviewer	P.2	P.6	P.7
Did you experience any difficulties while using Canva for speaking presentations?	"Sometimes the internet connection is unstable, which makes the process of editing my presentation slower."	"Some of the best templates and design elements are only available in Canva Pro, so I have to look for free alternatives."	"The main difficulty I experience is the internet connection because Canva is an online platform."

Based on Transcript 6, the participants acknowledged that although Canva provided numerous benefits, several technical challenges were still encountered during its implementation in speaking activities. Participant 2 explained that unstable internet connectivity occasionally slowed the process of editing presentation slides, particularly when accessing online design features. Similarly, Participant 6 reported that the limited availability of premium templates and graphic elements restricted students' opportunities to use certain attractive designs unless they subscribed to Canva Pro. Participant 7 also emphasized that internet connectivity remained one of the primary obstacles because Canva relies heavily on online access. These responses indicate that the challenges experienced by students were predominantly technical rather than pedagogical. None of the participants stated that Canva itself was difficult to operate; instead, the identified problems were associated with external factors beyond the application's interface. Furthermore, despite experiencing these limitations, participants consistently explained that they were able to continue preparing their presentations by utilizing free templates, modifying available designs, or collaborating with classmates. This finding demonstrates that students developed adaptive strategies to overcome technical constraints during the learning process. Consequently, the researcher

concludes that the identified challenges did not substantially reduce students' positive perceptions toward the implementation of Canva-based presentations. Overall, students regarded these obstacles as manageable issues that could be addressed through adequate preparation, stable internet access, and effective classroom support.

The classroom observation findings support the interview data regarding the challenges encountered while using Canva-based presentations. During the observation sessions, the researcher noted that several students experienced temporary delays when accessing Canva due to unstable internet connections. A few participants also spent additional time searching for templates because some preferred designs required a Canva Pro subscription. Nevertheless, these technical issues did not significantly interrupt the overall learning process. The researcher observed that students demonstrated problem-solving skills by selecting alternative free templates, sharing information with classmates, and asking for assistance when necessary. The teacher also provided guidance whenever students experienced technical difficulties, ensuring that the learning activities continued effectively. These classroom observations are consistent with the interview findings, which indicated that internet connectivity and premium feature limitations were the most frequently mentioned challenges. The consistency between observation and interview data strengthens the credibility of this theme through methodological triangulation. Furthermore, the observation revealed that students remained motivated to complete their presentations despite encountering technical obstacles. Therefore, the researcher concludes that the challenges associated with Canva were

relatively minor and did not diminish its effectiveness as a digital learning medium for speaking activities. Instead, the findings suggest that these challenges can be minimized through proper technological preparation and sufficient classroom support.

4.2 Discussion

This section discusses the findings obtained from classroom observation and semi-structured interviews by relating them to the theories and previous studies presented in Chapter II, since a study's findings are almost always discussed in relation to existing knowledge to demonstrate how the research contributes to expanding the field (Collins and Stockton, 2018). The discussion is organized according to the six themes identified through thematic analysis. These themes explain students' perceptions of the use of Canva-based presentations in speaking activities and demonstrate how the implementation of Canva influenced students' speaking performance, classroom participation, and learning experiences. The discussion also compares the present findings with previous studies to identify similarities and differences while answering the research questions of this study.

4.2.1 Ease of Use of Canva-Based Presentations

These findings are consistent with the Technology Acceptance Model, which explains that perceived ease of use significantly influences users' acceptance of technology. This principle has also been demonstrated in more recent educational contexts, as shown in Xu and Deng's (2024) study on Chinese secondary school students' acceptance of digital teaching platforms in EFL classrooms, which found that perceived ease of use was a significant predictor of students' willingness to adopt technology-based learning tools. When students perceive educational technology as easy to operate, they are more likely to adopt it in their learning activities, invest greater effort in exploring its features, and integrate it more consistently into their learning routines rather than avoiding it due to technical anxiety. The present findings also support the study conducted by Rohmah et al. (2023), who reported that EFL students held predominantly positive perceptions toward mobile learning applications, largely because their simplicity made the learning process more accessible, less intimidating, and more engaging for students with varying levels of digital literacy. In that study,

the majority of participants expressed favorable attitudes toward mobile-based learning tools precisely because these applications did not require extensive technical training before students could use them meaningfully. Although Rohmah investigated general mobile learning applications rather than Canva specifically, both studies demonstrate a similar underlying pattern: user-friendly educational technology increases students' motivation, confidence, and engagement during English learning, regardless of the specific platform being used.

This pattern suggests that ease of use functions not merely as a technical convenience but as a psychological factor that reduces the cognitive and emotional burden associated with adopting new learning tools. When students do not have to struggle with complicated features or unfamiliar interfaces, their attention can be redirected toward the actual learning task—in this case, preparing and delivering speaking presentations—rather than being consumed by frustration over the technology itself. Therefore, the present study confirms that Canva's simple interface positively contributes to students' acceptance of digital learning media in speaking activities, and further reinforces the broader theoretical claim that usability remains a critical determinant of technology adoption in language learning contexts."

4.2.2 Creativity in Preparing Presentations

The findings are consistent with constructivist learning theory, which emphasizes that students actively construct knowledge through meaningful learning experiences rather than passively receiving information from teachers (Nurhuda et al., 2023). Specifically, according to this perspective, learning becomes more effective when students are given the freedom to explore, experiment, and produce their own representations of knowledge, rather than being limited to memorizing or reproducing information provided by others. Notably, this view stands in contrast to more traditional, teacher-centred approaches, in which students are commonly positioned as passive recipients of ready-made content. In this regard, in the context of the present study, Canva provides opportunities for students to explore ideas creatively while designing presentation materials, thereby encouraging active

participation throughout the learning process. As a result, through this process, students are not merely recipients of instructional content but become active agents who make decisions about how information should be visually organized, arranged, and communicated to an audience. Indeed, every choice a student makes regarding colour, layout, image, and text placement reflects a small act of knowledge construction, in which abstract ideas are translated into a concrete visual and oral form. Consequently, this active involvement distinguishes Canva-based learning from more conventional speaking preparation methods, which often rely on rote memorization of scripted text.

Furthermore, this constructivist interpretation is further supported by Rosar and Weidlich (2022), who found that visually engaging learning environments can enhance students' creativity and situational motivation. In particular, their study suggests that when students are allowed to interact with flexible visual tools, they tend to feel more motivated and psychologically engaged in the learning process, as the activity shifts from passive information reception to active creative construction. Moreover, they further argue that creative students, in particular, benefit from learning environments that offer visual freedom rather than fixed or highly structured formats, since such environments allow personal expression to emerge more naturally. Accordingly, this finding is directly relevant to the present study, given that Canva similarly offers a flexible, non-linear design space in which students can experiment with different visual arrangements before settling on a final presentation format. Similarly, Kasman et al.(2023) reported that students' creativity increased when they were allowed to design their own learning materials

using audio-visual media, as this process encouraged them to generate original ideas rather than simply reproducing existing content. Specifically, in their study, students who were involved in creating their own visual materials demonstrated higher levels of initiative, originality, and personal investment in their learning tasks compared to those who relied solely on teacher-provided materials. Thus, such findings imply that the act of designing, rather than merely consuming, learning materials plays a crucial role in fostering deeper creative engagement. Notably, this is consistent with what was observed in the classroom setting of the present study, where students appeared visibly more invested when actively customizing their own Canva slides.

In addition, the researcher observed that visual media appeared to give students a stronger sense of direction when speaking, which in turn seemed to boost their motivation to participate. This observation is in line with Hariani et al. (2018), who demonstrated that the implementation of audio-visual media significantly improved students' motivation in speaking English. This further indicates that visual elements do not merely serve a decorative function but play a substantive pedagogical role in helping students internalize and express knowledge more effectively. In other words, when visual media are integrated meaningfully into the learning process, students are encouraged to process information more deeply, rather than treating visuals as superficial embellishments added only after the content has been finalized. Interestingly, Yadi and Yadi Joey's (2022) findings also highlight that audio-visual media can positively affect students' speaking performance across successive learning cycles, suggesting a broader pedagogical

value beyond emotional engagement alone. Correspondingly, this broader value appears applicable to the present study, in which Canva usage seemed to influence not only students' motivation but also the overall quality and organization of their spoken presentations.

4.2.3 Increased Confidence in Speaking Activities

The third finding reveals that Canva positively influenced students' confidence during speaking activities. The interview findings indicated that students felt more confident because Canva enabled them to organize presentation content into keywords, images, and visual cues instead of relying on lengthy written texts. Consequently, students experienced less anxiety while presenting because they could explain ideas naturally without memorizing complete paragraphs. Classroom observation supported these findings by showing that students maintained eye contact with the audience more frequently, demonstrated greater speaking fluency, and responded confidently to questions from classmates. These behaviours indicate that Canva provided psychological support during speaking activities by reducing students' fear of making mistakes while presenting. The findings also suggest that visually organized presentation slides increased students' sense of preparedness before delivering presentations. As a result, Canva contributed positively to both speaking performance and students' self-confidence.

These findings support the theory proposed by Harmer (2023), who argues that confidence plays a crucial role in successful speaking performance. Students who feel confident are more willing to communicate ideas and participate actively in classroom interaction. The present findings are also consistent with previous

studies indicating that digital learning media reduce students' speaking anxiety because visual support facilitates information recall during presentations. Therefore, Canva serves not only as presentation software but also as a learning tool that enhances students' confidence in English-speaking activities.

4.2.4 Organization of Ideas Through Canva-Based Presentations

The fourth finding of this study demonstrates that Canva assisted students in organizing their ideas more systematically before and during speaking activities. The interview findings revealed that most participants believed Canva enabled them to arrange information into logical sequences by dividing the presentation into several slides containing keywords, headings, and supporting visual elements. Instead of relying on long written paragraphs, students preferred to summarize the essential points of the material and use these points as guidance while speaking. This strategy helped students remember the flow of their presentations and explain the material more naturally. Moreover, the classroom observation findings also supported these perceptions because students generally presented their ideas in a structured sequence, beginning with the introduction, followed by the main discussion, and ending with a conclusion. The researcher observed that students rarely lost the direction of their presentations because each slide functioned as a reminder of the next topic to be discussed. Furthermore, the organization of ideas through visual presentation reduced students' dependence on reading directly from the slides. Consequently, students demonstrated better fluency while maintaining interaction with the audience. These findings indicate that Canva facilitated students' cognitive organization of information before delivering oral presentations,

which is consistent with Riadil (2020), who found that oral presentation activities positively influenced students' speaking development by requiring them to plan and structure their ideas before delivery. Therefore, the researcher concludes that Canva positively supported students in organizing ideas effectively during speaking activities.

In relation to this finding, the results are also closely connected to the concept of coherence in speaking proposed by Tsunemoto and Trofimovich, (2024), who argue that successful speaking requires speakers to organize ideas coherently, connecting them logically so that listeners can easily follow and understand the intended message. According to their study, coherence is strongly associated with how comprehensible a speaker's message is perceived to be, since the ordering of ideas allows listeners to construct meaning more efficiently. In other words, speaking is not only about pronunciation and vocabulary but also about presenting information in a logical and meaningful order. The present findings indicate that Canva supported this process by enabling students to arrange information visually before presenting it orally. Additionally, this planning stage appears to give students a clearer sense of direction, allowing them to anticipate what should be said next rather than pausing uncertainly in the middle of their delivery. As a result, the structured nature of Canva slides may reduce hesitation and support a smoother, more coherent flow of speech. Therefore, the researcher concludes that Canva contributed significantly to improving students' ability to organize ideas systematically during speaking activities.

Building on this organizational benefit, the findings are further supported by Fu and Relyea, (2024), who found that scaffolded instruction using mind-mapping tools significantly improved students' ability to structure their ideas coherently in English before producing language. Although their study focused on written narrative composition rather than oral presentation, the underlying principle remains relevant: providing students with a visual framework to organize their thoughts before language production helps reduce the cognitive burden associated with generating content and structure simultaneously. In the context of the present study, Canva functioned in a similar scaffolding capacity, allowing students to externalize their ideas visually before having to verbalize them, thereby freeing up cognitive resources that could instead be directed toward delivery and audience engagement. Consequently, this suggests that the benefits of visual organization are not limited to a single language skill but may extend across both written and spoken modes of communication.

Similarly, this finding is also consistent with Hao and Chen (2024), who reported that co-planning strategies in collaborative oral presentations were a significant predictor of students' self-efficacy in terms of both topic organization and delivery. Their study demonstrated that when learners engaged in structured planning before speaking, they experienced greater confidence in organizing their content and expressing it clearly to an audience. In line with this, students in the present study who used clearly organized Canva slides appeared calmer and more confident during their presentations compared to unstructured, memorization-based speaking attempts. Taken together, these findings suggest that Canva's role in

organizing ideas extends beyond mere convenience; it may also serve a psychological function by strengthening students' confidence, thereby enabling them to communicate their ideas more fluently during speaking activities.

4.2.5 Classroom Interaction During Canva-Based Presentations

Another important finding identified in this study is that Canva-based presentations promoted more active classroom interaction during speaking activities. The interview findings showed that students perceived visually attractive presentations as more engaging for the audience, encouraging classmates to pay attention, ask questions, and participate in discussions after each presentation. Students explained that images, colours, icons, and other visual elements helped the audience understand the presented material more clearly, making classroom discussions more meaningful. These perceptions were consistent with the classroom observation findings. During the observation sessions, the researcher found that students listened attentively to presentations, actively participated in question-and-answer sessions, and frequently expressed opinions regarding the presented topics. The researcher also observed that presenters responded confidently to classmates' questions by referring to the visual information displayed on their Canva slides. This interaction created a more communicative classroom atmosphere in which students became active participants rather than passive listeners. Moreover, the implementation of Canva encouraged collaborative learning because both presenters and audience members contributed to classroom discussions. Therefore, the researcher concludes that Canva enhanced not only

students' speaking performance but also classroom interaction throughout the learning process.

These findings support Vygotsky's social constructivist theory, which emphasizes that learning occurs through interaction and collaboration with others. Speaking activities become more meaningful when students actively exchange ideas, ask questions, and provide feedback during classroom communication. The implementation of Canva appears to facilitate this interaction because visually supported presentations attract students' attention and encourage active participation. Furthermore, **Harmer (2007)** explains that interactive classroom environments provide greater opportunities for language practice because students communicate authentically with both teachers and classmates. The present findings demonstrate that Canva created such opportunities by making presentation sessions more engaging and discussion-oriented. Previous studies concerning digital learning media have also reported that visual presentations increase students' engagement and participation because information becomes easier to understand and discuss collectively. Consequently, the researcher concludes that Canva contributes positively to creating interactive English-speaking classrooms that promote collaboration and active learning.

4.2.6 Challenges in Using Canva-Based Presentations

Although the findings generally indicate positive perceptions toward Canva, this study also identified several challenges experienced by students during its implementation in speaking activities. The interview findings revealed that unstable internet connections, limited access to Canva Pro features, and occasional technical

problems were the most frequently reported obstacles. Several participants explained that internet disruptions slowed the process of editing presentation slides and accessing online resources. In addition, some students expressed disappointment because several attractive templates and advanced design features were only available through the premium version of Canva. Nevertheless, participants agreed that these limitations did not significantly reduce the effectiveness of Canva as a learning medium. The classroom observation findings also demonstrated that students were able to overcome these challenges by selecting alternative free templates, collaborating with classmates, or asking for assistance from the teacher whenever technical problems occurred. As a result, classroom activities continued without significant disruption despite occasional technical difficulties. These findings indicate that the identified challenges were external rather than instructional in nature. Therefore, the researcher concludes that although Canva presents several practical limitations, these challenges can be addressed through adequate technological preparation and teacher support.

These findings are consistent with the literature on technology integration in education, which explains that successful implementation of digital learning media depends not only on the quality of the application itself but also on supporting factors such as internet availability, technological infrastructure, and digital competence. The findings also support previous studies reporting that technical issues remain common challenges when educational technology is integrated into classroom learning. However, those studies also conclude that the educational benefits generally outweigh the technical limitations when teachers provide

appropriate guidance and students receive sufficient opportunities to adapt to the technology. Similarly, the present study demonstrates that despite encountering internet connectivity issues and limitations associated with premium features, students maintained positive perceptions toward Canva because the application significantly supported their speaking preparation and presentation performance. Therefore, the researcher concludes that the challenges identified in this study should be viewed as manageable obstacles rather than barriers to the successful implementation of Canva-based presentations in speaking activities.