

CHAPTER I

INTRODUCTION

This first chapter describes an overview of this research, starting from the background of study, the problems of study, the objectives of study, the scope of study, the significances of study, and ends with definitions of key terms.

A. The Background of Study

In the context of English language acquisition, the role of the educator extends beyond merely delivering instructional content. Teachers must also cultivate an engaging and dynamic learning environment that encourages students to take an active role in the educational process. Student motivation is pivotal in mastering the necessary linguistic competencies, and it significantly influences not only academic achievement but also individual growth and development. As such, fostering and sustaining student motivation becomes a crucial responsibility for educators. According to Sardiman (2016), motivation can be understood as a collection of deliberate efforts shaped by specific circumstances that drive a person to pursue certain actions. Conversely, when individuals experience aversion, they are likely to seek ways to disengage or avoid the unfavorable situation..

The motivation to learn plays a crucial role in enhancing students' academic performance over time. When student motivation is lacking, it often leads to diminished interest in learning due to the absence of internal or external driving forces. Various factors contribute to this decline in motivation. According to

research conducted by Santosa and Tawardjono (2016), two primary elements influence low student motivation: intrinsic factors, which stem from within the individual, and extrinsic factors, which are shaped by external circumstances. Intrinsic factors include things that arise within students such as the condition or condition of students and student ideals. Extrinsic factors are the biggest factor causing low student learning motivation. This factor arises from outside students, which includes extrinsic factors such as the lack of teacher efforts to implement learning in using learning methods or media and environmental conditions. They also added that one solution to overcome these problems is to improve the performance of teachers to be able to maximize facilities and infrastructure to support learning activities by using teaching methods or media that are appropriate to the material and student understanding.

Learning media is one of the solutions that can trigger student learning motivation, with appropriate learning media it is expected that learning motivation will increase. According to Hastuti, Waryanto, and Retnowati (2017) learning media is a medium for channeling messages or information to be conveyed to students, learning media can be in the form of tools, people, or open materials. Learning media must be able to stimulate students to be more effective, therefore learning media must be interesting and exciting so that students get motivation to learn. Consequently, teachers need to sort and choose suitable learning media for students. The selection of appropriate and appropriate learning media can increase learning motivation, ask new students to learn, and make the atmosphere of teaching and learning activities more exciting and effective.

One of the most widely utilized tools by educators in the digital era is Canva. As cited by Gehred (2020), Canva is a graphic design platform launched in 2012 by Australian entrepreneur Melanie Perkins. It offers a broad range of features, enabling users to create presentations, posters, mind maps, infographics, animated videos, and more. According to Pelangi (2020), Canva provides ample opportunities for teachers to design visually engaging educational materials that capture students' attention. One commonly used feature by educators is the PowerPoint template, which aids in presenting instructional content effectively. Beyond its utility for teachers, students can also harness Canva to complete various projects, such as video editing, and creating posters, infographics, resumes, and spreadsheets. Pelangi further emphasized that, through Canva, students not only acquire academic knowledge but also develop skills in creativity and innovation, enabling them to enhance the learning materials presented to them.

Canva is a proven effective media able to increase student learning motivation, for example in research conducted by Roma, Thahir, and Akram (2023) shows that Canva can be used as an effective learning media in increasing student learning motivation, as well as other research results by Lubis and Simbolon (2023) which state that the application of canva-based learning media has a positive effect on student learning motivation. From the two studies, the results show that using Canva as a learning media can increase student learning motivation, therefore Canva can be an effective strategy for increasing student learning motivation.

Based on several studies, Canva is proven to be a good and effective medium to increase student learning motivation by conducting experiments, without further

research on student perceptions after using Canva or after the experiment. This condition indicates a research gap in previous studies. Therefore, it can be resolved by conducting further research to answer these problems.

Based on interviews conducted with several students at SMAN 71 Jakarta, it was revealed that the school actively incorporates Canva into various teaching and learning activities, extending beyond English subjects. Canva not only aids in the development of instructional materials but also encourages students to enhance their creativity. Its use has fostered more engaging and collaborative interactions between teachers and students. Given the extensive utilization of Canva in the school, the researcher is motivated to undertake a study in the form of "Students' Perceptions of the Use of Canva Application to increase Motivation in English Language Learning".

B. The Problems of Study

Based on the background that has been described, the problem formulation of this research is as follows:

1. What are students' perceptions of the use of Canva application to increase motivation in English language learning at SMAN 71 Jakarta?
2. Is there any difference between male and female students' perceptions of the use of Canva application to increase motivation in English language learning at SMAN 71 Jakarta?

C. The Objectives of study

Based on the background and problems of the study research questions that has been described, the objectives of this study are as follows:

1. To determine students' perceptions of the use of Canva application to increase motivation in English language learning at SMAN 71 Jakarta?
2. To distinguish whether there is any difference between male and female students' perceptions of the use of Canva application to increase motivation in English language learning at SMAN 71 Jakarta.

D. The Scope of Study

This study faces several limitations in terms of scope, time, cost, and available resources. The participants were limited to grade XI students in the English class at SMAN 71 Jakarta, meaning that the findings cannot be broadly generalized to students in other schools. Conducted between May and June 2024, the research concentrated on students' perceptions of Canva as a learning tool and its influence on their motivation, while other educational media were not considered due to resource constraints. The primary research instrument was a questionnaire, with no direct observations or interviews conducted, owing to both time and budgetary limitations. Data collection was restricted to quantitative data, gathered through Google Forms. Despite these constraints, the study was able to maintain a sharp focus, facilitating the more efficient allocation of time and resources.

E. The Significances of Study

This study was conducted to determine students' perception of the use of Canva application toward their motivation in English subjects. The benefits of this research are as follows:

1. For students

By utilizing Canva as a learning medium, students are expected to gain new learning experiences. Additionally, this application is anticipated to enhance students' motivation to learn.

2. For teachers

Teachers can know that Canva learning media can influence increasing student motivation in learning English. Teachers become more creative in utilizing the sophistication of today's technology.

3. For schools

Understanding the impact of Canva as an educational tool can provide valuable insights into how it influences students' motivation in language learning. This information can serve as a reference point for enhancing and modernizing the educational system, making learning experiences more engaging and meaningful for students.

4. For researchers

The findings from this study can act as a foundation for gaining direct experience in the use of Canva as a learning medium to boost student motivation. Such insights will allow researchers to apply this media in future studies or educational practices, contributing to more effective and innovative learning strategies.

F. Definition of Key Terms

To focus this research and guard against ambiguity or misunderstanding of the terms used, The following key terms are defined to facilitate a clear understanding of this research, namely:

1. Perception refers to students' opinions or perspectives regarding the impact of using the Canva application on their learning motivation..
2. Technology Acceptance Model (TAM) is a theoretical framework that includes two key perceptions: perceived usefulness and perceived ease of use. These perceptions are utilized to examine how students (as users) evaluate the use of the Canva application in their learning process.
3. Canva application is one of the most widely used learning media by teachers and students in school learning.
4. Motivation is an impulse that arises from within a person that can arise from external factors or internal factors that encourage a person to achieve their goals, either consciously or unconsciously.