CHAPTER I
INTRODUCTION

A. Research Background

English is a required foreign language to study in Indonesia. Learning a foreign language is a thorough process that calls for students to become fluent in the language's four foundational skills: speaking, reading, listening and writing. These four abilities are used to comprehend our environment and other people through reading and listening, as well as to express our needs, wants, and feelings through speaking and writing. In contrast to being used as a language in social life and daily communication, which is a country's primary language, English is only used and learned in educational environments, whether in a formal educational environment or in a non-formal educational environment (Tomlinson, 2005).

In addition, speaking is also one of the four crucial language abilities linked to responding to and interacting with people, enabling understandable oral engagement. Speaking abilities are students' capacity for communication when learning the English language (Apriyanti & Ayu, 2020). Learning how to talk in a foreign language is difficult. Students would struggle to articulate their thoughts and lack speaking confidence. Speaking lessons are primarily intended to educate students how to talk accurately and eloquently (Wahyudi, 2017). Students must master a variety of speaking skills, including pronunciation, grammar, vocabulary, fluency, and comprehension. Moreover, by doing so they would improve the effectiveness and efficiency of their oral communication.

Additionally, Canva is an online visual design tool that can be used on both desktop and mobile devices. It enables users with no prior design knowledge to produce high-quality designs. One of the various apps that are available in the tech sector is Canva. A range of visual designs are available with this online design tool, including presentations, posters, flyers, graphics, banners, invitation cards, photo editing, and Facebook covers (Rahma Elvira

Tanjung, 2019). Furthermore, the availability of educational media tools like Canva can assist teachers or students in learning and comprehending English teachings more readily. There are several benefits to utilizing Canva to generate educational materials, including the ability to create a variety of designs, equip them with various animation features, templates, and page numbers, and boost both teachers' and students' creativity and productivity.

Furthermore, the difference between this research and previous research is found in the skills taken, specifically speaking skills, subjects, locations, aims, and research duration. In this study, researcher employed Canva as a media to improve students' speaking skills. The researcher reviewed some previous studies to support this one, the first of which was "Increasing students' interest in learning English through the Canva app" by PGRI University of West Sumatra (Fani Wahyuni, 2022). The researcher advise that Canva be used by both teachers and students. Therefore, the researcher are hopeful that English professors would assign homework to students using the Canva software, allowing them to try new things and avoid boredom because they may be creative on their own.

Moreover, in order to compare the findings of this study with a number of previously proposed ideas, Elsa Christiana (2021) "The Perception of Using Technology Canva Application as a Media for English Teachers Creating Media Virtual Teaching and English Learning in Loei Thailand" was published. According to this report, teachers aren't particularly interested in using Canva for learning designs. Due to the abundance of programs that give the same options and are simple to use, the interest rate is only 10%. At the moment, educational materials developed by teachers must be useful and not burdensome to all groups. Canva is now a premium app, therefore only select individuals and educators are permitted to use it.

Based on pre observation, the majority of students still struggle with speaking in English due to a variety of issues, including a lack of vocabulary, pronounciation, fluency, grammar, a lack of self-assurance, a fear of speaking out loud and making mistakes, among others. These are just a few of the

problems students face when learning English, according to preliminary observations made by SMA Negeri 2 Sungai Kakap. Students still use passive English in large numbers. Students could run into a variety of issues speaking English because it's a foreign language in Indonesia (Mandasari & Aminatun, 2020). In order to boost students' learning demands, particularly in English classes, a good learning media assistance is required. As previously mentioned, a number of factors, including the use of learning media, affect how well students learn. Teachers can pique students' interest in learning, encourage them to study, and aid in their understanding of what they are being taught more readily by using motivational and educational videos as well as Microsoft Powerpoint presentations that are pertinent to the subject being covered (Magdalena & Astikawati, 2018). To facilitate information delivery in the classroom, teachers must choose learning media that appeals to their pupils. The administration of learning takes into account aspects of technological scientific advancement (Adittia, 2017).

Therefore, from the explanation above, this research aims to improve students' speaking skills by using Canva as a learning media in class. This is beneficial in terms of children's speaking ability and desire to learn English. Today's educational process does not only include the potential use of software such as Canva. However, the utilization of digital media has developed into a prerequisite and substitute for teachers and students, and can be used to assist students' learning process (Lukman Arif, 2016). The most crucial thing is to use applications as learning media to make it easier for educators and students to implement multimedia learning. In addition, it can help students in understanding the learning materials provided, which would certainly affect how well they learn, and improve their understanding of speaking skills.

B. Research Problem

Based on the background explanation above, the researcher concluded that the problem of this research aims to explore about : How does Canva improve student speaking skill?

C. Research Purposes

The purpose of this research to investigate how to improve the speaking skill of students' by using Canva at the Eleventh Grade Students of SMA Negeri 2 Sungai Kakap in the Academic Year 2022/2023.

D. Significance of the Research

Hopefully, this research is useful and gives goodness contribution to everyone related to English education. There are some expectation to be achieved from this study :

1. Theorical sigificances

   a. The result of this study is expected can be reference for the English students to do similar research or another researcher.

   b. The result of this study is expected can be used as information material for English department and also as knowledge in improving the speaking skill of students' by using Canva.

2. Practical Significance

   The authors of this study hope that by compiling this research, it would benefit students, teachers of English, researcher, and school.

   a. To School

   The researcher hopes that by carrying out this study, school would be able to create learning tools like Canva that they can use in their classrooms to teach and learn English. material to take into account when creating lesson plans and selecting the best teaching strategies and media to improve students' speaking skills.

   b. To English teachers

   In order to support the development of students' speaking skill, the researcher hopes that by carrying out this study, English teachers can acquire knowledge that was assist them in creating learning resources, such as Canva media. In addition, the researcher have been teach the teachers how to design learning materials and how to demonstrate Canva in front of the class.

c. To Other Researcher

The researcher hopes that by conducting this study, other researcher would be able to use it as a resource to fill in any gaps in this study's methodology. This study can serve as a source of knowledge so that it can be expanded upon in other materials to raise the standard of instruction and learning.

d. To students

The researcher hope that students would use all forms of technology currently available to them to study and better understand a variety of subjects. The researcher also hopes that by using Canva learning resources, students would gain first-hand experience with engaging, imaginative, and enjoyable learning. Students can take English classes to advance their speaking skills.

E. Research Hypotesis

Based on the theoretical review and conceptual development of action planning stated above, the action research hypothesis is formulated as follows: By using Canva can improve students' speaking skills, the researcher hopes that English teachers in the eleventh grade of SMA Negeri 2 Sungai Kakap can use this Canva media to improve students' speaking skills in English subjects.

F. Scope of the Research

In this research, the main variable is the only variable use by the researcher. Researcher would investigate the problems exprienced by students in conducting speaking skills. The variables use in this research are describe as follows:

1. Research Variable

In this research, the variables used by researcher are the main variables, namely improving students' speaking skills by using Canva. In addition, Variable pertains to the change in how close something is to another person, object, creature, location, scenario, or everyday wonder (Shukhla, 2018). You would most likely refer to it as a trademark that is

under investigation and whose personality or value fluctuates or is anticipated to vary per unit, also known as a variable trademark. A research variable is an attribute, trait, or value of people, objects, or activities that have certain variations set by researcher to study and then draw conclusions (Sugiyono, 2019: 68).

2. Research Terminology

The following definitions are provided to ensure the uniformity and understanding of these terms throughout the research:

a) Speaking Skill

Students who are learning a language must become proficient in speaking because learning a language is all about communicating. Speaking is one of the English language abilities that students need to develop. Making sounds is a useful skill for conveying ideas, knowledge, and meaning to others. Speaking is one of the essential skills that must be taught in English language instruction, according to Mandasari and Aminatun (2019). Speaking skills are meant to help students communicate (Apriyanti & Ayu, 2020).

b) Canva

The design results produced by Canva can increase student interest in learning activities and increase student motivation by presenting teaching materials and materials in an attractive way, Canva makes it easier for teachers and students to carry out a technology based learning process, skills, creativity, and other benefits (Triningsih, 2021).

c) SMA Negeri 2 Sungai Kakap

This research was conducted at SMA Negeri 2 Sungai Kakap, one of the public schools in Sungai Kakap District and is a school that received accreditation with an A. SMA Negeri 2 Sungai Kakap is about 21 kilometers from Pontianak City which is located in Jeruju Besar Village, Sungai Kakap District, Kubu Raya Regency, West Kalimantan Province.