

## **Canva Talking Presentation in Enhancing Speaking Proficiency: Students' Perceptions**

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### **Abstract**

This study explores students' perceptions of using Canva Talking Presentation as a digital language learning tool. A case study design with a mixed-methods approach was employed, integrating quantitative and qualitative data. Quantitative data were collected through a questionnaire with 27 statements measuring students' opinions, while qualitative data were gathered through interviews to explore students' experiences, challenges, and learning processes. The study involved 28 students as participants. The findings revealed that 82.2% of students were motivated to improve their English, 85.7% felt more confident, 82.1% experienced vocabulary enhancement, and 96.4% showed overall language improvement. Canva Talking Presentation proved to be an engaging and interactive platform that supports effective communication and enhances speaking skills through visually appealing presentations. However, students encountered challenges such as technical issues, pronunciation difficulties, and grammatical accuracy. These findings highlight the need for further refinement in implementing Canva Talking Presentation for language learning.

**Keywords:** canva talking presentation, speaking skills, students' perception

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### **INTRODUCTION**

Speaking is essential for language learning because it enables effective communication. It helps us share information in a way others can understand. Speaking is interactive, involving the listener in sharing knowledge and taking action when needed. Therefore, improving speaking and listening skills is vital for clear and effective communication. For English majors, speaking is a productive skill that requires responsiveness and interaction to express thoughts and feelings fluently (Handayani et al., 2022).

Nevertheless, one of the hardest parts of learning a language is speaking. Speaking a new language is more difficult than other abilities like reading, writing, and listening for two reasons. First, they wait for you to talk since it happens in real time. Second, we are unable to alter and revise our written words. The four abilities are referred to as receptive (reading and listening) and productive (speaking and writing) skills in language instruction. They refer to the message's medium (written or spoken).

Speaking is therefore a useful oral/aural ability. It entails making methodical spoken statements in order to communicate meaning (Nunan et al., 2003).

Learning to speak a foreign language is both challenging and problematic, even for university students, as it requires extensive practice to achieve proficiency. Many students struggle with confidence, motivation, and linguistic barriers such as grammar, vocabulary, pronunciation, and fluency. Additionally, non-linguistic factors like anxiety, fear of mistakes, and poor engagement hinder their progress (Franscy & Ramli, 2022); (Jaya et al., 2022). Insufficient vocabulary, underestimating one's abilities, inadequate preparation, and fear of embarrassment contribute to students' speaking anxiety (Damayanti & Listyani, 2020).

Using technology in speaking instruction comes with several challenges. Technical issues such as unreliable internet, malfunctioning devices, and software incompatibility can disrupt learning. Accessibility problems arise from limited availability of hardware, software, or internet access, as well as a lack of digital literacy among teachers and students. Ethical concerns, including privacy risks, plagiarism, and cyberbullying, also pose significant challenges. Additionally, teachers face difficulties adapting their curriculum, methodology, and assessment to integrate technology effectively, especially when professional development and technical support are lacking. These barriers can hinder the successful use of technology in enhancing speaking skills. (Mohanapriya, 2024). Technological limitations further complicate speaking practice, as students face technical difficulties with digital tools and lack interactive opportunities. Canva's Talking Presentation helps overcome these barriers by allowing students to record video and audio, providing a flexible, low-pressure environment to enhance fluency, confidence, and communication skills.

Integrating technology into teaching speaking yields numerous benefits for learners (Endahati & Wardani, 2023); (Sosas, 2021). These benefits, which include improved linguistic complexity, correctness, and fluency, have a good effect on speaking abilities, fluidity, and spoken communication to get beyond speaking obstacles (Sherine et al., 2020); (Hamad et al., 2019). When educators use technology to enhance learning, there are certain benefits such as technology can enhance the course material and support illustrations when the teacher merely explains things verbally (Abbasova & Mammadova, 2019); (Mafiroh et al., 2024).

Canva offers a powerful way to engage students and enhance language classes. Canva's versatility as a graphic design tool allows instructors to create professional, visually appealing instructional materials and improve class activities (Nguyen Vo Bich & Nguyen, 2024). Moreover, empowering students' speaking skill using Canva as one of the digital tools is an alternative way to facilitate students in enhancing the speaking performance of English department students.

This article shares some ideas for using a Canva's talking presentation as a digital tool to support student engagement with productive skills, that is, speaking. The researchers discovered many findings from other studies that apply to this one. The primary objective of the studies was how students felt about utilizing Canva's talking presentation to enhance students' speaking proficiency.

## LITERATURE REVIEW

### Canva Talking Presentation

Canva is a website that offers graphic creation tools and access to over a million images, graphics, and fonts. It features hundreds of fonts, free icons and shapes, picture effects, and millions of photos (Canva, n.d.). In addition to being a readily available

collection of real content, Canva is a website that offers visual media that can serve as a window into the world outside of language classes. As a digital tool, Canva may boost students' enthusiasm and engagement, improve their visual skills, help them interact and collaborate with their peers more effectively, and help them apply digital value in practical contexts (Nurhidayat, 2021).

Canva promotes students in learning writing skills based on previous research conducted by (Yundayani et al., 2019); (Fauziyah et al., 2016); (Candra et al., 2022); (Utami & Djamdjuri, 2021); (Larasati & Rustandi, 2022); (Fauzi, 2024). Canva improves students writing skills and increases students' motivation in writing classes.

Additionally, Canva is an online design tool that offers a variety of tools for making a variety of visual designs, including Facebook covers, presentations, flyers, infographics, banners, invitation cards, posters, and much more (Supradaka, 2022). The steps for creating a Talking Presentation using Canva are as follows:

1. Login in to Canva Account  
After creating an account, users are guided on how to log in to the account that was previously created.
2. Selecting the Design Menu  
Canva offers a wide range of design menus, so users need to select the "Presentation" option to create presentation media.
3. Creating a Presentation Design  
To design a presentation using Canva, users can choose the "Presentation" menu and then select the "Presentation (16:10)" format.
4. Creating a Talking Presentation Design  
To create a Talking Presentation, users can select the "Talking Presentation" option available within the "Presentation" menu.
5. Exporting the Design as PDF and PPT

Once the design is complete, it should be exported according to the required format. The most commonly used formats are PDF and PPT, while the Talking Presentation is exported in MP4 format.

All in all, most of the research studies previously, the application of Canva is rarely used for speaking as one of the productive skills in learning EFL. Canva has a tool that enables students to practice speaking, that is Talking Presentation. Canva's Talking Presentation is a great tool for creating a presentation that combines video and audio that is recorded directly. It is one of the solutions to a real problem faced by students when they want to present using language learned without feeling intimidated and worried. The Canva application can be a solution to address this issue due to its extensive collection of design templates. Additionally, the inclusion of the Talking Presentation feature makes the templates more engaging and interactive. Talking Presentation is a technological advancement that allows individuals to deliver presentations without having to appear in person at an event. Instead, the presentation design includes audio and video components that explain the topics covered in the presentation slides (Saputro & Harianto, 2023). Canva is an online platform available in both free and paid versions, and it is user-friendly, including for designing educational media (Rahmatullah et al., 2020).

In addition to providing attractive templates for presentations, Canva also offers several features for video creation. For instance, instructional videos can be developed to foster teachers' creativity in preparing their teaching materials. Thus, creative and innovative teaching media can effectively capture students' interest, encouraging them to focus on the teacher's explanations with greater attention and engagement (Kurniawan, 2019).

In fact, students' speaking performance problems in presentations are found in learning processes such as confidence, fluency, and body language. They do not feel comfortable to speak; especially when they have difficulties in pronouncing some complicated utterances, limited vocabulary and lack of grammar that make them stop in the middle of speaking. Students practice speaking is not confined to just in class directly, because of the number of students that is too many. It also takes time. Canva's talking presentation is basically a recording of the presentation with video and voice-over. It enables students to do presentation and practice speaking easily

### **Teaching Speaking**

Speaking is known as the act of articulating thoughts or feelings using words, usually in a conversational or public setting. Effective speaking requires clear articulation, appropriate tone, and the ability to engage and communicate with an audience. Therefore, (Nunan, 2003) said that in order to communicate effectively in another language, speakers must understand the people they are speaking with.

In speaking classes, students learn to use appropriate words and create natural-sounding conversations, often using fixed expressions. (Richard, 2008) stated that effective speaking requires using language suited to the situation, considering factors like role, age, gender, status, and speaking style. According to Brown and Yule (cited (Richard, 2008)), speaking serves three functions: interaction, transaction, and performance. Talk as interaction refers to casual conversations involving both speaking and listening. Talk as a transaction focuses on exchanging information or ideas to achieve a goal. Talk as performance involves public speaking, such as presentations, announcements, and speeches.

Teaching speaking involves helping students improve their spoken language skills, including vocabulary, grammar, pronunciation, fluency, and interactive communication. Some components or criteria of speaking skill are stated by (Anggini & Arjulayana, 2021) such as comprehension (the ability to understand and respond in conversations), grammar (using correct sentence structure to share ideas clearly, vocabulary (knowing the right words to express thoughts effectively. Pronunciation (speaking clearly with correct sounds, stress, and intonation) and fluency (speaking smoothly with few pauses or hesitation).

EFL learners often face challenges expressing themselves, making speaking lessons a complex task for teachers. To encourage students to speak more, teachers can use engaging activities like role-plays, group work, and projects. Common practices include dialogues, surveys, picture descriptions, information gaps, and storytelling (Suban, 2021). Students improve communication skills by talking and listening in different situations. Speaking tasks let them use their language skills, showing progress and helping teachers understand their needs. These tasks also build confidence, motivation, and memory by practicing what they have learned (Lastari et al., 2024).

In a speaking class, students use Canva Talking Presentation to enhance their speaking skills. The teacher begins by explaining the objectives and demonstrating key features such as selecting templates, inserting images, and adding text to support

spoken content. Students are tasked with creating a video presentation describing their family using Canva's 'Present and Record' feature. This tool allows them to record their speech while presenting slides, making the activity interactive and engaging. With teacher guidance, students focus on vocabulary, sentence structure, and pronunciation, ensuring their descriptions are clear and well-structured.

After designing their presentations, students rehearse and record their speeches, with some needing multiple attempts to refine their fluency and accuracy. Once completed, they share their recorded videos with the class. The teacher facilitates a feedback session where students reflect on their performance and receive constructive input from peers and the teacher. This process helps them improve pronunciation, fluency, and overall speaking skills. By using Canva Talking Presentation, students not only enhance their spoken English but also build confidence in presenting ideas in an engaging, visually appealing format, preparing them for real-world communication.

## RESEARCH METHOD

### Research Design

To solve the research problem, a case study was used in the design research. A case study focuses on individuals, groups, organizations, or events, considering multiple variables in a single instance. It often requires various data collection tools and evidence sources. Case studies typically use mixed methods, combining quantitative and qualitative data to explain, describe, and illustrate findings (Yin, as cited in (Cohen et al., 2018a). A mixed-methods approach was applied, using surveys to collect quantitative data on students' opinions about using Canva Talking Presentations for learning. This provided statistical insights into general trends. Additionally, qualitative methods, such as interviews, explored students' experiences, challenges, and perceptions in depth. After completing the questionnaire, students participated in interviews as part of the data collection process.

Researchers were able to triangulate the data using this mixed-methods technique by contrasting and comparing the qualitative information obtained from the interviews with the quantitative survey responses (Cohen et al., 2018b). Using this all-encompassing strategy, researchers sought to gain a thorough grasp of students' perceptions of using Canva's talking presentation in enhancing students' speaking proficiency.

### Collecting Data and Instruments

The questionnaire, adapted from (Lestari, 2021), originally had 30 questions but was revised to 27 to better suit the study's goals and context. The Google Form, which had 27 closed-ended questions with a 5-point Likert scale, was distributed via WhatsApp to students who agreed to participate. Interviews were also conducted to gather students' perspectives on Canva Talking Presentations. Five students were interviewed using a set of 14 questions designed to explore their views in depth. The Likert Scale provided a structured way to measure participants' attitudes, perceptions, and opinions, allowing for a systematic evaluation of their preferences and beliefs.

The procedure for gathering data comprised 1) informing students about the research, 2) sharing the questionnaire via a WhatsApp group, 3) requiring pupils to read the survey, and 4) allowing them sufficient time to complete it. The questionnaire focused on students' perceptions of using Canva's Talking Presentation in learning

speaking, scored using a 5-point Likert Scale: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD).

Data was collected through both paper-based surveys and interviews, providing participants multiple opportunities to share their opinions. Descriptive statistics were used to analyse the survey responses, with percentages displayed in tables for clarity. The study aimed to explore students' perspectives on Canva's Talking Presentation and its impact on their language learning. Qualitative analysis of interviews helped the researchers understand participants' experiences and views in depth. Those approaches provided a thorough knowledge of how Canva's Talking Presentation influenced students' motivation and English proficiency.

## RESULTS AND DISCUSSION

The quantitative results from the questionnaire provided a clear picture of the variables studied, with data expressed in percentages. Twenty-eight students from the Listening and Speaking class completed the 27-item questionnaire. The questions were divided into two categories: 15 about the teaching-learning process using Canva Talking Presentations and 12 about students' perceptions of the project. After two months of using Canva for listening and speaking practice, students answered the questionnaire during class. The survey questions are summarized in the table.

Table 1. The percentage (%) about pupils' experiences and perception in learning using canva talking presentation

No	Statement	SA	A	N	D	SD
<b><i>Teaching learning process of creating canva talking presentation</i></b>						
1.	This is the first time I create Canva's talking presentation project using English language, I feel interested	35.7%	39.3%	21.4%	0%	3.6%
2.	Creating a Canva talking presentation helps me understand the topic better.	35.7%	46.4%	14.3%	3.57%	0%
3.	Writing sentences and expressions on paper before recording is helpful	25%	64.3%	3.57%	0%	7.1%
4.	Practicing my sentences multiple times before recording is useful.	28.6%	57.1%	10.7%	3.57%	3.6%
5.	It is important to ensure my sentences are correct	32.1%	57.1%	7.14%	0%	3.6%
6.	Memorizing my sentences before recording is a good idea	25%	42.9%	25%	3.57%	3.6%
7.	I record my speech once without redoing it.	0%	17.9%	17.9%	67.9%	0%
8.	Recording my speech multiple times can be beneficial	14.3%	46.4%	14.3%	17.9%	7.1%
9.	Getting help from others during the project is helpful	7.14%	32.1%	39.3%	17.9%	3.6%
10	Doing the project independently is also good	3.57%	17.9%	57.1%	17.9%	3.6%

11.	I faced some challenges while creating the Canvas presentation	32.1%	32.1%	14.3%	10.7%	11%
12	Watching my presentation to check for mistakes is important	10.7%	60.7%	21.4%	3.57%	3.6%
13.	I noticed some grammatical mistakes in my presentation	10.7%	17.9%	10.7%	53.6%	7.1%
14.	I pretend there are no mistakes and do not record again	21.4%	64.3%	10.7%	0%	3.6%
15.	I keep recording until I am sure there are no mistakes	21.4%	64.3%	10.7%	0%	3.6%
<b><i>Canvas' talking presentation students' point of view</i></b>						
16.	This project motivates me to improve my English speaking.	42.9%	39.3%	14.3%	0%	3.6%
17	It helps me identify my speaking weaknesses.	10.7%	42.9%	28.6%	10.7%	7.1%
18.	It highlights my strengths in speaking.	7.14%	46.4%	35.7%	3.57%	7.1%
19	It introduces me to new methods to improve my speaking.	25%	53.6%	21.4%	0%	0%
20	It helps me improve my speaking skills	21.4%	57.1%	17.9%	0%	3.6%
21	It teaches me to use gadgets for productive activities.	35.7%	46.4%	17.9%	0%	0%
22	It boosts my confidence in speaking English	39.3%	39.3%	17.9%	0%	3.6%
23	It motivates me to put in my best effort	32.1%	42.9%	25%	0%	0%
24	Before this project, I am not confident speaking in front of a camera	10.7%	25%	35.7%	21.4%	7.1%
25	This project helps me become more confident on camera	25%	50%	25%	0%	0%
26	It expands my vocabulary.	32.1%	50%	14.3%	0%	3.6%
27	It improves my English skills.	39.3%	57.1%	0%	0%	3.6%

### Teaching-Learning Process of Creating Canva Talking Presentation

The responses to the questionnaire revealed insightful trends among students regarding their experiences with Canva's Talking Presentation project. Interest and Understanding: Most students showed enthusiasm for the project, with 35.7% strongly agreeing and 39.3% agreeing to their interest. However, a small percentage (3.6%) expressed hesitation. Additionally, 82.1% felt the process helped them better understand the topics, with minimal disagreement (3.57%). Preparation and Rehearsal: A large majority (25% strongly agree, 64.3% agree) found it helpful to write sentences before recording, emphasizing the importance of preparation. Similarly, most students (28.6% strongly agree, 57.1% agree) highlighted the value of rehearsing sentences multiple times to enhance performance. Accuracy was also prioritized, with 32.1% strongly agreeing and 57.1% agreeing on ensuring error-free sentences before recording.

**Memorization and Re-recording:** Opinions on memorization varied, with 25% strongly agreeing, 42.9% agreeing, and 25% neutral. However, most students (67.9%) disagreed with recording in a single attempt, showing a preference for re-recording to improve quality. Additionally, 14.3% strongly agreed and 46.4% agreed on the benefits of multiple recordings, reinforcing their focus on refinement. **Collaboration and Independence:** Students were divided on seeking help, with 39.3% neutral and 32.1% agreeing on involving others. A majority (57.1% neutral, 17.9% agree) preferred working independently, balancing self-reliance with occasional collaboration. **Challenges and Quality Control:** Difficulties were noted, with 32.1% strongly agreeing and another 32.1% agreeing they faced challenges. Most students (60.7% agree, 10.7% strongly agree) emphasized reviewing their presentations for accuracy, reflecting their commitment to quality. While 53.6% disagreed about frequently finding grammatical mistakes, suggesting confidence in their grammar, a majority (64.3% agree, 21.4% strongly agree) admitted to ignoring minor errors but also expressed a willingness to re-record until perfection was achieved when motivated.

These findings highlight students' varied strategies, challenges, and priorities in using Canva Talking Presentations for learning. Most students valued preparation, practice, and error-checking in the process. However, challenges such as grammatical accuracy and decision-making on re-recording reflect the complexity of the task and varying approaches to self-improvement. The study identified six issues about the implementation of teaching learning process of creating Canva talking presentation as a tool to make presentation of a topic.

#### Issue 1: Engagement and Interest

The survey showed 75% of students were interested in creating Canva's Talking Presentation, aligning with statements like Interviewee 1:

"I'm happy to use Canva for learning because I already used it in high school. Back then, the teacher used the free version of Canva, and we were asked to design a logo poster. It's engaging to use a tool I already know" (Interviewee 1)

"Canva makes studying more engaging with features like animations and screen recordings. It helps improve learning skills." (Interviewee 2)

"I have learned a lot, from increasing or improving my speaking skills too, which I usually stutter in football can get better, because I practice and repeat it often." (Interviewee 3)

Similarly, interviewee 4 described how tasks like describing places, making comics, and conducting interviews made the process interactive:

"Learning to describe a place on a map or make comics is engaging. Recording ourselves on Canva feels like talking to a laptop—it's less intimidating than public speaking." (Interviewee 4)

These responses highlight Canva's role in increasing student engagement through its interactive design, consistent with the engagement theory of learning (Miliszewska & Horwood, 2006). Some previous research supported the data findings such as The Canva application is widely recognized for enhancing engagement and interest in learning. It has proven effective in reducing students' boredom by presenting visually appealing and interactive content (Syaharuddin et al., 2023); (Wahyuni et al., 2022) Canva enables teachers to create dynamic presentations and videos, boosting



enjoyment, attention, and involvement during learning activities (Salam & Adam Mudinillah, 2021).

Canva talking presentation aims to enhance students' understanding by making lessons more engaging. Its user-friendly interface includes numerous features designed to captivate users and improve their comprehension of the content. By presenting educational materials in a visually appealing and interactive way, Canva can increase students' motivation while fostering their creative and collaborative skills (Nguyen Vo Bich & Nguyen, 2024).

#### Issue 2: Understanding the Topic

The 82.1% agreement that the project helped students understand the discussed topics is supported by interviewee 3's comment:

"It is easier and more understandable to improve the learning process, especially in listening. We can focus on vocabulary and grammar while preparing dialogues, making it effective for comprehension." (interviewee 3)

This response related to some findings about learning using Canva. Canva aids in simplifying complex material, making it easier for students to grasp topics through interactive visualizations and audiovisual elements (Pelangi, 2020). Canva app can be utilized to create mobile-based learning tools, helping to alleviate students' boredom and making it easier for them to grasp the content (Syaharuddin et al., 2023). In addition, the process of teaching and learning using Canva talking presentations enables students to understand their listening skills. Therefore, learning activities can facilitate the integration of speaking and listening in meaningful conversations to improve communication, which is crucial for success in both academic and professional contexts (Ayuningtyas & Wiyanah, 2023).

#### Issue 3: Preparation Before Recording

The survey revealed 89.3% of students valued writing sentences beforehand and 85.7% agreed on practicing before recording. This aligns with Interviewee 3 insight:

"I usually practice three times before recording. It helps me correct pronunciation mistakes and emphasize fluency." (Interviewee 3)

"If the text and pronunciation aren't quite right, I record again—usually 2 or 3 times." (Interviewee 4)

"For those learning pronunciation, they can explore it practically while preparing for interviews or dialogues." (Interviewee 4)

The findings on students' preparation using Canva Talking Presentations are supported by contemporary educational theories that highlight the role of personalization and technology integration in learning.

#### Issue 4: Focus on Accuracy

Accuracy was highly emphasized, with 89.2% agreeing on ensuring mistakes were corrected. This is reflected in interviewee 5 comment:

"I learned pronunciation and grammar to practice being confident on camera. Practicing often helps me improve." (Interviewee 5)

However, Interviewee shared a common challenge:

"In pronunciation, some words are tricky, like 'now' and 'know,' which I often mispronounce at first." (Interviewee 3)

The focus on accuracy in learning through Canva Talking Presentations is supported by educational theories like Long's focus on form framework in (Seyyedi et al., 2024), which emphasizes paying attention to language structures during communication. Interviewee 5 practice of improving grammar and pronunciation aligns with this approach, as consistent efforts help build accuracy and confidence. At the same time, interviewee 3 struggle with tricky words such as "now" and "know" reflects the challenge of balancing accuracy with fluency.

Furthermore, the use of Canva in language learning helps improve accuracy in pronunciation and grammar. Through structured templates and guided design, students can align their output with standard language norms, ensuring better linguistic quality in their projects (Nanda & Fatimah, 2023).

#### Issue 5: Recording Process

With 67.9% disagreeing with recording only once, students showed a preference for iterative improvement. Interviewee 3 highlighted this by stating:

"Usually, I repeat recordings several times to get the pronunciation and text correct." (Interviewee 3)

On the other hand, Interviewee 4 mentioned a technical difficulty:

"When using a cell phone, I had to save the recording separately, as the sound and image didn't sync directly." (Interviewee 4)

The findings highlight students' preference for iterative recording practices to improve their performance. A significant 67.9% of respondents disagreed with recording only once, emphasizing the importance of multiple attempts to refine pronunciation and delivery. These results align with recent theories in language learning using Canva. Canva facilitates the recording process by providing seamless tools for creating engaging presentations and videos. The platform encourages the use of visually rich elements, improving both the quality of the recordings and student engagement (Tilana & Dewi, 2024).

#### Issue 6: Confidence in Using Technology

A majority (85.7%) agreed the project improved confidence. Interviewee 4 highlighted the difference between live presentations and using Canva:

"The difference is that in public, we're still nervous, but with Canva, we express ourselves more confidently. If there's a mistake, we can retake it." (Interviewee 4)

Building on Krashen's original hypothesis, newer studies indicate that technology-mediated low-pressure settings reduce learners' anxiety, thereby lowering the affective filter and enhancing language acquisition outcomes (Grace Hui Chin Lin, 2008)

The retake feature in Canva allowed students to rehearse and refine their recordings, contributing to increased confidence. Interviewee 3 described the benefits of practicing pronunciation in a low-pressure setting:

"Practice in class helps increase confidence. Recording using Canva is more comfortable than presenting live." (Interviewee 3)

"Speaking using media is more understood. If speaking directly, it's a bit awkward or off-topic." (Interviewee 4)

These findings align with Bandura's Social Cognitive Theory in (Nabavi & Bijandi, 2024), emphasizing self-efficacy as key to learning success. Using Canva builds students' confidence in employing digital tools effectively.

#### Issue 7: Improvement in Pronunciation and Grammar

The survey found 82.1% of students agreed that preparing sentences beforehand improved their confidence and speaking ability. Interview responses further supported this finding, as Interviewee 3 and 5 stated:

"With Canva, there's a lot we can learn from speaking, like pronunciation and stressing the emphasis." (Interviewee 3)

"I wrote the words first, then checked the grammar to see if it was correct before voicing it on Canva." (Interviewee 5)

Canva's audiovisual tools aid students in improving pronunciation and grammar. By encouraging repetitive practice and real-time feedback, the platform serves as a supplementary medium for oral language practice (Dewi & Zuniati, 2021).

#### Issue 8: Development of Creativity and Practical Skills

Canva also fostered creativity and real-world applicability. Interviewee 1 shared:

"We were asked to make a design direction project to train our confidence and creativity. This could even be applied to making CVs or mock interviews." (Interviewee 1)

"Teachers can show their creativity with animations to engage students more." (Interviewee 2)

Canva also enhances teachers' creativity in designing lessons that captivate students' attention and encourage skill application beyond the classroom (Pahmi et al., 2023).

Such responses highlight the alignment with project-based learning (PBL) principles, which emphasize solving real-world problems through creative and collaborative projects. These insights align with experiential and constructivist learning theories as well as other relevant frameworks: Project-Based Learning (Thomas et al., 2000) PBL focuses on solving real-world problems through collaborative, creative, and hands-on projects. Canva enables students to engage in meaningful tasks that mirror professional practices, such as creating CVs and designing presentations.

### Students Perception on the Canva Talking Presentation

Students are encouraged to reflect on their experiences with the project, focusing on motivation, skill assessment, confidence, and the utility of technology in learning. A detailed description and examination of the survey data pertaining to students' opinions of the Canva talking presentation project in their Listening and Speaking class can be described as follow:

**Motivation and Skill Improvement.** The project motivated students to improve their speaking skills. Most students (42.9% strongly agree, 39.3% agree) found it helpful for motivation. It also helped many students identify weaknesses in their speaking skills (42.9% agree, 10.7% strongly agree) and discover their strengths (46.4% agree, 7.14% strongly agree). **Innovation and New Learning Methods:** The project introduced new

ways to improve speaking skills. A majority of students (53.6% agree, 25% strongly agree) liked the new methods, and many (57.1% agree, 21.4% strongly agree) felt it improved their speaking abilities.

**Technology and Digital Literacy:** The project helped students learn to use technology for productive purposes. Most students (35.7% strongly agree, 46.4% agree) appreciated using gadgets while working on their speaking skills. **Confidence and Motivation:** the project boosted students' confidence in speaking. Many students (39.3% strongly agree, 39.3% agree) felt more self-assured. They also felt motivated to put in their best effort (32.1% strongly agree, 42.9% agree).

**Initial Challenges and Overcoming Camera Anxiety:** Before the project, many students (35.7% neutral, 25% agree) lacked confidence speaking in front of the camera. However, the project helped them gain confidence (25% strongly agree, 50% agree). **Vocabulary Enhancement and Overall English Improvement:** The project helped improve students' vocabulary (32.1% strongly agree, 50% agree). It was also seen as beneficial for overall English learning, with 39.3% strongly agreeing and 57.1% agreeing.

To gather students' opinions on using Canva Talking Presentations in the Listening and Speaking class, five students were interviewed. The results are shown here.

#### Issue 1: motivation and skill improvement

The survey showed 82.2% felt motivated to improve their English. Interviewee 1 expressed:

“Using Canva is more enjoyable and hands-on. It builds confidence in speaking and allows us to explore design skills.” (Interviewee 1)

“Canva helps me be more confident when presenting because it's less intimidating than live presentations.” (Interviewee 5)

Students reported significant improvement in speaking and listening skills. Interviewee 3 shared:

“By listening to English conversations, our vocabulary improves, and we better understand speaking.” (Interviewee 3)

“I practiced pronunciation and grammar to build confidence on camera. I feel more confident using Canva than in live presentations.” (Interviewee 3)

Canva enhances students' speaking and listening skills by providing an enjoyable, interactive platform that fosters creativity and confidence. Students found it less intimidating than live presentations, allowing them to focus on communication. They improved vocabulary, pronunciation, and grammar through recorded practice, refining their speaking abilities. This aligns with (Setianingsih & Wiyanah, 2024), who emphasize grammar's role in constructing accurate sentences for effective language learning. Additionally, Canva increased students' motivation and enhanced their creativity and design skills (Nyoman, 2023).

#### Issue 2: Confidence Building

85.7% of students agreed the project boosted their confidence, as mentioned by Interviewee 3:

“Using Canva is more relaxing. It helps us practice vocabulary and grammar before recording, which builds confidence.” (Interviewee 3)

Confidence building through iteration. Students reported that Canva's retake feature contributed to their confidence, as reflected in Interviewee 4's comment:

"Recording ourselves is like talking to a laptop. It's more confident because if we're wrong, we can retake." (Interviewee 4)

This iterative approach aligns with Kolb's experiential learning cycle in (Akella, 2010), where students gain confidence through repeated practice and reflection.

### Issue 3: Learning Benefits

Students highlighted the multi-dimensional benefits of the project, such as improving vocabulary (82.1%) and overall English proficiency (96.4%). Interviewee 5 remarked:

"Apart from speaking and listening, I've also learned to edit designs using media, which makes the learning process dynamic." (Interviewee 5)

"Talking presentations allow us to practice pronunciation while learning new vocabulary, making the process interactive and beneficial." (Interviewee 4)

These findings support task-based language teaching (TBLT), emphasizing the value of authentic tasks in language development.

### Issue 4: Enhanced Collaboration and Engagement

Canva also promoted collaboration and creativity. Interviewee 4 observed:

"It can be a source of conversation for new speakers with friends." (Interviewee 4)

"More fun, more like you're actually learning, and it increases creativity." (Interviewee 1)

This aligns with collaborative learning and promotes students' creativity.

### Issue 5: Real-World Relevance

Canva's flexibility was appreciated for its potential real-world applications. Interviewee 1 suggested:

"We can create projects more exciting than comics, like CVs or videos, which are more beneficial when preparing for real-world interviews." (Interviewee 1)

Canva equips students with transferable skills, such as digital media proficiency and communication, applicable in real-world scenarios. It is particularly effective in preparing students for tasks like presentations, reports, and professional communication (Priyatna et al., 2023). Teachers can harness its potential to connect classroom learning with practical applications, enhancing overall student readiness for future challenges

### Issue 6: Challenges and Overcoming barriers

While most students enjoyed using Canva, some reported minor difficulties. For example, Interviewee 4 mentioned:

"When I used my cell phone, I had to save recordings using another app because sound and images didn't sync directly." (Interviewee 4)

Despite these hurdles, students valued the iterative process. As Interviewee 3 reflected:

"If the text and pronunciation aren't right, I record again—usually 2 or 3 times." (Interviewee 3)

These challenges highlight the importance of scaffolding technical skills and supporting students with accessible tools. While most students found Canva helpful, Interviewee 3 acknowledged initial challenges:

"I usually stutter, but repeating helps me get better. Words like 'now' and 'know' are tricky at first." (Interviewee 3)

Despite its advantages, some students face challenges when first using Canva, such as unfamiliarity with its features or a preference for traditional tools like Microsoft Word (Zahri & Rahmawati, 2024). Teachers play a crucial role in overcoming these barriers by guiding students through its functionalities and encouraging experimentation (Pelangi, 2020).

Canva Talking Presentations enhance speaking classes by fostering engagement, creativity, and communication skills. By integrating visuals, text, and voice recordings, students develop fluency, pronunciation, and vocabulary in an interactive way. The tool boosts confidence, supports comprehension, and improves digital literacy, making learning more dynamic. While some students faced technical challenges, Canva's user-friendly interface helped them adapt. Providing training, encouraging collaboration, and integrating feedback optimize learning. Overall, Canva Talking Presentations create a student-centered environment that enhances language proficiency and real-world communication skills.

## CONCLUSION

The study explored the implementation of Canva talking presentations in enhancing student's speaking proficiency. Finding out how students felt about Canva talking presentations as a digital learning tool was the aim of this study. Twenty-eight students participated in this study. They expressed favourable opinions regarding the use of Canva talking presentations in speaking and listening classes. They expressed that it could enhance their speaking proficiency due to some reasons, such as students found Canva engaging, motivating, and enjoyable, helping them to practice speaking and listening in a dynamic and interactive way. The tool fostered creativity and built confidence, particularly in speaking. They also stated about the challenges such as faced difficulties such as technical issues, the need for repeated attempts to achieve accuracy, and challenges with pronunciation and grammar. These indicate areas for improvement in future implementations. Furthermore, it found positive impacts i.e., Canva talking presentations enhanced students' speaking skills, vocabulary, and overall confidence. It also provided authentic opportunities for creative expression and real-world language application. In summary, Canva Talking Presentations serve as an innovative tool that supports English language learning, particularly for speaking and listening skills, though some adjustments may improve its effectiveness.

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