

COOPERATIVE LEARNING USING CANVA TO BOOST SPEAKING ACTIVITIES IN PRIMARY SCHOOL

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COOPERATIVE LEARNING USING CANVA TO BOOST SPEAKING ACTIVITIES IN PRIMARY SCHOOL

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Article Info	Abstract
Article History Received: Revised: Published:	<i>This research is a transformational process of learning in increasing English learning activities among grade 6 students at Bannonkokkha School, Thailand. Incompatible from conventional learning, this school applies cooperative learning to boost speaking activities. This research introduces a qualitative case study design through observations with field notes and asking for necessary information through open-ended questionnaires. In particular, this research presents a new dimension by exploring the perspectives of both teachers and students, which is also supported by the use of Canva media. The uniqueness of this research lies in the positive collaboration between teachers and students who apply cooperative learning which has abandoned learning that focuses on lecturing style. The findings show that students, who initially relied on memorizing vocabulary or lacked knowledge of English vocabulary, successfully communicated in English with the help of Canva visualizations and they did many kinds of speaking activities in class. This research highlights the efficacy of cooperative learning in forming active engagement and communication skills among students. The innovative use of Canva enriches the learning experience, providing a visual context for language acquisition. This also reflects a shift from traditional learning, emphasizing the need for inclusive strategies that consider both teachers and students, supported by modern visual media tools, to ensure a positive, comprehensive, and effective English learning environment.</i>
Keywords Cooperative learning; Canva; Speaking Activities	

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INTRODUCTION

The increasingly globalized English in the educational and technological fields in the current era causes so many countries to learn it. Many things can be obtained when someone can master English. English is a supreme language and is an international language. It is important, but it cannot be denied. Therefore, it is spoken everywhere worldwide (Sasum & Weeks, 2018). Awareness of the importance of English is an essential need of every country so

that the people become more prepared for the performance of the English language. Undeniably, this need is also applied in Thailand (Khamkhien, 2010). 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 elementary school (Sasum & Weeks, 2018) and even from an early age. Teachers can apply many programs to the students, such as bilingual and trilingual programs since Thai students are in kindergarten, and teachers always include English in those programs. Learning English allows students to acquire a comprehensive understanding of the English language, from basic to advanced levels. Students are expected to be able to develop their English language proficiency like native speakers by mastering the four main skills, namely speaking, reading, listening, and writing (Sahatsathatsana, 2017). These four skills are measurements for assessing the level of mastery of English by students, which can be divided into two categories, specifically students who have mastered English and students who have not mastered English.

However, English is a foreign language for Thai people (Khamkhien, 2010) and they use the Thai language as a primary language while the rest of the people use local languages to communicate daily. They use both the Thai language and local languages on most occasions, in houses, and public places, including schools. This phenomenon is carried out by people who are not only categorized as English language learners but also students, who are categorized as English language learners. Even in school for English learning, English is rarely used. In this case, where English is supposed to be practised at school, yet students do not have that opportunity. 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 (Khamkhien, 2010). This can be proven by the existence of many studies from experts and researchers on improving English-speaking skills. This also aligns with the previous research, stating that Thai students are very vulnerable to experiencing difficulties in speaking English (Sahatsathatsana, 2017). Besides that, there are some difficulties that most EFL learners have experienced, and based on previous research, mentioned that students' difficulties in speaking English include a fear of being false, a lack of self-confidence, a fear of the stage, and nervousness (Nurfritri and Rahmawati, 2021). Another factor is inappropriate teaching methods (Nugrahaeni, 2022). Those problems are mostly faced when learning English, including in Thailand. Therefore, in this case, teachers are also one of the factors that have the potential to have an impact on improving students' English-speaking skills because they have a role in managing the class and deciding what strategy and method are used for learning. In reality, some schools in Thailand still use the traditional style, that is the lecture style that uses the grammar-translation method which can result in students' delay in speaking English (Sofian Hadi et al., 2020). In fact, students need a situation to speak, especially when learning English, so they can apply how to communicate in English properly in real situations.

In applying the traditional learning style, 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, Neisi, Kheryadi, et al., 2019). This causes students to be obedient to instructions only and still not boost students' speaking activities in the class. Notwithstanding this research, the problem experienced by students, namely their delay in speaking English, can be overcome with this research by creating cohesive groups and providing technology in 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, Neisi, Kheryadi, 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 (Lee et al., 2013). 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. Teachers might develop teaching resources by visualizing various scenarios. 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 today's education, 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, teachers apply Canva to teach students in Primary School using cooperative learning.

The foregoing research literature that is related to ¹⁷s research was conducted in the Philippines by Jake M. Laguardor, (2014) who stated that cooperation is a key component of harmony, unity, and social responsibility that improves a better learning atmosphere in education. As a result, he concluded that cooperative learning is appropriate for use in the contemporary educational environment and is recommended. According to the research's findings, cooperative learning gives students access to an engaging and thought-provoking environment. He also mentioned that cooperative learning can help students develop their social abilities in addition to their academic achievement. Another previous research in the same year, by M. Al-Tamimi (2014), revealed that cooperative learning improved students' English speaking skills and changed positive attitudes toward speaking skills compared to students who were taught using the traditional style. Cooperative learning is considered effective when compared to learning that uses a lecture style because cooperative learning is focused on student-centred, where students have the opportunity to speak which can increase the frequency

of students' English speaking and not focus on the teacher only, which is why this can train students to hone his speaking skills. An important thing also added, namely, teachers have to comprehend the sorts of speaking activities that will be applied and manage how to implement them using the CL so that the implementation of cooperative learning can be effective and have a good impact on students. Some newer research also proved cooperative learning can have a positive impact on the students. This research was done by Hizon and San Jose (2016). They showed quite a lot that cooperative learning was used to solve the problem of speaking delays, which was considered capable of improving students' speaking abilities. This research showed how applying cooperative learning could improve students' speaking skills. The research used Focus Group Discussion which was carefully planned to get the necessary information, and they revealed that during the learning, students felt the responsibility for the output and group performance, they built confidence and trust towards others, and they included every student in the decision making, it means they have a contribution to the group work. 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.

Those earlier researches are used as references to perform this research. The difference between this research and the foregoing research is that this research focuses on using cooperative learning both by teachers and students with the support of technology which as Canva. There are so many studies on using cooperative learning but they focus on students' perspective or teachers' instruction only. They also didn't use certain technology to support cooperative learning to reach their objectives. Accordingly, this research desires to know whether the use of cooperative learning in primary school with the support of Canva can boost speaking activities or not. If the implementation of cooperative learning gives positive outcomes, the teacher may use cooperative learning to apply learning. It is also can be used as a contribution to the development of more innovative and effective learning methods at the basic education level. Therefore, this research has the following subsequent research questions:

1. How does cooperative learning with the use of Canva boost speaking activities?

RESEARCH METHOD

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, a program, an event, another activity, or the launching of a new program. In 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). Participants in this qualitative research were English teacher and students in grade six at Sannokkha 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 students were participants in answering research question through observation and open-ended questionnaires. Purposive sampling was used in this research to select participants, that were students who were most likely to yield

appropriately. 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 (Etikan et al., 2016).

The form of data collection using field notes from observation and open-ended questionnaires. After conducting an observation, the researcher organized a questionnaire for an English teacher and three students who had been selected using purposive sampling to have deep and details information and add some necessary 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. This is aimed at collecting more detailed information about how learners feel and looking into additional teacher and students viewpoints (Andas, 2018).

Data analysis used in this research is based on previous research, which used an interactive data analysis model offered by Miles and Huberman, particularly data reduction, data display, and data verification (Handoko & Fauziah, 2022). As an illustration of the data analysis flow, it can be seen in Figure 1.

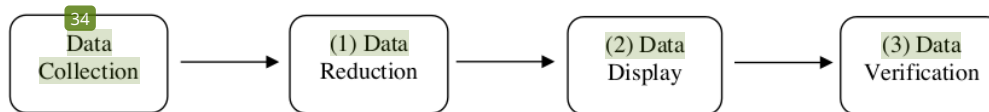


Figure 1. Data Analysis

1. Data Reduction

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 activity.

2. Data Display

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.

3. Data Verification

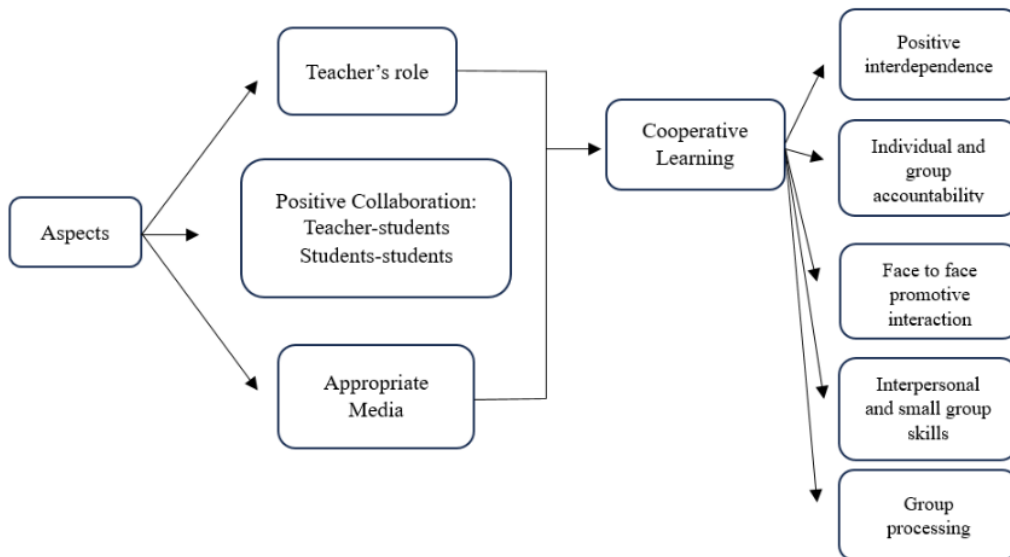
Verification and conclusions were drawn from a combination of observations in the form of field notes, open questionnaires, and materials in class activities during the research process. This involved explaining the collected data coherently in the form of well-structured statements (Chapter III, n.d.). Employing a triangulation approach, the researcher enhanced the trustworthiness (credibility) of the data by cross-referencing information from various sources, such as careful observation and data-checking techniques (Aini & Wahyuni, 2023). Data triangulation aligned research question data through observations and open-ended

questionnaires, ensuring comprehensive understanding. The sources were triangulated, with teacher perspectives gathered through observation and student insights gained through Google Forms, simplifying data collection for both research questions.

RESEARCH FINDINGS AND DISCUSSION

A. CLASS ACTIVITIES

Based on the observations, there were three main things that can make cooperative learning work and boost speaking activities in class:



In cooperative English learning during class, the teacher's role was very important. From the observation, the teacher prepared three things for learning, namely before 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 needed to ensure 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.

1. Before teaching

In this case, teachers needed to understand that if they prepared to learn proficiently, it would have an impact on the results because perfect preparation was preparing perfect teaching. One of the teacher's roles in preparation before teaching was to understand appropriate topics and activities so that students could be enthusiastic about learning and have the motivation to learn, this could affect students to have a sense of ownership in learning. Apart from that, implementing the best learning for students also had an impact on achieving their learning goals, could stimulate activity in class, and could be a benchmark for students' abilities and

understanding of the material. 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 1. Aspects and Activities of How Cooperative Learning Is Implemented

Aspects	Activities	Implementation	Students' Behaviour
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 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. 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*. Hence, the teacher ensured that the lesson plan which had been designed by taking into account several aspects ran effectively.

To start the class in the warm-up and lead in activities, the teacher tried to gain students' concentration. The teacher sang songs then students followed the teacher. The songs used both Thai and English language which were already explained to the students, so the students could sing and do the moving, such as *Clap Your Hands Five Times*, *List of Days of the Week*, *Peel Banana*, and *List of Months of the Year (only in Thai language)*. This also could make the students remember the vocabulary in English. In addition, during class, when students lost their concentration, the teacher said, "One, two, three, look at me" and the students said, "One, two, three look at you". This automatically happened for students when the teacher asked for concentration. This was working in the class. In this activity, the teacher tried to engage with the students before she engaged the students in the materials.

2. During teaching

Within this aspect, teaching was the main activity in carrying out learning and how this process ran smoothly according to the lesson plan. In this school, the teacher ensured how to manage the class as well as possible and be a facilitator for students. So, this table will display information obtained from observations and short interviews with the teacher who explained the activities and their objectives in implementing cooperative learning.

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.

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Based on the results of observations and interviews in Table 2, the teacher carried out these activities on an ongoing basis. In implementing cooperative learning, several key components played an important role in creating an effective learning environment. 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. This also created a conducive atmosphere because it ensured student comfort, facilitated the environment so that the material was easy to understand, and provided positive experiences that could be fostered. This was useful for comfortable learning since in elementary schools the background characteristics of students were different which can have an impact on learning because some students were active, hyperactive, and passive, this can make comfort in the class unstable, but this was not a big problem because cooperative learning utilized the diversity of students' abilities as a way to overcome the problem of individual differences. 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, so that students did not have time to busy themselves. Apart from that, collaboration between students was an aspect that could not be ignored in implementing cooperative learning.

Besides that, there was a thing that the teacher did to the students, namely providing collaborative opportunities. Teachers fostered positive attitudes toward teamwork and distributed knowledge. This collaborative spirit not only enriched the learning experience but also equipped students with important interpersonal skills. This was proven when the teacher gave directions to the students, the leaders of the group divided the tasks of each group member and ensured that all group members played a role in achieving the group task. Besides, they also helped the other members with difficulties they faced, for instance, how to pronounce difficult words and tried to explain the meaning in Thai. When this discussion was conducted, this helped enhance the learner's oral communicative competence in the target language because it produced a more friendly and supportive learning environment within which students had more opportunities and more freedom to practice the target language. This happened when the teacher gave the task of one of the materials describing family members; each student had

the opportunity to speak, expressing family members and their characteristics, as well as the reasons why they loved family members with vocabulary adjectives.

In addition, the teacher carried out careful monitoring of students' progress to ensure their understanding of the material and to overcome any difficulties that may arise over time. This method made a significant contribution to the effectiveness of the overall learning process. In this case, the teacher allowed each student to ask questions about the material or express opinions they wanted to convey. The teacher also offered positive encouragement, and she also asked other students to motivate others, such as "You are a good student, which served to encourage students to participate in learning enthusiastically and actively because motivation was the driving force that pushed students toward deeper and more meaningful engagement with the subject matter. Besides, the teacher also asked peer's opinion about the presentation, and the other students gave positive affirmations, such as, "I give her 5 points because she is a good student and has good pronunciation". Ultimately, the teacher's responsibility included ensuring the achievement of learning objectives, which were the culmination of the elements mentioned above. This included not only setting goals but also continuously adjusting strategies to ensure that the learning journey aligned with expected outcomes. In essence, these interconnected aspects formed a holistic approach to education itself, creating an environment in which students and teachers could learn effectively.

Types of Activities

Presentation by teacher → Production by students

This section explained the activities carried out by teachers to increase speaking activities in class. 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.

a. Vocabulary Building

In this activity, the teacher conducts the easiest and most suitable activity for sixth-grade students. Because this is 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?

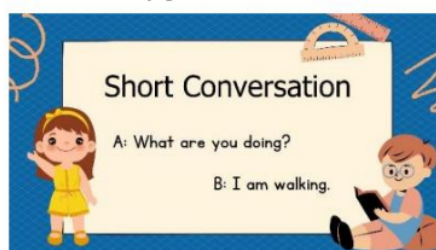
Student B: I am walking.

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.



b. 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 to 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.



c. 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.



d. Mentioning Family Members and Their Characteristics

This material mentions each vocabulary of family members and they use adjectives to describe characteristics. This becomes a longer sentence because they already know how to use the sentence. They started the vocabulary about family members and why they love 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 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."



e. Short Conversation and Telling Time

Telling time material is important to teach because this conversation can be carried out in everyday conversations. This time, students combine where are you going and telling time, such as: "I am going to the canteen at 9 o'clock"



f. 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, they would get more scores. 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). 1 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.

3. After teaching

Reflection had a central role in personal development and improving the quality of learning. Through the reflection process, students could better understand themselves, identify strengths and weaknesses, and become aware of the values they hold. This helped in optimizing the most effective learning methods, increasing motivation, and producing better learning outcomes. By reflecting regularly, students could actively engage in self-development and improve their adaptability to learning challenges. In this section, the teacher asked the students before closing the lesson, the teacher asked how were the material and the whole lesson from the student's point of view. The students felt satisfied and enjoyed the learning because the teacher gave some activities from the beginning of the lesson until done in variety, such as recalling the material, writing, practising, and playing games.

Table 3. Media, Implementation, and Aim

Topics of Material	Implementation and Aim
a. Action Verb b. Hobby c. Names of Places at School d. Adjectives e. Family Members f. Telling Time	Implementation: - The teacher shows pictures related to the topic with its meaning both in English and Thai language - The teacher pronounces those words - The teacher explains the meaning and how to use it in a sentence using English Aim: This cases students to understand the material and gives clear imagination about what was stated.

Teachers used interesting teaching methods by utilizing pictures depicting daily activities in categories such as action verbs, free time activities, names of places at school, adjectives, family members, and telling time. The material was presented with meanings in English and Thai, followed by pronunciation and a brief explanation by the teacher. This approach aimed to provide a lively learning experience and build students' imaginations so that they could more easily understand and relate these concepts to everyday life.

B. TEACHER AND STUDENTS' PERCEPTION OF USING CANVA TO BOOST SPEAKING ACTIVITIES

This finding came from an open-ended questionnaire explaining teacher's perception of implementing cooperative learning with the use of Canva showed that:

a. Teacher's Perception

1. Canva was an easy and interesting application to use

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.

2. Canva can be a material for doing some activities

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.

3. Canva can measure students' ability

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.

b. Students' Perception

This finding came from an open-ended questionnaire explaining about the ⁶implementation of cooperative learning fostered students' behaviour in learning:

1. Positive Interdependence: Understanding Common Goals

Canva integration contributed significantly to improving student understanding of common goals in learning. This happened when the teacher asked students to do the task with the group. When they were finishing the task, students were helped by visual representations through applications created by the teacher through Canva, because it played a role in giving students an idea of the new vocabulary they were learning. In addition, students admitted that the bilingual explanations presented in English and Thai made it easier for them to know the meaning of new vocabulary in some materials.

2. 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 after they completed their tasks. Several students showed high awareness of the importance of involving all group members in doing the task. Some students asked how to pronounce certain words, and the other students showed the right ones. They also believed in ideas generated collectively and emphasized that contributions could come from anyone, not just certain students. Additionally, during decision-making, they asked for opinions from each member, ensuring everyone had an opinion and could recognize if there were objections. Eventually, students paid close attention to the responsibilities assigned to them, working harmoniously to fulfil their roles. If there were learning challenges, they did not hesitate ²¹ask the teacher for clarification for better understanding.

3. 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" to the student who had better remembrance and pronunciation. The students proactively prepare for their tasks, volunteering based on their expertise. They took a pragmatic approach, identifying each member's strengths and assigning responsibilities accordingly. Rather than assigning tasks randomly, there was an intentional effort to recognize the unique skills within the group. This

approach fostered a sense of efficiency, encouraging each student to contribute in areas where they excel.

4. Interpersonal and small group skills

When there were problems, they communicated with each other and carried out relevant tasks. Then they discussed, if there were students who had information, they could share it and support the idea according to group agreement.

5. Group Processing

Students showed this positive attitude by being actively involved in the learning process. They demonstrated their commitment by asking teachers for clarification when faced with inaccurate information. In situations where differences of opinion arise, students use a collaborative approach, engaging in discussions to find solutions. Besides, according to their reflections, working in groups fostered harmony, unity, and collaborative action. They appreciated Canva's strengths as a valuable application, particularly praising the Thai translation feature that improves comprehension. Canva's technological sophistication in learning media was recognized as being able to make it easier to understand subjects more clearly. This app was thought to help vocabulary retention, making learning more fun and memorable. While expressing overall satisfaction with Canva and cooperative learning, students proposed additional steps to avoid conflict, especially in expressing opinions. They were also enthusiastic when there was new material presented using Canva. This feedback highlights the desire for smoother collaboration and effective communication in learning environments.

CONCLUSION

Cooperative learning is a learning that focuses on active student participation and fostering an attitude of cooperation between students to achieve common goals. The success of the group becomes the main focus, and the involvement of each individual is considered an important element in achieving the group's goals. Thorough preparation, especially in lesson planning by the teacher, is the key to realizing group success, especially in increasing students' speaking activity in English. The role of the teacher has a crucial role in achieving these learning objectives. The teacher is not only a facilitator, but also a director who is responsible for designing lesson plans that combine cooperative learning principles. Implementing cooperative learning strategies using tools such as Canva can be an effective means of creating motivating learning and increasing students' speaking activities in English.

Additionally, the use of media as a learning support is also a key factor in creating an interesting and comfortable learning environment for students. Teachers can utilize various types of media, as a form of visualization for students to increase the attractiveness of learning and optimize students' understanding of the material. In the context of cooperative learning, there are positive impacts that indirectly affect students. Things such as changes in student attitudes, the growth of positive interdependence, individual accountability to the group, face-to-face promotive interactions, development of interpersonal and small group skills, and group processing, all become an integral part of the student learning experience.

Overall, the implementation of cooperative learning with the support of the teacher's role and the use of appropriate media can create a conducive learning environment, motivate students, and positively boost students' speaking activities in class. This approach not only focuses on academic aspects but also forms social and cooperative skills that are valuable for students' holistic development.

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