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¹ENHANCING PRESENTATION SKILLS WITH CANVA: A QUASI-EXPERIMENTAL STUDY IN A VOCATIONAL HIGH SCHOOL

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Abstract: This study investigates Canva's effectiveness as a presenting tool for descriptive texts in vocational schools. Canva is a user-friendly graphic design software that improves the interactivity and visual attractiveness of presentations, potentially helping students grasp and retain course information. Using a quantitative experimental research approach, this study used tests as instruments, both written and oral tests to assess student performance. The presentation performance entails four aspects, those are presentation systematics, use of language, accuracy of intonation and clarity of articulation, and ability to maintain and respond to questions or objections. The data were examined with the Independent Sample T-Test. The findings revealed that both the experimental and control groups had higher post-test scores than their pre-test scores, with significant values (Sig. 2-tailed) of 0.011 and 0.015, respectively, both less than the 0.05 threshold. The results obtained indicate a statistically significant difference in

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presentation performance between students who utilized Canva and those who didn't. The study concludes that utilizing Canva improves the effectiveness of presenting descriptive texts in vocational education. Further research is needed to compare Canva to other popular graphic design software among vocational students.

Keywords: Canva, Presenting, Vocational High School

INTRODUCTION

With the continuous evolution of information and communication technology, the role of media in education has expanded significantly. Teachers across various educational levels now utilize media technology not only as a supplementary teaching tool but as a central component of the instructional process. These technologies provide new ways for educators to deliver content and for students to engage with material through more immersive and interactive experiences. As noted by Wang (2024), the use of media technology enables the creation of experimental learning environments, transforming traditional classrooms into dynamic learning spaces where students are actively involved in their own educational journeys. This transition has significantly increased the efficiency and appeal of the learning process, making it more student-centered, engaging, and results driven.

One of the most notable developments in this shift is the integration of smartphones into daily learning activities, particularly in vocational schools. Students now have access to a wide array of educational resources right at their fingertips. Mobile technology enables instant access to online libraries, academic articles, tutorials, and multimedia content. It also facilitates communication via email, messaging apps, reminders, and social networking tools, which supports continuous and flexible learning regardless of time or place (Ilham, 2022). These capabilities

empower students to become more autonomous, self-directed learners. Furthermore, educational applications that are easily accessible via smartphones and other mobile devices foster an environment where learning can occur informally, yet effectively, complementing structured classroom activities. The integration of digital platforms with features such as discussion forums, quizzes, and collaborative tools also enhances communication between teachers and students, encouraging a more interactive and participatory learning atmosphere.

Educators have long recognized the potential of computer technology in supporting English as a Foreign Language (EFL) instruction. According to Alkash & Al-Dersi (2013), such technologies offer rich, authentic contexts that stimulate students' interest in language learning while providing real-life scenarios that facilitate the practical application of linguistic skills. Learning media thus serve as an extension of traditional teaching approaches, offering students diverse ways to process and understand information. Beyond simply presenting content, well-designed media resources engage multiple senses, cater to various learning styles, and foster improved attitudes and motivation. These tools enable students to interact more meaningfully with course material, facilitating deeper learning and long-term retention.

To maximize the impact of media on student learning, educators must strategically plan and implement the use of educational technology. As stated by Marpanaji et al. (2018), learning media should be integrated thoughtfully to support specific pedagogical goals and enhance the quality of instruction. A variety of tools are now available to help teachers create engaging materials, including Powtoon, Picsart, Prezi, and notably, Canva. These platforms support the development of multimedia content that can capture student interest and present complex ideas in a clear, accessible manner. The design and structure of such media can play a crucial role in helping students grasp abstract concepts,

develop critical thinking skills, and apply knowledge in practical contexts.

Canva, in particular, has emerged as a powerful tool for educators and students alike. It is an online graphic design platform known for its simplicity, flexibility, and wide range of features. According to Yetti et al. (2023), Canva allows users to create visually appealing learning materials, such as presentations, infographics, posters, flyers, and newsletters, with ease. Its drag-and-drop interface, combined with a vast library of templates, icons, fonts, and images, makes it accessible even to those with minimal design experience. Users can develop professional-quality materials quickly and efficiently, saving time while ensuring that content is visually engaging and pedagogically effective.

Moreover, Canva offers more than just aesthetic appeal—it supports instructional effectiveness by helping teachers and students communicate ideas clearly and creatively. The platform's integration with Learning Management Systems (LMS), its built-in audio and video features, and its capability to facilitate both individual and collaborative design projects make it a versatile tool in modern classrooms. Teachers can use Canva to create customized teaching resources, while students can use it to present assignments and projects in a more dynamic and expressive manner. Especially in the context of English language teaching, where visualization and contextualization are key, Canva allows learners to better understand and convey meaning through the use of images, charts, and multimedia content.

In recent years, studies have highlighted Canva's positive impact on students' creativity, motivation, and collaborative abilities. Fauziyah et al. (2022) emphasized that the application's user-friendly interface and accessibility via smartphones and laptops enable both teachers and students to design learning materials efficiently. Canva promotes the acquisition of digital literacy skills, encouraging experimentation and creative

exploration. It supports the development of visual communication skills, which are increasingly important in both academic and professional settings. Students who use Canva not only enhance their learning outcomes but also develop valuable skills for the modern workplace. According to Mudinillah & Rizaldi (2021), Canva's various features, such as templates for posters, logos, presentations, and resumes, are beneficial to students' language learning, particularly in strengthening their creative and communicative skills.

Previous research has extensively explored the use of Canva in teaching English writing skills. For instance, Nanda & Fatimah (2023) found that students responded positively to Canva-based English instruction, reporting increased motivation and improved learning outcomes. Fitria (2022) demonstrated that Canva could be effectively used to teach job-related writing, such as CVs, cover letters, and resumes. Other studies by Hadi et al. (2021), Safro & Nuroh (2023), and Noor & Karani (2023) confirmed Canva's impact on enhancing students' writing abilities, especially in constructing descriptive texts. Anwar et al. (2023) further observed that collaborative learning activities involving Canva and blogs led to significant improvements in students' descriptive writing performance. Ulyani & Jayanti (2025) stated that using the Canva application in the PjBL model helps students improve their writing skills, particularly in exposition text.

Despite the growing body of research, most existing studies have focused primarily on Canva's application in writing instruction. There is still a notable gap in the literature regarding its role in enhancing students' presentation skills—particularly within vocational school settings, where practical communication is a crucial component of student success. Presentations require not only content knowledge but also visual storytelling, coherence, and the ability to convey ideas effectively to an audience. These skills

align well with Canva's capabilities, suggesting that it may serve as a powerful tool for improving students' presentation competencies.

This study, therefore, seeks to explore the potential of Canva as a learning medium specifically for presenting descriptive texts among vocational high school students. It aims to assess how Canva supports the development of essential presentation skills, including the organization of content, visual design, and clarity in message delivery. By focusing on a context that has received limited attention in previous research, this study contributes to a more comprehensive understanding of Canva's effectiveness as an educational tool. Drawing on relevant theories and empirical findings, the research intends to provide evidence-based insights that can inform instructional practices and support the integration of media technology into vocational education.

METHOD

Research Design

This study aims to investigate the effect of how Canva supports the development of essential presentation skills, including the organization of content, visual design, and clarity in message delivery. The research study employed a quasi-experimental design due to the inability to randomize subjects who were already arranged into classes.

Subjects of the study

The research population consists of tenth-grade students at SMK PGRI Sooko Mojokerto, East Java, totaling approximately 200 students across eight classes and five distinct majors. Due to logistical constraints, such as the researcher not being a teacher at the school and to avoid disrupting the school's schedule, non-randomized sampling was used. The experimental and control groups were naturally formed, with the experimental group

consisting of 30 students from the X-Accounting class and the control group consisting of 32 students from the X-Office Management 2 class, as decided by the school's English teacher.

Instrument

The study involved EFL learners' presenting skills as the dependent variable. Measuring the variable, the presenting test was used as the instrument of the research. The presenting test used in this study was constructed for measuring learners' presenting skills. The test was specifically designed to measure students' abilities in presenting descriptive texts. The instruments used in this study included both written and oral tests to assess student performance. The presentation performance has four components: presentation systematics, language use, accurate of intonation and clarity of articulation, and ability to maintain and responses to questions or objections. A detailed blueprint was prepared as part of the research instrument. The blueprint was designed to align with the basic competencies and indicators defined for the study. The blueprint ensured that the assessment captured all critical elements of descriptive text writing, including text structure and linguistic elements. Descriptive text writing was evaluated according to two main criteria: the text structure (including title, identification, and description) and linguistic elements (such as grammar and vocabulary).

For this research, content validity was used, evaluated through expert judgment. The test items were reviewed by English subject teachers from the school and an expert lecturer to ensure that they accurately represented the intended content of the lesson material. The validity of the instruments was confirmed through expert consultations. The items were evaluated for their relevance to the content, readability, and accuracy of the scoring criteria. The expert feedback provided guidance in refining the test instruments.

This validation process ensured that the instruments were reliable and aligned with the learning objectives.

Procedure

Some stages to facilitate systematic research and ensure accurate data were done as the procedure to collect the data. The first stage involved the development of the research instruments, specifically the test, to assess the students' abilities in presenting descriptive text. Before administering the test to the participants, the researcher ensured the instrument's validity. In the second stage, both the experimental and control groups were administered a pre-test to assess their baseline abilities in presenting descriptive texts. This step aimed to establish a reference point for measuring the effectiveness of the intervention.

The third stage is giving the treatment for two meetings, each meeting 90 minutes, so the students got the treatment totally for about 180 minutes. The experimental group was taught using Canva as a multimedia tool, while the control group received conventional paper-based teaching. The teaching steps for both groups were presented clearly in the teaching scenarios to ensure consistency across both groups. After completing the treatments for both the experimental and control groups, a posttest was conducted for data analysis purposes. The content and structure of the posttest were similar to the pretest.

The data analysis process involved two main stages. The first stage focused on testing the assumptions of normality and homogeneity, which are necessary for conducting a parametric test. The second stage involved testing the research hypotheses. Based on the results of the Shapiro-Wilk and altering Levene's tests, which indicated that the data were normally distributed and had homogeneous variances, the hypothesis testing was carried out using an independent samples t-test with the assistance of the SPSS software.

RESULT

The descriptive statistical analysis was conducted to summarize the data and calculate various statistical measures such as the mean, median, mode, standard deviation, range, and minimum and maximum scores for both the experimental and control groups. The analysis was performed using IBM SPSS Statistics Version 24 for Windows. The descriptive statistics for the pre-test and post-test scores of both groups are presented in Table 1 below.

Table 1: Descriptive Statistics of Pre-Test and Post-Test Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test (treatment class)	30	44	56	49.40	3.971
Post-test (treatment class)	30	68	87	78.17	13.797
Pre-test (regular class)	32	44	56	49.06	3.445
Post test (regular class)	32	62	81	71.13	6.339
Valid n (listwise)	30				

The pre-test results revealed a mean score of 49.40 for the experimental group and 49.06 for the control group, indicating that both groups started with similar levels of knowledge. After the intervention, the post-test scores showed an improvement for both groups, with the experimental group achieving a higher mean score of 78.17, compared to 71.13 for the control group. This demonstrates a significant increase in performance for the experimental group after the treatment.

To determine whether the difference between the experimental and control groups was statistically significant, an Independent Samples T-Test was conducted. The test is appropriate because the data were normally distributed and homogeneous, and there were two independent samples – each subjected to a different

teaching method. The results of the Independent Samples T-Test are shown in Table 2 below.

Table 2: Group Statistics of Post-Test Scores for Experimental and Control Classes

Group	N	Mean	Std. Deviation
Posttest (Experimental)	30	78.57	13.876
Posttest (Control)	32	71.13	6.339
Valid N (Listwise)	30		

The data indicate that the mean post-test score for the experimental group was 78.57, while the control group’s mean score was 71.13. This suggests a higher level of achievement in the experimental group. To determine if this difference is statistically significant, the output from the Independent Samples T-Test is presented in Table 3.

Table 3: Independent Samples T-Test Results for Post-Test Scores

		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Post-test	Equal	2.609	60	.011	7.042	2.699	1.644	12.440
experiment	variances assumed							
control	Equal	2.554	40.142	.015	7.042	2.757	1.470	12.613
	variances not assumed							

From the t-test results, it is evident that the p-value (Sig. 2-tailed) is 0.011 and 0.015, both of which are less than the significance level of 0.05. Since both p-values (0.011 and 0.015) are less than 0.05, the null hypothesis is rejected, and the alternative hypothesis is accepted. Therefore, it can be concluded that the use of Canva in presenting descriptive texts had a statistically significant effect on the students’ presentation outcomes.

DISCUSSION

This study set out to investigate the effectiveness of Canva as a digital learning medium for enhancing students' presentation skills in the context of English language learning. The findings indicate that Canva significantly contributes to students' ability to organize, visualize, and effectively present descriptive texts. These results are consistent with Mudinillah & Rizaldi (2021), who emphasized that Canva's diverse features—including templates for posters, logos, presentations, and resumes—are instrumental in supporting students' English language learning, particularly in developing their creative and communicative capacities.

The experimental class, which integrated Canva over three instructional sessions, demonstrated marked improvement across several presentation aspects, namely content organization, language use, intonation, and articulation. Compared to the control class that engaged in traditional instruction, students in the experimental group benefited from the visual and interactive elements offered by Canva. These findings support Fauziyah et al. (2022) who noted that Canva's accessibility via smartphones and internet connectivity allows students to engage in meaningful content creation and collaborative design.

Furthermore, the visual framework Canva provides enabled students to better prepare and deliver their presentations. The drag-and-drop functionality, combined with customizable design elements, allowed learners to visualize information and align it with spoken content. This visual reinforcement enhanced clarity and engagement during presentations. These findings are consistent with Fitria (2022) statement that Canva is well-suited for acquiring basic functional text competencies, such as how to create brochures, flyers, announcements, letters, CVs, or resumes.

Despite the numerous advantages observed, the study also identified certain limitations in using Canva. In classroom settings

with limited digital infrastructure, this dependency can pose challenges to seamless integration. Nonetheless, in contexts where adequate digital access exists, Canva offers a practical and highly engaging platform for both teachers and students.

Importantly, the use of Canva also contributed to fostering active learning. Students were not merely passive recipients of information but became co-creators of knowledge. This aligns with contemporary pedagogical approaches that emphasize student-centered learning and digital literacy. Through Canva, students exercised autonomy in selecting appropriate visual elements, organizing content, and preparing oral delivery—skills that are essential for vocational education and real-world communication tasks.

These findings extend prior research on Canva, which has largely focused on its application in enhancing writing skills (Anwar et al., 2023; Hadi et al., 2021; Noor & Karani, 2023; Safro & Nuroh, 2023; Ulyani & Jayanti, 2025; Yetti et al., 2023). While previous studies have demonstrated Canva's usefulness in written composition—such as designing job application materials or descriptive texts—this study adds to the literature by emphasizing its role in oral presentation development. Specifically, it highlights how Canva can support learners in presenting descriptive texts with greater coherence, confidence, and creativity.

In sum, the integration of Canva into classroom instruction resulted in statistically and pedagogically significant improvements in students' presentation abilities. The findings confirm that digital media—when effectively implemented—can enhance language learning outcomes by making content delivery more dynamic, accessible, and learner-centered. The results also underscore Canva's relevance in vocational education, where communication skills are crucial to students' future professional roles. Therefore, educators are encouraged to consider the use of Canva not only as a

supplementary tool but as a central component of digital pedagogy in English language teaching.

CONCLUSION

Based on the results of the data analysis, it can be concluded that the use of Canva as a digital learning medium has a significant positive influence on students' presentation performance. The findings revealed statistically significant differences between the experimental group, which utilized Canva for presenting descriptive texts, and the control group, which followed conventional instruction. This is supported by the significance values (Sig. = 0.011 and 0.015), both of which are less than the threshold of 0.05, indicating a meaningful impact of the intervention.

In addition, the experimental group achieved higher average scores across key presentation criteria, including organization, language use, articulation, and clarity. These results underscore the effectiveness of Canva in facilitating the development of students' oral communication skills, particularly in the context of presenting descriptive texts.

The study confirms that Canva is not only a practical and accessible tool but also an effective instructional medium for enhancing English learning outcomes in vocational education settings. Its visual, interactive, and user-friendly features contribute to improved student engagement, creativity, and content delivery.

Furthermore, this research contributes to the growing body of literature on the integration of educational technology in language learning. It highlights the potential of digital tools like Canva to support student-centered learning and foster critical communication skills relevant to vocational contexts.

In conclusion, Canva presents a valuable pedagogical resource that can enhance students' ability to organize, visualize, and present information effectively. Future research may further

explore its application in other language skills and subject areas, as well as its long-term impact on learner autonomy and digital literacy in vocational education.

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