CREATING A VIDEO USING CANVA APPLICATION AS AN ENGLISH LEARNING MEDIA OF RECOUNT TEXT MATERIAL

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Abstract:

Currently, educational videos have become an essential part of1higher education. It is related to the use of learning media, which has an essential role in education, and the use of technology in education which is good to support teachers in transferring knowledge to students to improve their skills or knowledge. Students and teachers have used the implementation of media in the classroom. One media commonly used in the learning process is the animation video, such as the Benin animation video and especially the Canva application as the basis for making learning materials. The implementation of animation videos in the classroom brings several perceptions toward students. Therefore, this article aims to describe how to use the Canva application to create a video as learning recount text material designed by searching for relevant literature sources. This research uses descriptive qualitative method. This1research shows that the Canva application is1helpful1and easy for teachers to create educational videos.

Keywords:
Canva application,
Educational video,
English learning,
Recount text

INTRODUCTION

The current state of the world regarding the COVID-19 pandemic1is forcing1educational institutions such as universities to shift rapidly to distance and online learning. COVID-19 has compelled institutions worldwide, including Indonesia, to implement online learning. Indonesia is currently in a state of emergency and must respond with various and readily available learning modes, such as e-learning systems and mobile learning applications. Learners are not unfamiliar with online or distance learning. COVID-19, on the other hand, is resurrecting the need to investigate online teaching and learning alternatives. (Almaiah et al., 2020, p. 5262).

To minimize the spread of the disease, the Indonesian government has limited community mobilization. It encourages working from home, studying from home, and worshipping at home. (Mailizar et al., 2020, p. 1). COVID-19 impacted normal work and living and the grades of all pupils. (Yen, 2020, p. 58). To combat the epidemic, schools and universities have launched various online learning initiatives to ensure the smooth6and orderly development of school education and teaching, such as through Zoom meetings,

Google Classroom, Skype, and learning through educational videos, and so on for the online learning. (Chang et al., 2021, p. 16).

The concept of flexibility developed from using obligatory online learning via e-learning simultaneously. Given the importance of education in volatile times like today, it was to conduct education from home to make it safe and successful in virus protection. However, e-learning implementation is not always smooth and efficient. Schools with little or no e-learning experience and schools unprepared for e-learning will confront difficulties, especially when teachers do not understand how to use online applications (Mailizar et al., 2020, p. 2).

According to Yen (2020, p. 58), Most teachers and students have grown accustomed to the traditional physical classroom setting. All theoretical classes have been converted to online instruction. Many issues arise, including technical aptitude, teaching materials, platform flow, signal issues, and learning outcomes. For many senior teachers, online teaching presents significant difficulty for students who are dispersed and confronted with technology issues, limited learning materials, unstable signals, or other issues. Furthermore, in the past, when compared to traditional online teaching, online courses were primarily quality elective courses (compulsory or optional) with low academic scores. Students frequently identified them as sustenance courses. At the moment, the curriculum has changed and is being taught online. It has an impact not only on teaching habits but also on student learning.

Hence, the author concludes that these problems impact the difficulties in learning experienced by students. The teachers must create learning media that might make it easier for them to deliver learning materials to students without complicating the Internet for students who have connection problems. One way to overcome these challenges is to create exciting learning educational videos for students. It can be done by simply uploading. Students are required to download the video once without requiring a lot of internet quota as if holding synchronous meetings with an application every day, such as Zoom meetings or other applications.

Furthermore, in this current day, teaching English is becoming more diverse, ranging from manual or visual media such as blackboards, chalk, and markers to internet-based media and technology such as audio-visual, also known as educational video. Teachers' development of teaching aids in teaching and learning English can help students readily understand the subject in the learning. Furthermore, the teaching technique used by teachers to give lessons can draw students' attention so that the learning process can occur, which is also a component that helps the learning process. (Kamelia, 2019, p. 34).

Educational video, as previously said, has become an essential component of higher education. It is employed in traditional courses, is a crucial component of many blended courses, and is typically the primary means of material delivery in online courses. (Brame, 2016, p. 1). Recent research concluded that video as a medium is particularly successful in classroom teaching and learning (Kamelia, 2019, p. 34). Furthermore, numerous studies have demonstrated that educational videos can be an extremely effective educational tool. As a result, students and teachers have used media integration in the classroom. (Brame, 2016, p. 1).

Moreover, Jacobs et al. (2002, p. 240), as cited in (Kamelia, 2019, p. 34), mentioned Furthermore numerous studies have demonstrated that educational videos can be an extremely effective educational tool. As a result, students and teachers have employed media implementation in the classroom. (Mudinillah & Rizaldi, 2021, p. 20). Media can be defined as a tool inside the learning framework in a limited sense. Media is defined as the complete use of all components of learning and frameworks to reach specified goals. This learning medium has several benefits in distance learning. The media can be used to transmit information to any device. The media typically indicates a type of delegation to the beneficiary. Learning, on the other hand, refers to a learning workshop. In the execution of learning, there occurs correspondence between students and instructors. As a result, such a learning mechanism is critical for interpersonal communication (Miftah & Sari, 2020, p. 41).

Learning media is a tool to facilitate educational1and1learning1measures1among educators and students, resulting in unique and innovative learning. The rapid advancement of technological innovation in the contemporary era of globalization cannot be divorced from its impact on education. Improving educational performance in the future necessitates an information system and advanced technology that serves as a means of support and as the principal weapon to support the success of the world of education so that it may compete in the international world. (Haris Budiman, 2017, p. 35).

According to Tanjung & Faiza (2019, p. 80), Canva is one of several applications at the forefront1of the technology sector. The Canva application is a web-based design program that offers a variety of tools such as presentations, resumes, flyers, posters, logos, designs, infographics, banners, bookmarks, notifications, and so on. Canva's presentation categories include innovative introductions, education, business, technology, animation, advertising, agendas, and more. (Astuti, 2021, p. 9).

Canva features appealing designs that encourage instructors and students to use their imaginations when creating instructional media. Teachers should offer high-quality images1or photos2and media templates so that Canva can change its shape and size. Teachers do not spend much time on the creative process when using Canva. Students can configure learning to take place anywhere and anytime using a computer or a mobile device. They can collaborate with many educators to create material. They can also make plans for Canva groups to share learning media. (Tanjung & Faiza, 2019, p. 80).

In addition to the benefits acquired from the Canva application, this program has significant drawbacks. As shown by Mudinillah & Rizaldi (2021, p. 21), Canva's drawbacks include the fact that the Canva program is dependent on an acceptable and consistent network connection. Canva cannot be viewed via the web, mobile device, or PC if the connection is inadequate. Formats such as sticker, demarcation, textual style, and so on are available in the Canva program. Some are compensated in this manner, while others are not. However, it is not the case because many alternative media are fascinating and accessible. It is up to the users' imagination to figure out how to plan something. Furthermore, some selected designs are comparable to those5of other users in terms of format, image, color, and so on. However, this is not an issue; simply leave it up to the user to select the design to be utilized.

Thus, in planning learning media using the Canva application, educators can enter3text, images, and formats, and choose realistic6plans,4designs, and8page numbers that the Canva application has provided. Besides making5it easier9for teachers to learn, Canva's media application can also make8students8more concentrated5and focused in paying attention to learning when watching the teacher explain because the teacher uses an exciting and not dull presentation media so that the learning process takes place effectively.

Therefore, this article aims to describe the benefits and how to use the Canva application to increase the effectiveness of student learning, especially in recount text material. In addition, the development and explanation that will be conveyed in writing this article are expected to provide positive lessons on how an application that has been provided can be used as a technology-based learning media that can help the process of learning English.

METHOD

In this research, witer used descriptive qualitative method. The article was designed by searching for relevant literature sources. After determining the chosen topic, the next step is to search for literature related to the title of this article which is about learning media in creating educational videos, especially the Canva application as a learning media in recount text material. The databases used to search for journals and articles were searched on Google Scholar, Springer, and JSTOR. Meanwhile, in creating a learning video discussed in this article, the author uses the Canva application and the Benime animation to add some animations effect that is not available in the Canva application.

According to Oujezdský (2014, p. 29), It takes more than a few minutes to generate a high-quality tutorial while generating an informative video. It is a complicated process that involves the usage of multiple different software packages. The tutorial creator should be highly knowledgeable in the field in which the video tutorial is produced. Many generated video instructions may be found on the Internet, particularly YouTube. However, only a few of them are written by authors who are experts in the lesson's topic. Such video tutorials have shortcomings in various areas of production, such as:

- Image quality Low-resolution and low-quality video owing to incompatible camera and format
- ## Sound quality Using a low-quality microphone, recording in noisy environments, recording sound intensity that is too weak or overexcited
- Content aspect Fragmented instructional with non-continuous record, unintelligible and poorly presented problem without scripts, a slip of the tongue, repeated words and phrases, insufficient or incorrect information, creation without adequate previous preparation

Preparation is essential before creating a tutorial to avoid these shortcomings. It is essential to think about the content in advance. As stated by Oujezdský (2014, pp. 30–35), the description of working with advanced software is often the content of a tutorial, and therefore it must be divided into several individual parts.

1. **Script Development and Content Creation**
   Script development is the initial stage in developing a video instructional. There are numerous methods for creating a tutorial, each of which is tied to the form of the script.

The screenplay may consist solely of keywords or phrases, with the activities to be recorded in the video outlined in a bulleted list. A quick outline serves as a reminder to the creators to stay on track with the tutorial's content. A wide range of apps can be used for script development and content creation. Canva is one of the most well-known freeware programs with superb practical features. Following the script's completion, the material can be created on the Canva application slides as an explanation display.

2. **Video Recording**

Prior to recording a video tutorial, the resolution of the video tutorial or the area being recorded must be chosen. If the instruction were solely played on a computer, the video player could handle any resolution without issue. Because the instruction is primarily meant to be put on the web or viewed on various devices (PC or mobile phones), it is critical to adhere to digital video standards. High-resolution HD (1280720) and full HD (19201080) are the current standards. The Canva app is one of the best commercial applications. It includes a dedicated video editing suite, a wide range of features for presenting content, and a powerful work environment with an intuitive interface. However, when the author made a video recording for the recount text material, the author only used the front camera from the cellphone because the laptop's built-in camera did not support it or produced a poor resolution to capture the explanation video made by the author. Even though it will take twice as long, the resolution of the explanation video that the author puts into the Canva application will be better when compared to using direct recording in the Canva application via the laptop's built-in camera.

3. **Editing and Exporting**

Recorded videos require input in editing and adding transitions. Using the Canva application makes it possible to edit the video in full in the editing room contained in this application. Regarding other music as a presentation background, We can also add it via the Canva app. However, if we want to add additional styles, such as running text that is not included in the Canva application features, we can use the Benime animation. Benime animation applies doodle video creation to allow anyone to create professional, realistic doodle videos in minutes.

This option can be chosen to make presentations more attractive. However, suppose we only want to use Canva. In that case, it is also not a problem because the Canva application already has various features and elements that can be used to create good learning videos. After the video editing is finished, the export needs to be done. Files generated through the Canva or Benime animation applications will have the MP4 video extension.
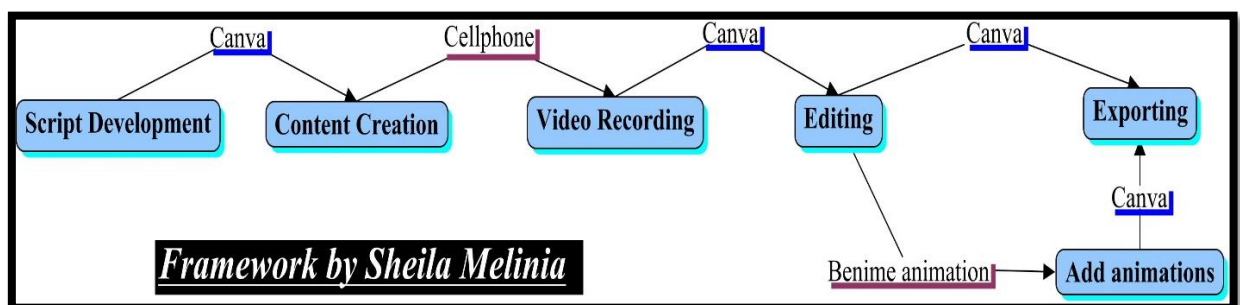
Figure 1 Stages of The Outline of Creating a Video
Source: Self-made images using the Cmaps application

RESULTS AND DISCUSSION

In developing the use of the Canva application in English learning, a compelling reason to discuss is related to learning media facilities in the sense of utilizing technology as a practical learning media, practical in terms of use, time, and the results that can be obtained. Furthermore, it is related to students' visual literacy in the teaching and learning process of English. In English learning, many subjects can be applied to Canva application-specific technology (Mahardika et al., 2021, p. 277). For example, in reading recount text, students are fixated on the books and written texts they usually see, and how visual literacy in the Canva application utilizes these subjects written by teachers by directly expressing their thoughts, creativity, and emotions. By relying on colors, moods, images, and other symbols that can be leveraged through designs in the Canva application.

According to Alfian et al. (2022, p. 77), Canva's history began on January 1st, 2012. Melanie Perkins, who previously founded Fusion Books, a leading book publisher in Australia, founded it. Canva exploded in its first year, with a record 750,000 users. Canva reached a tipping point five years later, in 2017 when the company began to turn a profit. They already had 200 staff split among offices in Australia and San Francisco. Premium users, who accounted for 294,000 members, contributed significantly to earnings. Canva had 10 million users as of 2017, with service availability in 169 countries.

In addition, the main feature that keeps millions of people using the Canva application often is the variety of templates available, although some of them are paid. However, the free options are more than enough to be used in various events. Canva's free options are endless, even if we use them to design a different event poster each week. In Canva, many templates can be used, such as infographics, graphics, posters, presentations, brochures, logos, resume, flyer, A4 document, Instagram post, card, newspaper, comic strip, cover magazines, invitations, photo collages, business cards, wallpapers, reports, certificates, book covers, social media animation, videos, graphics organizer, letter, proposals, worksheets, class schedules, calendars, ID cards, CD covers, planner, and storyboards (Alfian et al., 2022, p. 78).

From the explanation above, it can be concluded that one of the technology-based media that can be used for learning is Canva. There are free and paid online in the Canva application, but they are easy to use, including in designing learning media. Therefore, Canva is an online application used by the author to learn English, especially as a medium to describe material about recount text, from the definition to an example related to the material. Thus, the author will explain the steps of creating an educational video using the Canva application in learning English, mainly on recount text material with a duration of fewer than 10 minutes.
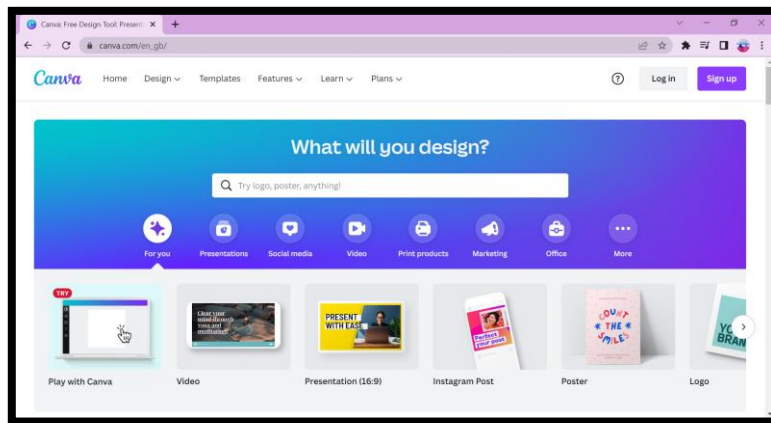
Figure 2 The First Screen of the Canva Application before Log in
Source: https://www.canva.com/

1. **Planning and Preparation of Steps to Create an Educational Video**

The first step of creating the media is preparing learning materials from several literacies. It needs taking pictures via the Internet and making video recordings related to learning materials. in the case of recount text, the definition, the purpose, the types, the generic structure, the language features, and an example of recount text. Then the material in the form of theory, pictures, and videos about recount text is processed into learning media using the Canva and added animation applications, such as running writing using Benime animation. The detailed steps for creating this media are as follows: **Figure 3**.
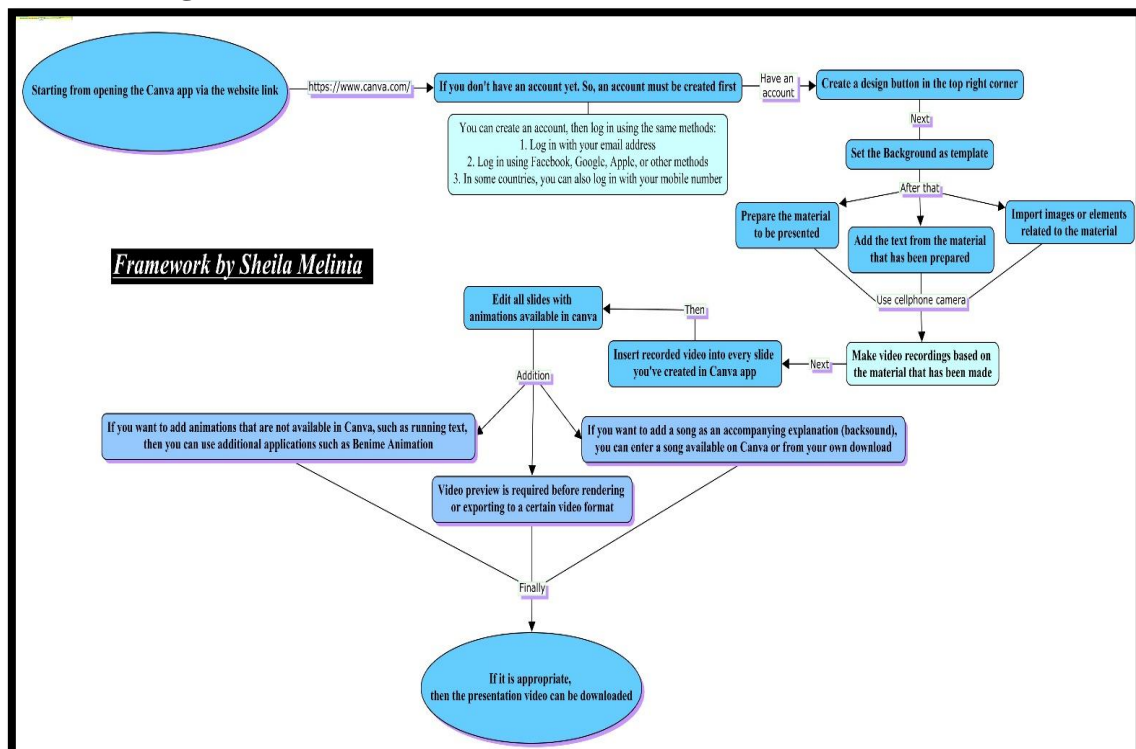

Figure 3 Framework of Educational Video Creation (*For more details, the figure can be zoomed in*)
Source: Self-made images using the Cmaps application

2. Process for Inputting Learning Materials and Videos Using Canva Application

By running the Canva application on the computer screen, a screen similar to the one in **Figure 4** will appear. On the first screen of the Canva application, We can see several options offered, such as education presentation, educational video, education infographic, et cetera. These features have different functions. If we want to make a video, then the feature that must be selected is an educational video. The educational presentation feature can only be used as an ordinary learning media that cannot be downloaded as a video or other features. Thus, it is necessary to choose the features according to our needs.
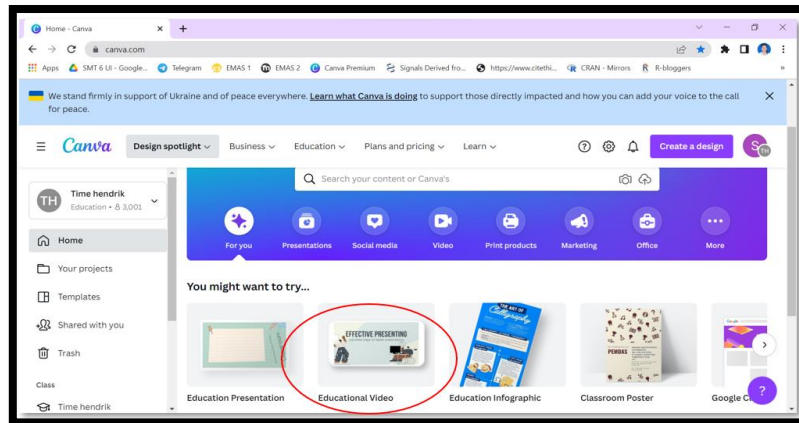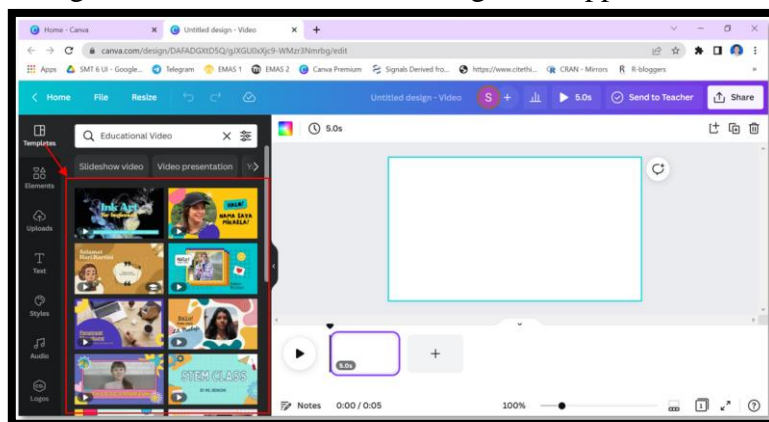

Figure 4 The First Screen of the Canva Application
Source: https://www.canva.com/

Furthermore, because this article aims to make videos through Canva, the feature that must be selected is an educational video (images with the red circle in **Figure 4**). Then, the main screen will appear, as shown in **Figure 5**.

The blank display can be edited according to our own will by adding a template available in Canva, such as the red box image on the left. The template is helpful as a background for writing learning material later so that the background appearance becomes attractive.
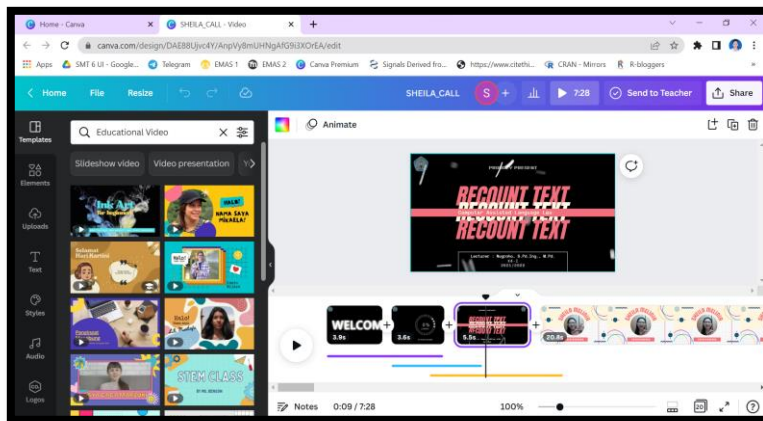

Figure 5 The Main Screen of the Canva Application
Source: https://www.canva.com/

In **Figure 6**, we can see the slides that have been edited by adding text or pictures according to the material.

Figure 6 The Slideshow after Editing
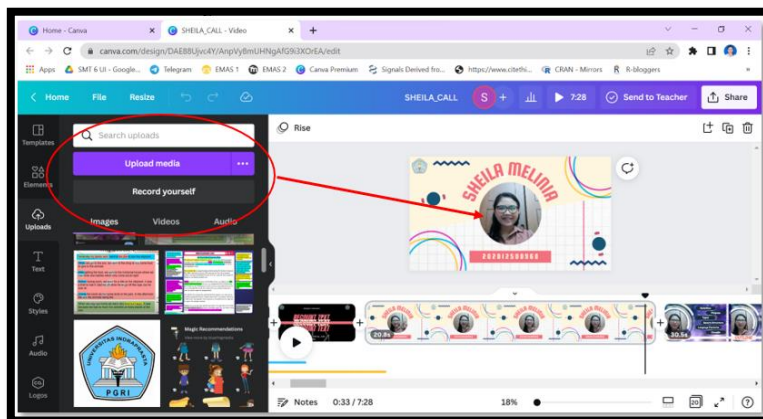Source: https://www.canva.com/

If we want to add an image or video recording, we must upload the media to Canva, as shown in **Figure 7** below.

Figure 7 The Screen when Uploading Media, such as Images, Videos, and Audio
Source: https://www.canva.com/

If all contents are appropriate, we must download the video by clicking the "download" button, as shown in **Figure 8** below. It is the final step in creating videos using the Canva application. Just waiting for the downloading process, the learning video has been completed, and it is ready to be shared with students.
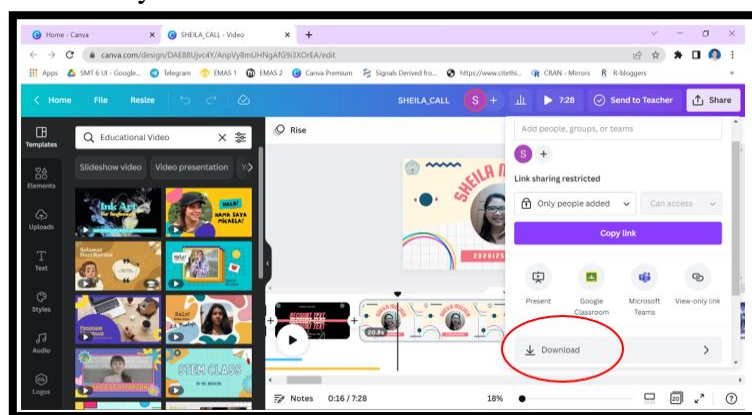
Figure 8 Video Screen if Want to Download It

Source: https://www.canva.com/

3. Parts of The Content Material Discussed in The Educational Video

The educational video discussed in this article relates to recount text material divided into three parts: opening, content, and closing. The explanation below is the details of each part.

3. 1. Opening

The opening part of this video consists of an opening video slide, the main slide containing the title of the material, and a slide about the outline of the material related to this educational video. More details can be seen in **Figure 9**.

Figure 9 The Opening Part of The Video Slide on the Canva application
Source: https://www.canva.com/

3. 2. Contents

The content of the video about recount text material is divided into six parts: the definition, the purpose, the types, the generic structure, the language features, and an example related to recount text material. This part can be seen in **Figure 10**.

Figure 10 Examples of the Content Slides (*The left slide is made using Benime animation for running text, and the right slide is using the Canva application*)
Source: https://www.canva.com/

3.3. Closing

The last part of the video is the closing, which contains references to the material, acknowledgments, and applicable copyrights. For details can be seen in **Figure 11**.

Figure 11 Screenshot of Slides for Closing
Source: https://www.canva.com/

CONCLUSION

According to the explanation above, learning media is critical to assisting the educational process and is thought to be the solution to the COVID-19 outbreak. The media currently being presented promotes innovation and technology in education, one of which is studying English with the Canva application by generating attractive educational videos. Because it has many features and facilities to assist teachers and students in carrying out learning based on creativity, ability, technology, and various other improvements acquired through the Canva application, the Canva application offers numerous advantages for boosting student learning. The presentation is impressive and piques students' interest in studying by introducing creative content. It is possible to conclude that English learning media in videos on recount written material may be generated using the Canva program and Benime animation to add fascinating effects to videos that are not featured in the Canva feature. Furthermore, educational videos, particularly those created with the Canva software, substantially enhance student engagement in learning. Because the learning process is not tiresome, engaging, or fun, students were interested in the teaching and learning process by using video.

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