COOPERATIVE LEARNING USING CANVA TO BOOST SPEAKING ACTIVITIES IN A PRIMARY SCHOOL

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Article Info	Abstract
	English is the world's international language and is recognised as one of the languages taught in many schools in certain countries even though English is not their first language. This also happened in Thailand, where English learning and teaching activities have been carried out for more than a century. This research aims to know how cooperative learning using Canva boost speaking activities in primary school. The researcher applies a qualitative case study design by collecting data using field notes, informal interviews, and open-ended questionnaires. The subjects of this research were English teacher and grade- -sixth students at Bannonkokkha School, Thailand. The research results show that most students gave positive feedback towards cooperative learning using Canva which was considered effective to boost speaking activities and increase social skills for students. Students feel happy, enjoy, and comfortable when the teacher applies cooperative learning since students can create positive collaboration. They also helped with the visual representations of images from Canva provided by the teacher in the form of digital and flashcards. In addition, students feel that the activities they have done with the group help them to reach goals and engage motivation to learn together. Hence, cooperative learning is considered suitable for primary levels with supporting media, namely Canva. This research is expected to provide new knowledge for readers so that the implementation of this cooperative learning with the use of Canva in the future can contribute to the development of more innovative and effective learning at the basic education level.

INTRODUCTION

English is the world's international language and is recognised as one of the languages taught in many schools in certain countries even though English is not their first language. This also happened in Thailand, where English learning and teaching activities have been carried out for more than a century up to nowadays (Jingjie Zhu, 2022). Mastering English speaking skills is a priority for many second and foreign language learners because they consider this to be one of the important skills that must be achieved (Sari, 2022). One of the ways to be able to learn English is through education. In Thailand, English is one of the subjects that must be studied starting from primary school (Sasum & Weeks, 2018). There are several school policies implementing many programs for students such as bilingual and trilingual programs which include English and focus on speaking skills. However, in some schools, English speaking is rarely applied even in school for English learning where it is supposed to be practised at school. In this reality, students lack of opportunity to speak English. Hence, this can result in students' delay in speaking English.

Since Thai students are called EFL (English as a Foreign Language) learners, that is the reason why they can face that problem. The most dominating difficulty experienced by EFL learners is their speaking ability (Buritica, 2022). Besides that, there are some factors why students have difficulties in speaking English based on previous research. It mentioned a fear of being false, a lack of self-confidence, a fear of the stage, nervousness, and inappropriate teaching methods (Nurfitria, 2021; Nugrahaeni, 2022). This also happened in Thailand because some schools are using the lecturing style, where most teachers seem to be the ones who speak for many frequencies and provide the majority source of knowledge while students are perceived as passive recipients in the learning process (Namaziandost et al., 2019; Sofian Hadi et al., 2020). When it comes to facts, students need habituation to speak, especially when learning English, so they can apply how to communicate in English properly in real situations. Therefore, in this case, teachers are also one of the factors that have the potential to have an impact on English-speaking learning because they have a role in managing the class and deciding what strategy and method are used for learning.

According to Dornyei, he stated that language learning, where the students' conversational abilities are primarily developed through an interactive experience in real-world language activities, can have a particularly high cohesiveness-performance effect (Namaziandost et al., 2019). This also aligns with some researchers who argue that there is a better way to teach students to speak, specifically by using cooperative learning, because it has been verified to be suitable for learners of all levels (Chia-ling & Ya-fung, 2017). This is one of the aspects which can improve students' speaking skills in English. Learning guidelines and frameworks have been designed, that teachers can adopt and adapt, to support work groups function more effectively by fostering a collaborative learning environment (Ismail & Al Allaq, 2019; Saidah, 2024). As a result, teachers need to decide on several aspects of organizing and leading kinds of activities that can help students easier to learn.

Another influential aspect is the support of technology since technology can be used as a solution to various problems in learning (Indriani & Wirza, 2020). Especially in modern education, teachers must prepare the best technology that is the most suitable for learning for the best outcomes for students. In this case, students have problems namely delays in speaking English. Therefore, teachers must provide a solution for this problem, another solution after cooperative learning is by applying technology used for learning. In other words, according to the viewpoint of experts, there are some advantages when teachers apply technology to learning. First, technology can foster enhanced educational collaboration. Second, technology can intensify students' communication abilities. Third, technology can improve the quality of the course content (Abbasova & Mammadova, 2019; Ahmadi, 2018; Shyamlee et al., 2012). Those three reasons can help students understand what the teacher has taught because it gives the students a clear picture of the explanations by the teachers that are not easy to comprehend by the students when it is just a verbal explanation from the teacher without any illustrations supported by technology. It is also in line with this era, where technology is part of the learning itself.

Preliminary to teaching using technology, teachers must consider several factors when choosing learning technology. First, teachers must adapt technology to students' levels, ensuring it matches their abilities. Second, the technology chosen must be safe, accessible, and have many features, so that the learning process is more beneficial. Last but not least, teachers must also ensure that the application is user-friendly and attractive so it makes students more attentive in the learning process. By considering these factors, teachers can decide to choose the best technology for the best outcomes to reach their learning goals. In Bannonkokkha School, Canva is perceived to be an accessible application for learning. It is easy to use, free, and has many features. This is also in accordance with previous research which stated that Canva has a varied selection of image models with interesting and contemporary colour treats,

and has a charm that makes it easier for students to understand vocabulary (Hadi et al., 2021). For students especially in primary school, this is very interesting because its features match the characteristics of the students which categorized as children who like colourful and funny things, and this aligns with the Canva application which consists of images and even animations (Ciptaningtyas et al., 2022). Hence, in this research, teacher applied Canva to teach students in Primary School using cooperative learning.

The foregoing research literature that is related to this research was conducted in Uzbekistan by Kenjayev Azizbek (2021) who stated the concept of cooperative learning as an innovative and effective to be applied in language teaching. As a result, he concluded that cooperative learning aims to integrate not only academic but also social learning experiences in the classroom. Prior research related to this research also was conducted by Vellayan., et al (2021), who analyzed the use of cooperative learning, with the results they believed that cooperative learning was the most effective learning compared to competitive and individualistic learning. When using cooperative learning, students have self-confidence without feeling anxious and can speak freely using English, this is because five aspects are applied in learning using cooperative learning, namely 1) positive interdependence, 2) individual and group accountability, 3) face-to-face promotive interaction, 4) interpersonal and small group skills, and 5) group processing. Another two previous research in the same year was done by Fitrianti (2021) who discussed the application of Cooperative Learning (CL) in English as a Foreign Language (EFL) classes. The findings showed that CL had a positive impact on students' language skills and attitudes towards English language learning, as perceived by teachers, while the research who was done by Uzma and Sumarni (2023) used a systematic review design by analyzing 43 articles, revealed that cooperative learning can increase student engagement and participation in the classroom, leading to improved language skills. This study recommended considering cooperative learning as a 21st-century skill for English language teaching and learning.

In addition, some research in recent years about Canva to support learning stated that Canva as a visual media technology, on students' writing skills and the researcher suggested that Canva can be a valuable tool for enhancing students' writing abilities (Yundayani, Susilawati 2019). Two years later, another study by Nurhidayat (2021) explored the use of Canva as a valuable digital tool for teaching grammar in distance learning. This emphasizes Canva's ability to improve students' visual skills, motivation and engagement in grammar by providing easy-to-use features such as images, colour options and graphics. One more study which involved 31 English Foreign Language (EFL) students and 5 lecturers at IAIN Fattahul Muluk Papua, found that the majority had a positive attitude towards using Canva in teaching English. This research highlights the perceived usefulness, ease of use, and accessibility of Canva, and concludes that Canva is an effective tool that enhances the teaching and learning process (Wijayanti, 2022).

Those earlier researches are used as references to perform this research. The main objective of this research is to determine the perspectives of teacher and students regarding English as a Foreign Language (EFL). This research aims to explain new perspectives and experiences to readers by explaining teacher and students' perceptions as well as activities that have been carried out using cooperative learning with the use of Canva. This research also seeks to provide an exemplification of positive environments in learning. The problem formulation from the statement that emerged from the research background underlines an important question, to be precise: How can cooperative learning with the use of Canva increase speaking activity? This question functions as the pivot of comprehensive research findings and discussions, revealing new perceptions and experiences of both teacher and students and can also be used as a contribution to the development of more innovative and effective learning methods at the basic education level.

RESEARCH METHOD
Research Design

This research was a qualitative study utilizing an ethnographic case study approach. A case study involved an in-depth examination of a limited system (e.g., process, activity, event, or individuals) based on extensive data collection (Creswell, 2013). The case could be a single person, multiple people, an event, another activity, or the launching of a new program. In this qualitative research, practical events were mostly described and analyzed. As a result, in the activities that took place at the study site, researchers attempted to convey a more precise, transparent, and comprehensive image of the research results (Aini & Wahyuni, 2023). Moleong also stated that using a descriptive method means that researchers analyzed the data collected in the kinds of words or pictures, which may come from interview scripts, field notes, and others (Handoko & Fauziah, 2022).

Research Participants

Participants in this qualitative research were English teacher and students in grade six aged 11-12 years old with Thai nationality and non-native English speakers at Bannonkokkha School, Pakhao District, Loei Province, Thailand, academic year 2023/2024. The reason why the researcher conducted this research in this school was that the school applied cooperative learning with the use of Canva in increasing speaking activities in class. The teacher and twenty-nine students were participants in answering research question through observation for about four months in English learning class and one English teacher and three students through open-ended questionnaires via Google Forms. Purposive sampling was used in this research to select participants to answer open-ended questionnaires, three students were most likely to yield appropriate which could communicate better than the other students since they could express their opinions well. This technique involved deliberately selecting participants based on the qualities they possess, which as the capacity to explain their experiences and ideas in a clear, thoughtful, and expressive way (Amalia et al., 2024; Etikan et al., 2016).

Research Instruments

The researcher took field notes from observation, nonformal interviews with the teacher, and open-ended questionnaires. After conducting an observation, the researcher did some informal interviews with the teacher to have necessary information and organized a questionnaire for an English teacher and three students who had been selected using purposive sampling to have deep and details information. This open-ended questionnaire used structured questions, by the questionnaire instrument sheet created by the researcher, and validated to obtain information regarding the application of cooperative learning using Canva which can boost speaking activities. The researcher formed open-ended questionnaires of cooperative learning indicators based on the results of previous research, namely the appearance of 1) positive interdependence, 2) individual and group accountability, 3) face-to-face promotive interaction, 4) interpersonal and small group skills, and 5) group processing in students' behaviour when the teacher applied cooperative learning using Canva, as well as the perceptions of teacher and students when using Canva as a supporting media which was then created into open-ended questionnaires. Those questions used two languages, to be precise English for the English teacher and Thai language for the students to ease them to answer the questions. This is aimed at collecting more detailed information about how teacher and students felt and looking into additional viewpoints (Andas, 2018).

Data Analysis Technique

Data analysis used in this research used an interactive data analysis model offered by Miles and Huberman, particularly data reduction, data display, and data verification (Handoko & Fauziah, 2022). In this research, narrative descriptions from field notes were used to gain a comprehensive understanding through observation, while questions for the open-ended

questionnaire focused on identified problems, to gain insight from both teacher and students. Transcription and analysis of data were reduced and then collected from field notes and questionnaire responses, to provide information regarding the application of cooperative learning through Canva to increase speaking activities in class. The data displayed was data based on answers to the research question formulation. Information on the answers to the research question has been arranged in a table to make it easier to understand. Next, the table was explained through descriptive narrative so that the information conveyed by the researcher can be understood easily.

Finally, verification and conclusions were drawn from a combination of observations in the form of field notes, open questionnaires, and class activity materials during the research process. This involved the results of the data being collected coherently into the researcher's notes. By using a triangulation approach, researchers increased the trustworthiness (credibility) of data by cross-referencing information from various sources, such as observation techniques and careful data checking (Aini & Wahyuni, 2023). Data triangulation aligned research question data from observation results and open-ended questionnaires, ensuring comprehensive information. The sources were triangulated, with teacher and student perspectives which were then collected through observations and answers obtained via Google Forms, then formulated in the form of a description table which contained a comprehensive and easy-to-understand explanation.

RESEARCH FINDINGS AND DISCUSSIONS
Research Findings
Classroom Management Process

Based on the observations, there were three things that made cooperative learning work and boosted speaking activities in class which were explained in this table:

Table 1
Three things that Impacted the Success of Cooperative Learning

No	Aspects	Findings
1	Teachers' roles	The teacher prepared three things, namely pre-teaching, during teaching, and after teaching.
2	Learning Approcah	The teacher chose the best learning for students namely cooperative learning focused on student-centered and engaged positive collaboration between teacher with students and students with students.
3	Supporting Media	The teacher chose the most suitable media for learning based on students' needs which was Canva.

From the observation, the teacher had a role which prepared three things for learning, namely pre-teaching, during teaching, and after teaching. For the first aspect, to be precise, pre-teaching, several things were needed, such as preparing lesson plans to implement the best learning. Second, she ensured that learning was carried out excellently and provided positive experiences for students. While the last one was after teaching. In this case, reflection was required to ensure the achievement of learning objectives and ensure students' comfort and happiness about the learning. Additionally, this was necessary to get feedback from students and evaluate if there was something that could be improved or maintained.

Pre-Teaching

One of the teacher's roles in preparation before teaching was to choose appropriate topics and activities for students so they were enthusiastic when learning and had the motivation to

learn. The following explanation was presented in the table in the form of the implementation of cooperative learning lesson plan activities already done by the teacher:

Table 2
Aspects and Activities of How Cooperative Learning Is Implemented

Lesson Plan	Aspects	Implementation	Students' Activity

Cooperative Learning Lesson Plan	1. Warm-up and lead-in
	2. Presentation
	3. Practice
	4. Production
	5. Wrap-up
		1. Singing songs
		2. Deliver materials using Canva or Flashcards
		3. Students' practice:
		  a. By themselves
		  b. Peers practice
		4. Present in front of the class, a worksheet
		5. Conclude the whole lesson and reflection
			- Following the teacher's instruction
			- Attending the class actively
			- Together with the teacher conclude the material
			- Stated the reflection orally

Table 1 bears one aspect of learning that was included in pre-teaching, namely the preparation of lesson plans and choosing teaching media. In primary schools, especially in implementing cooperative learning, the teacher ensured that learning was focused on students. In this school, the teacher applied cooperative learning, which included working collaboratively both between teacher and students, and students with students. The teacher managed how to apply cooperative learning through this effective lesson plan, and this must include KPA, namely Knowledge, Practice, and Attitude, which means students had the knowledge, they could practice, and had a positive attitude towards cooperative learning. This learning focused on how students work together to maximize their own and each other's learning. The teacher also included media for supporting learning namely Canva by utilizing pictures that depicted daily activities in categories such as action verbs, hobbies, names of places at school, adjectives, family members, and telling time.

During Teaching
Within the framework of classroom dynamics, teaching emerged as the primary activity, central to the facilitation of learning, and crucial for the smooth execution of lesson plans. At this particular educational institution, teachers prioritized effective classroom management while simultaneously embracing their role as facilitators for student learning. Thus, the focus shifted towards creating an environment conducive to active participation and collaborative engagement among students. To capture the intricacies of this instructional approach, a systematic observation method was employed, supplemented by brief interviews with the teacher. These observations and interviews aimed to gather comprehensive insights into the implementation of cooperative learning strategies within the classroom setting. The resulting data, meticulously recorded and organized, provided a wealth of information regarding the various activities conducted and their corresponding learning objectives. By documenting the teacher's perspectives and strategies, this approach facilitated a deeper understanding of the dynamics at play during cooperative learning sessions, shedding light on the nuanced interactions between teachers and students within the learning environment.

Table 2.
Teacher's Role in Class Management

Activities	Aims
a. Explaining learning objectives	a. To give students an understanding of why they need to learn the material and how it can be useful
b. Creating a conducive atmosphere	b. To ensure students' comfort, help students comprehend the material easily, and give students a positive experience
c. Provide opportunities for collaboration between students	c. To create students' positive attitudes towards cooperative learning
d. Monitoring students' progress	d. To ensure students' understanding and help students if there are difficulties
e. Giving motivation	e. To encourage students to learn in a positive way
f. Ensuring achievement of learning objectives	f. To ensure that the learning is going well through complete learning objectives.

Based on the results of observations and interviews with the teacher, the teacher carried out those activities on an ongoing basis. First and foremost, conveying learning objectives was carried out as a form of learning transparency that could provide students with a clear understanding of the purpose and relevance of the material to be studied. The teacher opined that initial clarity not only provided insight to students but also made students aware of the need for learning itself. The teacher showed the learning objectives through Canva and provided examples of situations commonly used in everyday English conversations. In reality, in the classroom, some students paid attention to learning and some did not. So, in this case, the teacher made the class conducive by involving students in the material by asking their opinions about the material and answering the teacher's questions related to the learning itself, so that students did not have time to busy themselves.

Following the teacher's role in managing class, additionally teacher gave students various activities aimed at enhancing students' learning activities which were explained in this section. This began with a presentation, namely an explanation of the material by the teacher, and then the students produced something. This activity was done by students in groups because cooperative learning fostered positive interaction among students. In the form of these activities, students presented all tasks orally.

Vocabulary Building

In this activity, the teacher conducted the easiest and most suitable activity for sixth-grade students. Because this was the first topic in learning English, the teacher used the aspects that were simplest for students to master to understand the material well. The teacher created an activity called vocabulary building using action verb material. Such as *walk, run, dance, sing, eat, drink, draw, etc.* The teacher displayed a moving animated image using Canva. Then students were asked to practice with their friends using short conversations while displaying the Canva.
Student A: "What are you doing?"
Student B: "I am walking."
For the next conversation, they use conjunctions, such as:
Student A: "What are you doing?"
Student B: "I am dancing, singing, **and** reading."
The teacher gave time allocation for students to practice and they presented in front of the class. These are some pictures shown by the teacher.

Picture 1. Vocabulary about Action Verb

Short Conversation about Hobbies

After receiving material about Action Verbs, the teacher used vocabulary that was still related to the previous material and added some new vocabulary, namely hobbies. However, in this practice, students were asked to practice using movement as well. They also played miming games to guess what activities they liked. They showed the pictures from Canva from the monitor, and they practised short conversations with statements: *My hobby is.../ My hobbies are.* For students to practice in front of the class, the teacher used spin the wheel to make students feel encouraged to present with their friends. This learning looked fun for students since they enjoyed it very well.

Picture 2. Vocabulary about Hobby

Describing Pictures about Names of Places and Things in School

In this activity, students were asked to practice conversation, they did not just ask and answer questions, for example, "Where are you going?" and answer, "I am going to the classroom", but also describe them. For instance, "I am going to the classroom. The classroom is orange. The door is grey. The windows are yellow. I love my classroom." For this activity, they had more members. They used printed pictures from Canva and showed them in front of the class. For one sentence they divided it into each member, and the teacher ensured that students understood the concept of using the question and how to describe something. The teacher allowed each member to choose the names of places and things they wanted to present, the students could decide with the group members and using Canva to show pictures.

Picture 3. Names of Places and Things at School

Mentioning Family Members and Their Characteristics

The material mentioned each vocabulary of family members, and they used adjectives to describe characteristics. The sentences became longer because they already knew how to use them. They started the vocabulary about family members and why they loved them. This activity included students in groups.

Student 1: "Who is this?"
Student 2: "This is me. I love myself because I am good." (While showing flashcard)
Student 1: "Who is this?"
Student 3: "This is my cousin. I love my cousin. Because I.. , he is good."

The teacher asked for student opinions to give a score to their friends, and some students raised their hands. And the teacher chose one of them. And they said, "I give a 5 score because …. They are. good. Good in speak."
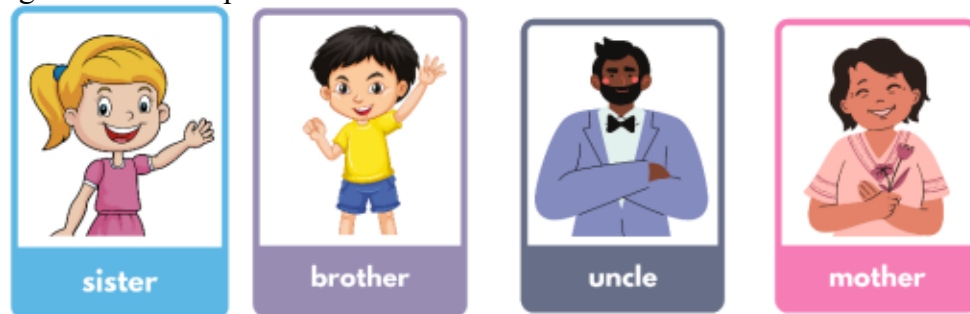
Picture 4. Vocabulary about Family Members

Short Conversation and Telling Time

Telling time material was important to teach because this conversation could be carried out in everyday conversations. This time, students combined where are you going and telling time, such as: "I am going to the canteen at 9 o clock"
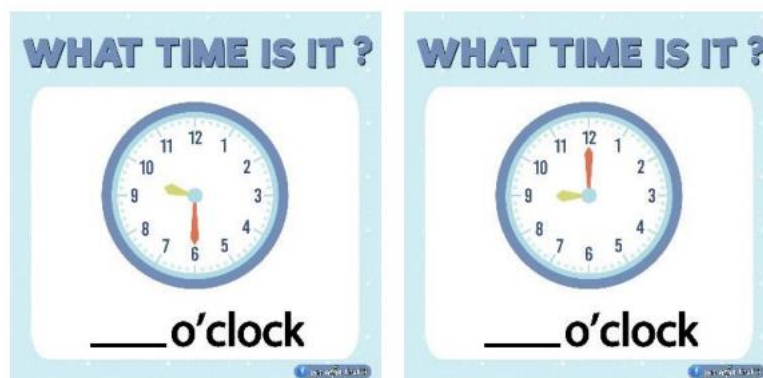
Picture 5. Worksheet of Telling Time

Real Practice Conversation (All Materials)

After having materials, in this last project, they presented all materials at one time, and this became longer sentences and real practice conversations. The teacher allowed students to have at least five topics to be presented. Some of them were Action Verb, Hobby, Names of Places in School, Adjectives, and Family Members. Students were allowed to choose the topic that was already given to them, and they decided how many topics they wanted to present, if the students could practice more than five topics, such as Describing Things, Telling Time, or even adding some Greetings, they would get more scores. The activity was presented orally in detail.

In this following conversation, there will be some examples they do, as follows:
Student A: "Good afternoon, Namnam."
Student B: "Good afternoon, Doughnut."

Student A: "Where are you going?"
Student B: "I... I'm going to the classroom."
Student A: "What time?"
Student B: (thinking) "One o'clock."
Student A: "Okay. See you."
Student B: (thinking) "See you again."

Student A: "Good... good afternoon, Cake."
Student B: "Good afternoon."
Student A: "Where... are... you... going?"
Student B: "I am going to the classroom."
Student A: "What... time? What time?"
Student B: "One o'clock."
Student A: "Okay... okay. See... you."
Student B: "See you too."

After students had some practice, the teacher allowed them to do their worksheets. In this case, they did this individually to measure students' understanding of the materials. The worksheet was in the form of writing. The teacher gave some pictures and students tried to write the alphabet and fill in the blanks. This could make students remember the vocabulary as well as how to write them correctly.

After Teaching

Reflection played a central role in personal development and improved the quality of learning. Through the reflection process, the teacher aimed for students to understand themselves better, know their strengths and weaknesses and be aware of the values they adhered to. In this section, the teacher asked students before closing the lesson about how the material and overall learning were from the students' perspectives. Students felt satisfied and enjoyed learning. They mentioned that the teacher had provided several fun activities from the beginning of the lesson to the end, presenting various activities such as remembering material, singing, practising using flashcards through Canva, writing the tasks, and playing games.

Teacher and students' perceptions of using Canva to boost speaking activities

This finding came from informal interviews with the teacher and open-ended questionnaires explaining teacher's perception of implementing cooperative learning with the use of Canva showed that:

Teacher's Perception

In this instance, the teacher thought that using Canva was easy. Canva provided many animations, gifs, and interesting pictures and it was available for people even though they were not premium members. Besides, she could share her ideas and use all the features to show everything she wanted to explain. The teacher not only showed the material for students using Canva through the monitor in the class but also using flashcards which came from Canva and it was printed for easy remembering. Especially for students, the teacher believed that something would be different when it was printed instead of digital. The teacher thought that something printed such as flashcards could help the students more because they could touch the medium and it connected to the students. Canva provided various worksheet templates that the teacher was able to use to effectively measure student progress in the form of writing, such as writing words in a vocabulary, matching pictures, and ordering the alphabet in a vocabulary. In each lesson, the teacher tried to provide students with worksheets that could be adjusted and arranged according to learning activities and teaching objectives.

Students' Perception

This finding came from an open-ended questionnaire explaining about the implementation of cooperative learning fostered students' behaviour in learning:

Positive Interdependence: Understanding Common Goals

In some materials provided by showing animated pictures and showing the meaning, students admitted that they got helped by visual presentations from Canva and it helped them for easy remembering. Besides, the bilingual explanations presented in English and Thai made it easier for them to know the meaning of new vocabulary in some materials.

Individual and Group Accountability: Understanding of Group Contribution and Communicate about Accountability

In this situation, students shared the same understanding of the purpose of the group assignment and actively collaborated to complete the assignment given by the teacher. They expressed their willingness to help members. Several students showed high awareness of the importance of involving all group members in doing the task, which was why students always discussed which topic they chose to present in front of the class when the teacher asked them to choose some materials. Additionally, during decision-making, they asked for opinions from each member, ensuring everyone had an opinion and could recognize if there were objections. Students opined that there were learning challenges, but they did not hesitate to ask the teacher for clarification for better understanding.

Face-to-face promotive interaction

In this activity, students actively supported each other, creating a collaborative atmosphere. When a team member faced challenges, there was a willingness among students to offer explanations, provide suggestions, and give advice, ensuring everyone could complete their assignments. This happened when they were trying to present family members, they changed the longer sentence such as *"I love my father because he is generous",* and *"This is my aunt, I love my aunt because she is lovely"* to the student who had better remembrance and pronunciation.

Interpersonal and small group skills

In an English class, students demonstrated interpersonal and small group skills by actively listening, showing empathy, and communicating clearly. This happened when they were discussing tasks in groups given by the teacher with the time allocation. When there were already had responsibilities to do role play in conversation, they practised with group members and asked whether is it good or not. When they forgot about the meaning of the word, the pronunciation, or even could not make any sentences, they did not hesitate to ask a member of the group, the other group members, and also the teacher to help them.

Group Processing

This positive attitude was shown by students by being actively involved in the learning process. One of the ways they showed their commitment was by asking teachers for clarification when faced with inaccurate information. In situations where differences of opinion arise, students used a collaborative approach, engaging in discussions to find solutions. This happened when some students wanted to present different topics, what part of the sentence they wanted to present, and which students would choose the sentences.

Discussion

This research lined up to investigate cooperative learning with the use of Canva boost speaking activities for sixth-grade students at Bannonkokkha School, Thailand. Many students had a tendency to be open and expressed their opinions, they welcomed their friends when needed some help, they showed their comfort about the learning, and enjoyed the activity. They did not hesitate to present in front of the class and gave feedback to their friends using English even though there were some grammar mistakes. In the discussion section of this research, we could detail the main results from the research findings and their implications for cooperative learning using Canva. This discussion would discuss the three key aspects that had been identified, namely the role of the teacher, cooperative learning, and media support which was Canva. Besides, there were teacher and students' perceptions of cooperative learning using

Canva (Abbasova & Mammadova, 2019; Aini & Wahyuni, 2023). This research showed that the teacher's role had a significant impact on the success of cooperative learning. Because cooperative learning focused on student-centred, students had more opportunities to speak English.

Instead of using a lecturing style which focused on the teacher itself where the teacher was the only source of information, this cooperative learning provided new changes in learning. This happened when the teacher was not only a facilitator but also a leader who guided the learning process. So, when applying cooperative learning students had more opportunities to speak and it increased students to learn and be included in the learning process (Andas, 2018; Azizbek, 2021). Besides, there was something the teacher did based on the findings, namely preparing pre-teaching such as lesson plans and choosing appropriate media, so this was crucial in determining learning guidelines. This lesson plan was arranged based on the regulations from the government, which must include KPA, which stands for Knowledge, Practice, and Attitude. This helped teacher create successful lesson plans because those three aspects helped them to reach learning objectives (Abbasova & Mammadova, 2019). Students must have the knowledge, be able to practice English inside and outside the class and have a positive attitude towards cooperative learning.

In the classroom, the teacher also ensured fair participation, provided constructive feedback, and created an environment that supported the development of students' speaking activity. This could only happen when the teacher and students work collaboratively, to be precise there was positive collaboration between the teacher with students and students with students (Buritica, 2022; Etal, 2021). The teacher used a lesson plan which already arranged and made sure that learning objectives were reached. In the first place, the teacher did done activity which was easy to do for students such as an activity using action verb vocabulary, and moved to hobby, telling time, describing names, places, and things, and school, and then went up to harder and harder such as describing family members using adjectives. Those activities tried to make students understand the concept first.

For instance, how to build sentences, and if they already understand, the teacher provided vocabulary more advanced but still suitable for the students at the primary level. But in the learning process, the teacher also monitored students' progress while checking their understanding by asking questions, and opinions, and undertaking group work. This also minimized the action of misunderstanding the material because English was not their first or even second language, but a foreign language (Buritica, 2022; Etal, 2021; Abbasova & Mammadova, 2019). Some students who had a better understanding of English, and had confidence in English, helped other students practising some conversation. The teacher let them help because it played a pivotal role in enhancing students' active engagement in the learning process, which was also in line with a previous study done by Saidah (2024), which stated that the development of academic self-confidence was essential for raising students' level of active participation in the learning process.

Additionally, the teacher had some reflection about the learning which helped evaluate the whole learning starting from the beginning till the end of the learning. This could help eliminate anything that might be less relevant in learning, changing into better learning, or maintaining something good during learning. Those aspects were always done by the teacher before ending the lesson. Regardless of that, this also helped the teacher to understand students' feelings about the learning (Hadi, Izzah, & Paulia, 2021; Handoko & Fauziah, 2022). This could be a measurement of cooperative learning and the use of Canva can boost speaking activities or not. In reality, this was helpful since there were many activities done by the teacher. The research revealed that cooperative learning could be considered an effective learning method for increasing students' speaking activities. Collaboration between students provided an opportunity for them to develop their speaking skills by interacting with each other. Therefore,

it was necessary to apply structured and relevant cooperative learning strategies, ensuring that each student had a meaningful contribution to the learning process.

For the supporting media, Canva made a positive contribution to boost students' speaking activity. With a positive interface interaction and easy-to-use tools, Canva made it easier for teacher to make presentations and helped students understand through visual representations which were suitable for students at this level who liked picture descriptions to provide imagination of activities, shapes of objects, or even places through Canva. The use of this media in cooperative learning could open up opportunities for students to speak more actively, present their ideas, and discuss learning material (Hadi, Izzah, & Paulia, 2021; Handoko & Fauziah, 2022; Aini & Wahyuni, 2023). Based on the findings of this research, several practical implications can be drawn. First, teacher training and development in supporting cooperative learning and the use of Canva needs to be strengthened by finding some relevant references and understanding what students need so it will be successful. Second, it is necessary to apply cooperative learning that is appropriate to the characteristics of students and their learning environment since the background of the students and the class comfortability must be different. Lastly, the integration of technology such as Canva in learning should be an integral part of learning strategies to improve students' speaking activity.

CONCLUSION

Cooperative learning with the use of Canva has been proven to be effective to boost English-speaking activities in Bannonkokkha School, and this success is influenced by several key factors. The teacher's role in managing the class, the use of supporting media, and positive collaboration between teacher and student, as well as student and student, are the main considerations. In implementing cooperative learning strategies, using tools such as Canva can have a positive effect. This tool not only creates motivation in learning but also concretely makes it easier for students to remember vocabulary with its visual representations. Besides, the importance of group success becomes the main focus, with each individual considered an important element in achieving common goals. In the context of cooperative learning, there are positive impacts which include changes in student attitudes, namely positive interdependence, individual accountability towards the group, promotive face-to-face interactions, development of interpersonal and small group skills, and group processing.

All of this becomes an integral part of the student learning experience. Effective implementation of cooperative learning requires an actively involved teacher role and the selection of appropriate media. In this way, a conducive learning environment can be created, provide motivation to students, and positively boost speaking activity in class. This approach not only focuses on academic aspects but also forms social and cooperative skills that are essential for students' holistic development. Nevertheless, on the other side, the results of this study present limitations, mainly regarding the relatively limited sample size. In using open-ended questionnaires, the questions were only given to three out of twenty-nine students for students' perception about cooperative learning using Canva to boost speaking activities, which was a small proportion of the entire group who had been selected through purposive sampling according to their ability to convey their opinions. This constraint has the potential to reduce the overall representativeness of findings and may limit the generalizability of research results. This is due to the difference in the respondent's first language (Thai) and the researcher's language (Indonesian), so students are selected who have good opinion expression skills.

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