



Digital Multimodal Composing (DMC) Using Canva: EFL Students' Perspectives

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Abstract

Kurikulum Merdeka is one of the government's policies to improve the quality of learning by integrating media and technology into learning activities. Making use of technology in Kurikulum Merdeka and multimodal approach can be an appropriate alternative to help students improve the quality of their learning. For example, Digital Multimodal Composing (DMC) task using Canva resulted from combining technology implementation and multimodality. This study aims to analyze EFL students' perspectives on using Canva to complete Digital Multimodal Composing (DMC) tasks which applied a descriptive qualitative method with questionnaire and interview as instruments. The respondents are fourth semester students of the English Language Education Study Program, Faculty of Teachers Training and Educational Sciences, Pakuan University. The results showed students' positive perspectives regarding Canva as a very useful for completing DMC tasks and is the right solution because of the ease of use, exciting and useful features and also can develop students' 4Cs abilities and understanding of concepts of multiliteracy, multimodal, and infographics. The combination of Canva and DMC enhances students' learning motivation, produces high-quality infographics, and demonstrating their effective utilization of technology. Additionally, it is recommended that further research analyze this topic with a large scope of respondents and with additional instruments so that the research data obtained can be more varied, as well as exploring other digital tools for completing multimodal tasks. It is hoped that this study can serve as a valuable reference for future studies on the same topic.

INTRODUCTION

Kurikulum Merdeka is one of the government's policies to improve the quality of learning by integrating media and technology in learning activities. This has also

been integrated into higher education that is oriented towards developing competencies and skills. This has also been integrated into higher education that is oriented towards developing competencies and skills. In addition, there are several examples of the use of technology in learning activities that improve the quality of learning. First, educational technology allows flexible access to learning materials for students. Students can access, read and ask questions about learning material to the lecturer to create good communication. Second, educational technology facilitates collaboration between students with online discussion forums, social platforms, and the use of digital multimedia. Students can create, participate and take part in digital projects creatively. This creates deep collaborative learning as well as trains students in their digital literacy. Furthermore, educational technology also allows students to think critically and solve problems by tracking their own progress and conducting self-evaluations. Students can identify areas where they need to improve and access resources to support the development of students' interest and motivation to learn. In accordance with the use of technology in Kurikulum Merdeka, multimodal approach can be an appropriate alternative to help students improve the quality of their learning. Multimodal approach uses media that includes audio, visual and kinesthetic as said by Bouchey et al., (2021) The combination of technology and multimodality is a good thing considering that these two aspects provide diverse and interesting learning opportunities, for example, Digital Multimodal Composing (DMC) task carried out in Canva as a result of a combination of technology implementation and multimodality which is supported by the statement of (Trisanti et al., 2022).

Pham & Li (2023) found that analysis of individual students in medical scope was lacking because there was too much focus on examining the use of Visme in DMC tasks collaboratively or in groups only. In this research, multimodal digital used is Visme and the research gap that researcher found will be used as a reference for further research by differentiating the digital multimodal used, namely Canva and researcher not only analyzing the collaborative side but also analyzing more the individual side. This research was also carried out to enrich data and knowledge regarding students' perspectives of multimodal digital uses, which are not only seen from the perspectives of ESP students in medical scope but also ESP in the scope of teaching or education students in Indonesia specifically Pakuan University.

To sum up, this research will be carried out regarding the use of technology or digital multimodal, namely Canva, as a tool for EFL students to create infographic texts in their final assignments. Researcher will analyze EFL students by asking for their perspectives regarding the process of creating infographics using Canva. The results of differences in EFL students' perspectives will later determine whether Canva according to EFL students is one of the digital multimodal media that is very influential, important, and helpful for creating multimodal texts such as infographics and improving their learning experience as well as to ensure whether Canva as a digital multimodal is in align with needs and preferences of EFL students in today's modern era or vice versa.

RESEARCH METHODOLOGY

This study applied a qualitative approach with a descriptive qualitative method. Creswell & Báez (2020) argued that qualitative research explores an understanding of the meaning individuals or groups ascribe to a social human problem. On the other hand, Collins & Stockton (2018) described that descriptive qualitative research is a methodological approach that aims to provide a detailed description of a phenomenon. The researcher used two instruments to collect the data: questionnaire and interview. The questionnaire consisted of 16 questions and used general perspective indicators, including viewpoints, beliefs, and attitudes. The theory is adopted from Hughes (2005), and Kneeland & Kisley (2023). General perspective theory is linked to the key points of TAM, namely perceived usefulness and perceived ease of use which comes from experts such as Masrom (2007) finds perceived ease of use refers to how effortless he or she perceives using the technology will be. Chen et al., (2012), believe that perceived usefulness is the degree that users subjectively expect a specific application or system facilitates their performance and allows them to become more efficient with their work.

Ammenwerth (2019) stated that the concept of perceived usefulness is based on an individual's cognitive assessment of how technology will positively impact their work or tasks, as well as their emotional response to the belief that using a particular technology will improve their performance and overall satisfaction. This can also be understood in a psychomotor way as the degree to which an individual believes that using a particular technology will enhance their performance or make tasks easier to accomplish. Meanwhile for perceived ease of Yucel et al., (2013) also

said that perceived ease of use not only involves cognitive aspects but also affects users' attitudes and intentions towards using technology. It emphasizes the importance of users' belief in the effortless use of an application and how it enhances their physical performance and motor skills. That perceived ease of use also relates to the information system being easy to use then he or she will use it and vice versa.

There are ten questions for student and lecturer interviews. For student interview used the theory adopted from Yucel et al., (2013) emphasize that perceived usefulness is a combination of emotional and cognitive factors, where individuals believe that using a specific technology will enhance their performance and satisfaction. For perceived ease of use is an individual's emotional response to the belief that using a particular technology will improve their performance and overall satisfaction their performance. For lecturer interview used TAM theory from Lee et al., (2003) that TAM is considered the most influential and commonly employed theory for describing an individual's acceptance of information systems. Ammenwerth (2019) TAM will also assess how useful a technology is for an individual by looking at the factors that influence whether the individual accepts or rejects the information technology used. Attitude Toward Using (ATU) theory from Mugo et al., (2017) stated that ATU is very important to predict and explain users' acceptance or rejection of technology. This study was conducted on fourth-semester students of the English Language Education Study Program, Faculty of Teachers Training and Educational Sciences, Pakuan University.

RESEARCH FINDINGS AND DISCUSSION

There are four indicators used to analyze students' perspectives on using Canva as a DMC tool to work on infographic tasks. The details are shown below:

1) Perceived Usefulness

The results from the questionnaires and interviews indicated that Canva is highly beneficial for students in completing DMC tasks, particularly in creating infographics with visually compelling results. With Canva, students can combine text, images, and other design elements to create more visually appealing learning materials (Choirunisa & Fadly, 2023). Using Canva not only enhances creativity and understanding of English content but also improves students' problem-solving skills, critical thinking, collaboration, and digital literacy levels. These findings are related

to research by Smaldino et al., (2015) cited in Yundayani et al., (2019) follow the National Educational Technology Standards for Student (NETS-S) that multimodal writing with Canva can increase communication and collaboration, fluency in research and information, critical thinking, problem-solving, and decision-making. The positive perspectives shared by students highlight the significant impact of Canva in enhancing learning outcomes and fostering 21st-century skills.

2) Perceived Ease of Use

The findings showed that students perceived Canva as highly user-friendly and equipped with diverse features that are ideal for creating DMC or infographic tasks. This statement follows what was expressed by (Trisanti et al., 2022) as cited by Pedroso et al., (2023) Canva is attractive design and user-friendly features. Students are pleased with their work and express a sense of satisfaction and pride, indicating a likelihood of continued use of Canva in the future due to its effectiveness and ease of use as stated by Fauziyah et al., (2022) stated that the main factor that would make students use Canva again in the future is students appreciate the effectiveness and engagement provided by Canva. The feelings felt by the students are also felt in research by Pedroso et al., (2023), namely that students felt more satisfied, happy, and enthusiastic about their creative writing projects after using Canva. The feelings or emotions depicted by students are included in the belief's aspect of perspective. Students also seen Canva as a right solution that improves student writing skills and contributes to a positive and engaging learning atmosphere. In line with this, it is related to perspective theory which said that one of the reference aspects is viewpoint, as stated by Schunk (2012) defines perspective as generally referring to a particular viewpoint from which individuals interpret and make sense of information, ideas, or phenomena.

3) Technology Acceptance Model

For this indicator, the results of lecturer interviews explained that the TAM theory aligns with students' acceptance and utilization of technology, particularly in creating infographics using tools like Canva. This is in line with what was conveyed by Silva et al., (2023) that TAM is not only about individual acceptance of technology but also about adoption of the technology itself. Understanding multiliteracy, multimodal, and infographic concepts significantly impacts the quality of students' work with Canva, which is recognized as an effective digital tool for infographic tasks.

4) Attitude Toward Using

The results of the lecturer interviews revealed that students' attitude toward using technology, particularly in completing DMC tasks and infographics, leads to the development of critical thinking, increased motivation, and enhanced creativity. These findings underscore the importance of the ATU theory in predicting and explaining students' acceptance and use of technology, ultimately contributing to their academic performance and overall learning experience. From the results above, it can be seen that all students show a positive attitude resulting from the use of technology, so it can be stated that all students accept technology. As mentioned by Mugo et al., (2017) that positive attitudes are associated with a higher likelihood of technology adoption and use.

Based on the analysis results found above, this study highlights that student perceive Canva as highly useful and user-friendly for making visually compelling infographics, enhancing 4Cs skills such as problem-solving skills, critical thinking, collaboration, and digital literacy levels among students. Technology Acceptance Model and Attitude Toward Using theory also play a crucial role in explaining students' acceptance and utilization of Canva, ultimately improving learning outcomes and fostering 21st-century skills.

CONCLUSION AND SUGGESTION

Based on the conclusion described above, the researcher would like to present some suggestions for EFL students and for other researchers who would conduct the similar topic. For EFL students, since it has been proven that Canva is very useful and easy to use for students in completing DMC tasks or infographics, therefore, it is recommended that all EFL students optimize their use of Canva in the future so that the results of other multimodal tasks can improve and outstanding. Other suggestions are because in this study, the lecturer provided an assignment matrix, so it is hoped that all EFL students will be able to understand more deeply about multiliteracy, multimodality, and infographics concepts so that the results of the infographics or other multimodal tasks produced are in accordance with the ideas and themes that have been determined. For other researchers, because the scope of the research was limited and the results were not varied due to time constraints and the instruments used by the researcher, it is highly recommended to analyze this topic with a large scope of respondents and with additional instruments

so that the research data obtained can be more varied. Other researchers can also contribute to researching other digital tools besides Canva that will enable the completion of multimodal tasks in the future. In addition, it is also hoped that this research can be used as an additional reference by other researchers who will research the same topic

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