

**THE EFFECT OF CANVA-BASED LEARNING MEDIA ON
STUDENTS' MOTIVATION IN LEARNING ENGLISH AT MTSN
7 MALANG**

THESIS



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MALANG
2026**

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7 MALANG**

THESIS

*Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment of
the Requirement of the Degree of English Language Teaching (S.Pd) in the English
Education Department*

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MOTTO

“Grow through what you go through”

THESIS DEDICATION

First and foremost, the author would like to express his deepest gratitude to Allah SWT, the Almighty and the Most Merciful, for His endless blessings, guidance, and grace, which have made it possible for him to complete this thesis. The author dedicates this thesis with sincere gratitude to his beloved family his parents and siblings for their unwavering prayers, unconditional love, endless support, and countless sacrifices throughout his academic journey. This thesis is also dedicated to **Dr. Suparmi, M.Pd.**, his thesis supervisor, whose invaluable guidance, constructive advice, continuous encouragement, and sincere support played a significant role in the completion of this research. Her mentorship not only contributed to the successful completion of this thesis but also greatly influenced the author's academic and personal growth. Furthermore, this work is dedicated to the author's dear friends and colleagues, whose kindness, companionship, encouragement, shared laughter, and unwavering support have made this academic journey more meaningful and memorable. Finally, the author dedicates this thesis to himself as a token of appreciation for his perseverance through every challenge by the grace of Allah SWT, for choosing to keep moving forward when giving up seemed easier; and for having the courage to continue learning, growing, and pursuing his dreams.

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Malang, June 16, 2026

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LATIN ARABIC AND TRANSLITERATION

Based on the joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic Latin transliteration guidelines used in this thesis are as follows:

A. Words

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= h	ط	= th	و	= w
خ	= kh	ظ	= zh	ه	= h
د	= d	ع	= ‘	ء	= ’
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

B. Long Vocal

Long Vocal (a)	= â
Long Vocal (i)	= î
Long Vocal (u)	= û

C. Dipthong Vocal

وَأ	= aw
أَي	= ay
وَأ	= ŭ
يِإ	= î

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ABSTRAK

Nugroho, Moch. Azhar Fanza (2026). Pengaruh Media Pembelajaran Berbasis Canva terhadap Motivasi Belajar Siswa dalam Pembelajaran Bahasa Inggris di MTsN 7 Malang. Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Dosen Pembimbing: Dr. Suparmi, M.Pd.

Kata Kunci: Canva, Media Pembelajaran, Motivasi Belajar, Pembelajaran Bahasa Inggris

Penelitian ini bertujuan untuk menguji pengaruh media pembelajaran berbasis Canva terhadap motivasi belajar siswa dalam pembelajaran bahasa Inggris di MTsN 7 Malang. Penelitian ini menggunakan desain pre-eksperimental one-group pretest-posttest yang melibatkan 26 siswa kelas VIII sebagai subjek penelitian. Data dikumpulkan melalui angket motivasi yang diberikan sebelum dan sesudah perlakuan, dan dianalisis menggunakan statistik deskriptif, uji normalitas, dan paired sample t-test. Uji validitas dan reliabilitas mengonfirmasi bahwa instrumen angket valid dan reliabel untuk mengukur motivasi belajar siswa, dengan koefisien Cronbach's Alpha sebesar 0,884. Uji normalitas mengonfirmasi bahwa data berdistribusi normal, sehingga penggunaan analisis statistik parametrik dapat dilakukan. Statistik deskriptif menunjukkan rata-rata selisih positif sebesar 3,50, yang mengindikasikan peningkatan motivasi belajar siswa secara keseluruhan setelah penerapan media pembelajaran berbasis Canva. Hasil paired sample t-test menunjukkan perbedaan yang signifikan secara statistik antara skor pretest dan posttest ($t = -2,536$, $df = 25$, $p = 0,018$). Karena nilai signifikansi (0,018) lebih rendah dari taraf alpha 0,05, hipotesis nol ditolak dan hipotesis alternatif diterima. Hal ini mengonfirmasi bahwa media pembelajaran berbasis Canva memiliki pengaruh positif yang signifikan terhadap motivasi belajar siswa dalam pembelajaran bahasa Inggris di MTsN 7 Malang. Temuan ini sejalan dengan Cognitive Theory of Multimedia Learning dan Self-Determination Theory. Kesimpulannya, penggunaan media pembelajaran berbasis Canva terbukti menjadi strategi yang efektif untuk meningkatkan motivasi belajar siswa dalam pembelajaran bahasa Inggris. Peningkatan signifikan pada skor motivasi setelah intervensi menunjukkan bahwa mengintegrasikan alat digital visual dan interaktif ke dalam instruksi kelas dapat menciptakan pengalaman belajar yang lebih menarik dan bermakna bagi siswa.

مستخلص البحث

فانزا، محمد أزهري (٢٠٢٤). تأثير وسيلة التعلم القائمة على كانفا على دافعية الطلاب في تعلم اللغة الإنجليزية في المدرسة المتوسطة الإسلامية الحكومية ٧ مالانج. بحث جامعي، قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.

المشرف: الدكتور سوبرامي، الماجستير.

الكلمات المفتاحية: كانفا، وسيلة التعلم، دافعية التعلم، تعلم اللغة الإنجليزية

هدفت هذه الدراسة إلى فحص تأثير وسيلة التعلم القائمة على كانفا على دافعية الطلاب في تعلم اللغة الإنجليزية في المدرسة المتوسطة الإسلامية الحكومية ٧ مالانج. تم استخدام التصميم شبه التجريبي لمجموعة واحدة مع اختبار قبلي واختبار بعدي، بمشاركة ٢٦ طالبًا من الصف الثامن كموضوعات للبحث. تم جمع البيانات من خلال استبيان الدافعية الذي تم تطبيقه قبل وبعد العلاج، وتم تحليلها باستخدام الإحصاء الوصفي، واختبار الطبيعي، واختبارات للعينات المزدوجة. أكدت اختبارات الصدق والثبات أن أداة الاستبيان كانت صادقة وموثوقة لقياس دافعية التعلم لدى الطلاب، بمعامل كرونباخ ألفا بلغ ٠,٨٨٤. أكد اختبار الطبيعي أن البيانات موزعة توزيعًا طبيعيًا، مما يبرر استخدام التحليل الإحصائي البارامتري. أظهرت الإحصاءات الوصفية متوسط فرق إيجابي بلغ ٣,٥٠، مما يشير إلى زيادة عامة في دافعية تعلم الطلاب بعد تطبيق وسيلة التعلم القائمة على كانفا. أظهرت نتائج اختبار ت للعينات المزدوجة نظرًا لأن $(t = -2.536, df = 25, p = 0.018)$ فرقًا ذا دلالة إحصائية بين درجات الاختبار القبلي والبعدي قيمة الدلالة (٠,٠١٨) كانت أقل من مستوى ألفا ٠,٠٥، تم رفض الفرضية الصفرية وقبول الفرضية البديلة. وهذا يؤكد أن وسيلة التعلم القائمة على كانفا كان لها تأثير إيجابي معنوي على دافعية الطلاب في تعلم اللغة الإنجليزية في المدرسة المتوسطة الإسلامية الحكومية ٧ مالانج. تتوافق النتائج مع النظرية المعرفية للتعلم المتعدد الوسائط ونظرية تقرير المصير. في الختام، ثبت أن استخدام وسيلة التعلم القائمة على كانفا هو استراتيجية فعالة لتعزيز دافعية الطلاب في تعلم اللغة الإنجليزية. ويشير التحسن الملحوظ في درجات الدافعية بعد التدخل إلى أن دمج الأدوات الرقمية البصرية والتفاعلية في التعليم الصفّي يمكن أن يخلق تجارب تعلم أكثر جاذبية وذات معنى للطلاب.

CHAPTER I

INTRODUCTION

This chapter provides an overview of the research background and explains the rationale for conducting this study. It outlines the research problems, research objectives, significance of the study, scope and limitation, and the definition of key terms related to the topic of the research

1.1 Research Background

Learning motivation is widely recognized as one of the most essential factors contributing to students' academic success, particularly in mastering English skills. Students who demonstrate high levels of learning motivation are more likely to engage actively in classroom activities, persist in overcoming learning difficulties, and ultimately achieve better academic outcomes in English learning (Anggraeni et al., 2024). Motivation not only influences students' willingness to participate but also determines the quality of their learning process.

Learning motivation is generally classified into two major categories: intrinsic motivation and extrinsic motivation. Intrinsic motivation originates from within the learner and is driven by personal interest, curiosity, and enjoyment in the learning activity itself. In contrast, extrinsic motivation arises from external influences such as rewards, grades, recognition, or other incentives provided by the learning environment (Deci & Ryan, 2000). Understanding the balance between these two forms of motivation is crucial because effective learning environments should not

only encourage external participation but also cultivate students' internal desire to learn.

To enhance both intrinsic and extrinsic motivation, educators are required to implement learning strategies that are engaging and relevant to students' needs, one of which is the use of innovative learning media. However, classroom realities indicate that many students still show low interest in English learning. Students often struggle to understand theoretical concepts and frequently experience boredom due to monotonous instructional methods (Wijayanti & Siskawati, 2021). This condition is commonly associated with teacher-centered approaches, particularly lecture-based instruction that limits student interaction and creativity.

The limited use of varied learning media has become a recurring issue across many educational institutions, including those in Indonesia (Hasan, 2021). As a result, the learning process tends to be less dynamic, reducing students' attention and participation. When students are positioned merely as passive recipients of information, meaningful learning becomes difficult to achieve.

Therefore, integrating technological media into teaching practices is increasingly recognized as a strategic approach to improving students' interest, engagement, and comprehension. The adoption of technological media in education, particularly in English language teaching, offers a timely response to these challenges. Technology enables broader access to information, supports interactive learning experiences, and allows instructional materials to be delivered in more visually appealing formats. Consequently, traditional teaching methods can be enriched through digital tools that promote active learning.

According to Purba et al. (2025), technological advancements have transformed educational paradigms by introducing innovative learning approaches that are more flexible and adaptable to individual learner needs. Digital learning systems facilitate autonomous learning by providing materials that can be adjusted according to students' abilities. Similarly, Wijayanti et al. (2021) emphasize that technological media not only enhance learning efficiency but also align with the demands of the digital era, where students are expected to develop technological literacy alongside academic competence. This shift indicates that the integration of technology is no longer optional but has become a pedagogical necessity.

From an Islamic perspective, the importance of instructional media in facilitating understanding can also be found in the Quran. Allah SWT states in Surah An-Nahl verse 44:

بِالْبَيِّنَاتِ وَالزُّبُرِ ۖ وَأَنْزَلْنَا إِلَيْكَ الذِّكْرَ لِتُبَيِّنَ لِلنَّاسِ مَا نُزِّلَ إِلَيْهِمْ وَلَعَلَّهُمْ يَتَفَكَّرُونَ ﴿٤٤﴾

“We sent them with clear proofs and holy scriptures. And indeed, We have revealed to you the Qur’anic verses so that you may clearly inform the people about the verses that have been revealed to them.”

In an additional verse, Allah SWT states that the role of the media in the process of gaining knowledge involves visual, auditory, and affective aspects. A good example of the medium in gaining knowledge would be the qalam, or the pen, as mentioned in Surah Al-'Alaq verses 4-5:

الَّذِي عَلَّمَ بِالْقَلَمِ ۖ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٢٩﴾

“Who taught human beings by means of the pen. He taught human beings what they did not know.”

The symbolic meaning of the qalam reflects the utilization of tools in education. In contemporary contexts, this symbolism may extend to digital technologies that function as modern instruments for knowledge transmission.] Thus, the integration of learning media aligns not only with pedagogical principles but also with broader philosophical foundations of education.

In the modern digital era, students are widely regarded as digital natives who interact daily with technological devices, social media, and various digital platforms. Despite this reality, the implementation of technology in education has not always kept pace with these developments (Yusuf & Kamariah, 2025). The mismatch between students’ technological familiarity and conventional teaching methods often results in low classroom engagement and reduced learning motivation.

Several studies have examined the integration of digital learning media, particularly Canva, in the context of education. Efendi et al. (2023) reported that Canva-based learning media significantly increased student motivation and learning outcomes. Utami and Djamdjuri (2021) also found that students viewed Canva as an interesting tool that increased their motivation in writing classes. Furthermore, Rahayu et al. (2023) showed that audio-visual digital media positively influenced student learning motivation by increasing attention and participation in class. Similarly,

SugiarnI et al. (2024) highlighted that the application of Canva in English language learning encouraged interactive classroom practices and active student engagement. Collectively, these findings indicate that digital media and Canva have great potential to support an engaging and motivating learning environment.

Despite these findings, several aspects remain understudied. Most previous research discusses learning motivation in general terms without providing a more detailed explanation of the differences between intrinsic motivation and externally influenced motivation. This leaves a limited understanding of how digital media impacts student learning. Furthermore, research specifically examining the effectiveness of Canva-based media in enhancing student motivation in English learning is still limited. Therefore, further research is needed to provide a clearer picture of Canva's role in supporting student learning motivation.

Based on preliminary observations conducted at MTsN 7 Malang, English instruction continues to be dominated by conventional teaching methods that are less engaging for students. Although efforts have been made to integrate technology into classroom practices, the use of creative and interactive media remains minimal. This condition indicates a gap between technological potential and its practical implementation in classroom settings. Furthermore, the preliminary findings were strengthened through an informal interview with the English teacher at MTsN 7 Malang, who stated that Canva had never been used as a learning medium in English classes. This finding was also confirmed by a student, who reported that he had never experienced learning English using Canva. These findings suggest that Canva has not

yet been implemented as an instructional medium in English learning at the school. Therefore, examining the impact of Canva-based learning media on students' motivation becomes both relevant and necessary.

This study is expected to contribute to the growing body of knowledge regarding the use of Canva as a digital learning medium in English education. The originality of this research lies in its focus on analyzing how Canva-based media influence both intrinsic and extrinsic motivation simultaneously. By addressing these two motivational dimensions, this study seeks to provide a more comprehensive understanding of students' motivational development.

The findings of this research are anticipated to offer practical insights for educators and educational institutions in utilizing Canva-based learning media as an alternative strategy to enhance motivation in English classrooms. Given the rapid integration of technology in education, further empirical investigation is essential to ensure that digital media are implemented effectively. Therefore, this study aims to examine the influence of Canva-based learning media on students' learning motivation in English learning at MTsN 7 Malang.

1.2 Research Question

Based on the background of the study presented above, the integration of digital learning media has become increasingly important in supporting effective English instruction. However, the extent to which Canva-based learning media can influence students' learning motivation remains an area that requires further empirical

investigation. Therefore, this study is designed to address the following research question:

1. Is there a significant difference in students' motivation in learning English before and after the implementation of Canva-based learning media at MTsn 7 Malang?

1.3 Research objective

In line with the research question, this study aims to generate empirical evidence regarding the influence of Canva-based learning media on students' motivation in learning English. Specifically, the objective of this research is:

1. To determine whether there is a significant difference in student's motivation in learning English before and after the implementation of Canva-based learning media at MTsN 7 Malang.

1.4 Significance of the study

Theoretically, this research is expected to provide additional understanding of the use of technology-based teaching media in English learning, particularly in increasing learning motivation. The results of this study are expected to provide a deeper understanding of how Canva-based learning media can influence students' intrinsic and extrinsic motivation in learning English. Thus, this research can serve as a reference for future studies examining the use of technology in learning English.

Practically, the results of this study can provide useful guidance for teachers and educators, particularly in English language learning. By developing more creative and innovative learning methods, the use of Canva-based media can create engaging

and interactive learning materials, thereby increasing student motivation to be more active in English learning. This research can also provide insights for educators/teachers in schools, especially in Indonesia, to effectively integrate the use of digital technology media to optimize the learning process.

1.5 Scope and Limitation

This study focuses on the effect of using Canva technology integrated with English language learning on the intrinsic (intrinsic drive to learn) and extrinsic (extrinsic drive to learn) motivation of students at MTsN 7 Malang. This study was conducted on eighth-grade B students enrolled in English lessons at MTsN 7 Malang in the 2025/2026 academic year.

This study was limited to MTsN 7 Malang, so the results cannot be generalized to schools outside MTsN Malang. The students involved in this study, were only eighth-grade B students, and the results do not cover other classes. This study is limited to measuring the effect of Canva-based learning media on students' intrinsic and extrinsic motivation. It does not address student learning outcomes or English language skills. It focuses solely on whether Canva-based learning media in English learning can enhance students' intrinsic and extrinsic motivation.

1.6 Definition of key terms

1. Canva-based learning media:

Canva-based media refers to the use of Canva's features to create learning media integrated with English learning materials and modified

according to student needs to create engaging and interactive learning in the form of presentations.

2. Student motivation:

Learning motivation refers to factors that influence students' drive and desire to learn. Internally triggered motivation (Intrinsic Motivation) means encouragement or enthusiasm that occurs without external factors, is it based on the will or desire of each individual. While externally triggered motivation (Extrinsic Motivation) means encouragement or enthusiasm that occurs when there are external factors, is it not based on the will or desire of each individual, because there is a reward. In the context of this study, learning motivation is measured through changes in students' attitudes and desires to actively participate in learning when the material that has been integrated with the Canva media is used, whether students are intrinsically or extrinsically motivated.

3. Learning of English:

English language learning, in the context of this research, refers to the educational process aimed at improving students' ability to understand and learn English. The focus of this research is how to optimize English language learning using Canva.

CHAPTER II

LITERATURE REVIEW

This chapter reviews theoretical and empirical studies relevant to this research. It discusses theories of learning media, Canva-based learning media, student motivation, previous studies, and hypothesis that support the significance of this research.

2.1 Concept of Learning Media

2.1.1 Definition of Learning Media

Learning media has become an important part of the teaching process, especially as educational practices begin to shift towards a more focused and student-centered approach. Learning media plays a fundamental role in instruction because it serves as a channel through which knowledge is conveyed from teachers to students (Gerlach & Ely, 1980). The term "media" comes from the Latin word *medius*, which means intermediary, reflecting its function as a bridge that facilitates communication in an educational environment (Flew, 2004). This bridging role shows that effective learning is not only determined by the content being taught, but also by the way that content is delivered. Therefore, in today's education, learning media is no longer considered merely a complement to the learning process. Media has become an important part that helps deliver material more effectively, purposefully, and systematically (Smaldino et al., 2014).

Learning media can be understood as various tools, materials, and technologies that are used to help convey material so that it is easier for students to understand

(Arsyad, 2017). Its use in the classroom allows abstract concepts to be presented in a more concrete and visual form, so that complex material can be understood more clearly (Smaldino et al., 2014). This is important because many students experience difficulties when explanations are only delivered verbally without the support of media. When appropriate media are used, student attention and engagement tend to increase, and both of these are important factors in meaningful learning (Schunk, 2012). Therefore, choosing the right learning media is not a trivial decision, but can have a major impact on the quality and effectiveness of the overall learning process.

The theoretical basis explaining why learning media can be effective can be seen in the Cognitive Theory of Multimedia Learning developed by Richard E. Mayer (2009). This theory explains that students will understand the material better when information is presented through a combination of words and images, rather than through text or verbal explanations alone. According to Mayer and Roxana Moreno (2003), humans process information through two main channels, namely visual and auditory, and each has limited capacity. Therefore, learning materials need to be carefully designed so as not to cause excessive cognitive load, but still help students build optimal understanding. This view emphasizes that the use of technology in learning does not automatically make the learning process effective. What is more important is how visual elements, text, audio, and layout are arranged in accordance with how the human mind works, so that they truly support students' thinking and understanding processes.

Meaningful learning occurs when students actively select relevant information, organize it into coherent mental structures, and integrate it with prior knowledge (Mayer, 2009). Multimedia presentations that combine words and images are therefore more effective because they correspond with the natural way the human brain processes information (Clark & Mayer, 2016). Instructional design grounded in cognitive principles is consequently more likely to promote deeper understanding instead of surface-level memorization. This highlights the importance of designing media that guide learners' attention toward essential material while minimizing unnecessary mental effort.

This perspective further emphasizes that the selection of learning media should not be driven solely by technological trends but by their alignment with students' cognitive processes and instructional goals (Clark & Mayer, 2016). Media that integrate text, visuals, and clear structure can foster meaningful learning experiences, promote deeper understanding, and support more effective classroom instruction (Smaldino et al., 2014). Moreover, engaging learning media have the potential not only to improve comprehension but also to influence students' motivation by creating learning environments that are more interactive and stimulating (Schunk, 2012). Consequently, the strategic use of well-designed multimedia is increasingly viewed as a key factor in optimizing both instructional quality and student learning outcomes.

2.1.2 Functions of Learning Media

Learning media serve multiple pedagogical functions that directly influence the effectiveness of classroom instruction. One of their primary roles is to capture

students' attention and sustain their focus throughout the learning process, as instructional media are designed to stimulate learners' interest and facilitate engagement with the material (Smaldino et al., 2014). Instruction that relies heavily on verbal explanation often leads to passive learning; however, the integration of media can transform the classroom into a more dynamic and interactive environment (Arsyad, 2017). This shift suggests that the presence of media not only supports content delivery but also reshapes how students participate in learning.

Another essential function of learning media is supporting knowledge retention. Visual representations such as charts, graphics, and videos help students organize information more efficiently, making it easier to store and recall knowledge (Mayer, 2009). By presenting material in structured formats, media guide learners through clearer learning stages and reduce the likelihood of misconceptions (Clark & Mayer, 2016). This indicates that well-designed instructional media contribute to deeper processing rather than superficial memorization.

Learning media also promote instructional efficiency by enabling teachers to communicate complex topics more clearly within a shorter period of time (Heinich et al., 1996). As a result, teachers can allocate greater opportunities for discussion, practice, and feedback, all of which are important elements of effective instruction. As students interact with media-supported materials, they are more likely to become active participants rather than passive recipients of information, a condition strongly associated with improved cognitive development and academic performance

(Schunk, 2012). Therefore, media integration can be viewed as a practical strategy for fostering more meaningful classroom interaction.

Importantly, well-selected media accommodate diverse learning preferences. Because students differ in how they process and internalize information, the use of varied instructional formats enables teachers to create more inclusive learning environments (Smaldino et al., 2014). Consequently, learning media should be understood not merely as teaching aids but as strategic tools that enhance both instructional quality and the overall learning experience. When implemented effectively, such media can contribute to increased student engagement and encourage stronger motivation to participate in learning activities (Schunk, 2012). This reinforces the idea that the strategic use of media plays a significant role in supporting both cognitive and motivational dimensions of learning.

2.1.3 Multimedia Learning in Education

The rapid advancement of educational technology has intensified the relevance of multimedia learning, which integrates text, images, audio, and interactive elements into instructional materials (Smaldino et al., 2014). Multimedia approaches are widely recognized for their capacity to make learning more engaging while simultaneously supporting students' cognitive processes (Mayer, 2009). This growing reliance on multimedia suggests that effective instruction increasingly depends on the ability of educators to combine multiple forms of representation in ways that enhance student understanding.

From a cognitive perspective, multimedia learning facilitates meaningful learning by presenting information in ways that correspond with how the brain naturally processes data (Mayer, 2009). When instructional materials are carefully designed, they help learners focus on essential information while minimizing unnecessary mental effort (Mayer & Moreno, 2003). Conversely, poorly organized multimedia may overwhelm students and hinder understanding due to cognitive overload, indicating that effectiveness depends not merely on the presence of technology but on the quality of instructional design (Sweller et al., 2011). This highlights the importance of applying cognitive principles when developing media-based instruction.

In modern educational contexts, multimedia tools have become increasingly important as classrooms shift toward digitally supported instruction (Clark & Mayer, 2016). Platforms that enable the integration of visual and textual elements provide opportunities to create richer learning experiences that encourage exploration and interaction (Smaldino et al., 2014). Such environments are often associated with higher levels of student engagement, which can serve as a foundation for strengthening learning motivation (Schunk, 2012). Consequently, multimedia is not only a technological enhancement but also a pedagogical strategy for improving the overall learning experience.

Therefore, multimedia learning is widely regarded as a key approach for improving instructional delivery and fostering active participation (Clark & Mayer, 2016). By aligning instructional strategies with students' cognitive characteristics,

educators can create learning environments that are not only informative but also engaging and motivating (Mayer, 2009). This alignment reinforces the idea that well-designed multimedia instruction has strong potential to support both cognitive development and motivational outcomes in contemporary education.

2.2 Canva-Based Learning Media

2.2.1 Definition of Canva as Learning Media

Canva is an online digital design platform introduced in 2013 with the aim of making it easier for anyone to create and publish visual works. The platform is designed to simplify the design process and make it accessible to a wide range of users, including those without a professional design background. Canva offers millions of graphic elements and thousands of customizable ready-to-use templates, while also supporting online collaboration with other users from various locations.

Canva is quite practical to use, as it can be accessed via both the app and the web. After creating an account, users can immediately take advantage of the various features available. A variety of templates, including logos, posters, brochures, labels, cards, and videos, are provided and can be edited as needed. Because it's template-based, users don't need to start from scratch they can simply customize the layout, colors, text, and other visual elements. Furthermore, designs can be developed by combining available images, icons, fonts, and illustrations, resulting in more varied and engaging work.

Sajdah (2024) reviewed that using Canva in learning can increase student engagement and enthusiasm during the learning process. In the context of motivation, Canva is used as a visual medium to make material more engaging and less monotonous. Teachers can present material creatively and then ask students to create posters, infographics, or simple presentations based on the topic being studied. This activity encourages more active student participation, making learning more enjoyable and increasing motivation.

2.2.2 How to access Canva

The Canva design platform can be accessed by users through two main methods, namely through a mobile application or a web browser. Here are the steps to access it:

Figure 2. 1 Mobile Application of Canva

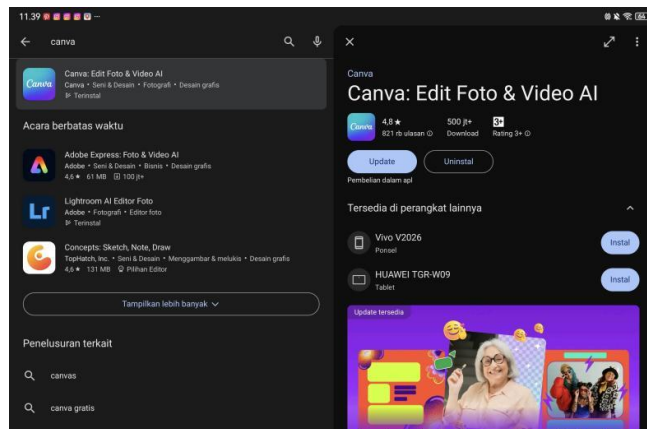
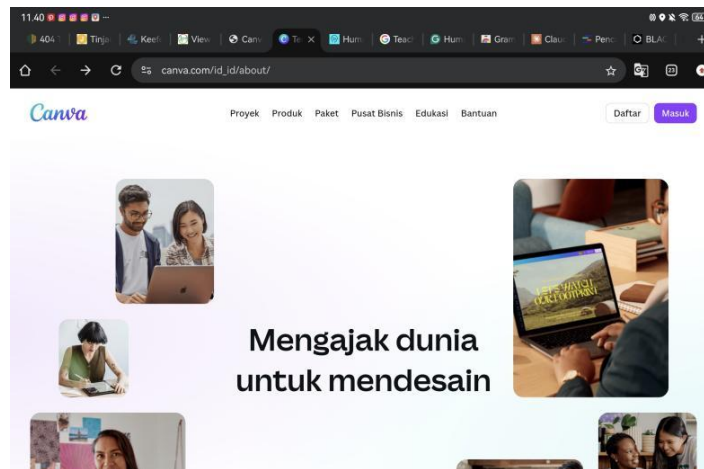


Figure 2. 2 Website Browser of Canva



Through the Mobile App (Play Store/App Store): Users can download the Canva app for free through Google Play Store (for Android) or App Store (for iOS). Once the installation process is complete, open the app to start a design session. Via Website (Browser): In addition to the app, Canva can also be accessed directly without downloading additional software via the website address on a computer or laptop web browser.

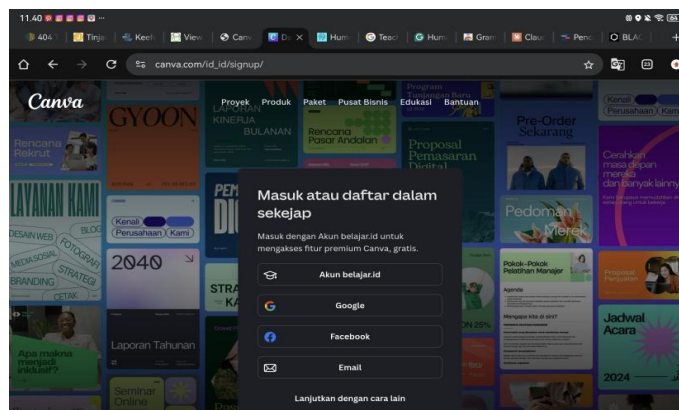


Figure 2. 3 Login and Registration Process of Canva

Login and Registration Process: Before using the available features, users are required to log in using their Google, Facebook, or active email account. If they do not have an account yet, users can easily register first.

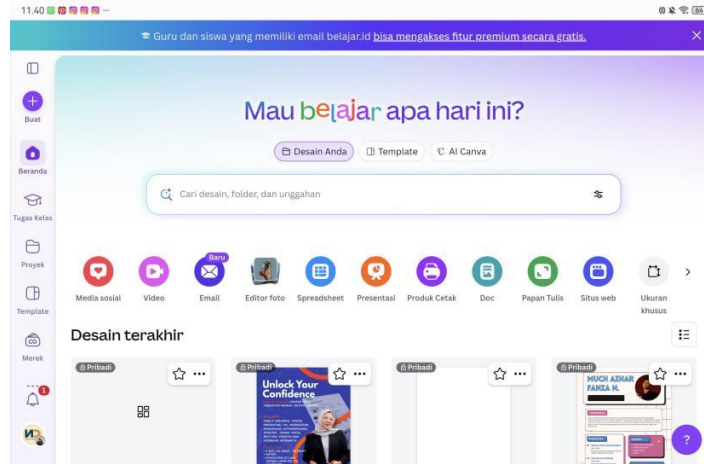


Figure 2. 4 Homepage of Canva

Homepage and Exploration: After successfully logging in, users will be directed to the dashboard. Here, users can immediately explore various templates or start designing creative learning media according to their teaching needs.

2.2.3 Canva Application Features

Canva provides specific features in the field of education that are designed to enhance interaction between educators and students in the learning process. The platform serves not only as a graphic design tool but also offers a variety of features that support more interactive and collaborative learning. These features include integration with Learning Management Systems (LMS), real-time collaboration, Canva Live, design-based assignments, presentation recording, access to premium educational assets, Brand Kit setup, and AI-powered interactive game development.

Integration with Learning Management Systems (LMS) such as Google Classroom, Canvas, and Moodle allows teachers to distribute learning assignments directly to students through the school's learning platform. This feature allows students to complete and submit their assignments directly through the Canva platform without having to download or upload separate files, making the learning process more practical and efficient.

In addition, Canva provides a real-time collaboration feature that allows multiple users to work on the same design simultaneously. This feature supports active learning, as students can collaborate in groups on a shared canvas, while teachers can monitor student progress and provide feedback through the available commenting feature.

During presentation activities, Canva offers a feature called Canva Live, which allows students to send questions or responses directly while the presentation is taking place. These questions will appear on the presentation screen, creating a more dynamic interaction and discussion between teachers and students.

Another feature is design-based assignments, where teachers can create task templates such as student worksheets, educational posters, or mind maps that can be distributed to all students in the class. Each student receives a personal copy of the template, allowing them to complete the assignment independently while also developing their creativity.

Furthermore, Canva provides a presentation recording feature that allows teachers to record their explanations while presenting the slides. The recorded presentation can then be shared with students in the form of a learning video that can be accessed at any time, thereby supporting asynchronous learning.

Through the Canva for Education program, users also gain free access to a variety of premium assets, such as design elements, images, icons, and fonts, which are typically paid for. This access allows teachers and students to create more engaging learning materials without being limited by cost. Furthermore, Canva offers a Brand Kit feature that allows educational institutions to define an official visual identity, including colors, logos, and fonts, so that various learning materials have a consistent appearance.

In its recent developments, Canva has also integrated artificial intelligence (AI) technology that enables the creation of interactive games in the learning process. Through features such as Magic Design, interactive animations, and the integration of educational game applications such as crosswords and word search, teachers can create more engaging learning activities and enhance students' participation and involvement in the classroom.

2.2.4 Advantages and Limitations of Canva as a Learning Media

As a learning medium, Canva can be utilized to enhance students' learning motivation through the presentation of more visual, interactive, and engaging materials (Susanti et al., 2025). Its templates, graphic elements, and user-friendly editing features encourage students to participate more actively in the learning process, making

classroom activities more dynamic and less monotonous. Furthermore, Astaño (2025) states that the use of Canva can improve students' creativity, strengthen engagement, and support collaboration through its flexible and easily accessible design features. These advantages show that Canva has strong potential as an innovative learning medium that supports active and motivating classroom environments.

However, despite its benefits, Canva also has several limitations in educational practice. Its effectiveness depends largely on how teachers manage learning activities to ensure that students focus not only on visual design but also on understanding the content. In addition, the use of Canva requires a stable internet connection and adequate devices, which may not be accessible to all students. The wide range of design elements may also become a distraction, and some advanced features are only available in the premium (paid) version. Therefore, careful planning and proper guidance are necessary to maximize its educational benefits.

2.3 EFL Student

2.3.1 Definition EFL Student

Learning motivation is a fundamental concept in educational psychology that directly influences students' academic success. Generally, learning motivation is defined as the internal and external drive that encourages individuals to actively and English as a Foreign Language (EFL) students are learners who study English in countries where English is not used as the primary language for daily communication (Crystal, 2003). According to Kachru (1992), Indonesia is classified as a country in the

expanding circle, where English is learned as a foreign language rather than used for everyday communication.

As English is not commonly used outside the classroom, Indonesian students generally have limited opportunities to practice the language in authentic situations (Kachru, 1992). Therefore, classroom instruction becomes the primary source of English language exposure for EFL students (Crystal, 2003).

In this context, teachers play an essential role in providing engaging learning experiences through appropriate instructional strategies and learning media. Interactive learning media can increase students' participation and encourage them to become more actively involved in English learning (Prastikawati et al., 2025).

Furthermore, learning motivation is one of the most important factors influencing EFL students' success in learning English. Students with higher motivation tend to participate more actively in classroom activities, persist in overcoming learning difficulties, and achieve better learning outcomes (Nuraeni & Aisyah, 2020).

2.3.2 Junior High School Student

Junior high school students are learners who are generally between 12 and 15 years old and are in the stage of early adolescence (Santrock, 2018). During this developmental period, students experience significant physical, cognitive, emotional, and social changes that influence their learning behaviors (Papalia & Martorell, 2021). According to Piaget's theory of cognitive development, most junior high school students begin to enter the formal operational stage, enabling them to think more

logically, critically, and abstractly than younger learners (Piaget, 1972). However, they still benefit from concrete examples, visual materials, and interactive learning activities to help them understand new concepts (Santrock, 2018).

Junior high school students also tend to have a strong interest in technology and digital media, which can increase their engagement during the learning process (Prensky, 2001). Therefore, teachers are encouraged to integrate technology-based learning media that are attractive, interactive, and appropriate for students' developmental characteristics.

In English language learning, maintaining students' motivation is particularly important because junior high school students often have limited opportunities to practice English outside the classroom. The use of engaging instructional media can encourage active participation, sustain students' interest, and create a more meaningful learning experience (Harmer, 2007). Consequently, digital learning media such as Canva have the potential to support English learning by providing visually appealing and interactive learning materials that meet the needs of junior high school students

2.4 Learning Motivation

2.4.1 Definition of Learning Motivation

Learning motivation is a fundamental concept in educational psychology that directly influences students' academic success. Generally, learning motivation is defined as the internal and external drive that encourages individuals to actively and sustainably engage in the learning process (Schunk et al., 2014). This drive encompasses cognitive, affective, and behavioral aspects, determining the extent of a

student's effort and persistence in achieving learning goals. Without adequate motivation, learning tends to be shallow and less meaningful.

In the context of Indonesian education, Sardiman A.M. (2014) states that learning motivation is the overall driving force within students that generates learning activities, ensures the continuity of those activities, and provides direction toward achieving learning goals. This view emphasizes that motivation functions not only as a trigger but also as a guide and reinforcer for the learning process.

One theory widely used to explain the dynamics of motivation is the Self-Determination Theory developed by Edward L. Deci and Richard M. Ryan. This theory differentiates motivation into intrinsic and extrinsic motivation. Intrinsic motivation arises from personal interest and satisfaction in learning, while extrinsic motivation is influenced by external factors such as grades, rewards, or academic demands. According to this theory, student motivation will develop optimally when the needs for autonomy, competence, and social connectedness are met in the learning environment.

2.4.2 Types of Motivation

In educational psychology studies, learning motivation is generally divided into two main types, namely intrinsic motivation and extrinsic motivation. This division is explained in detail in Self-Determination Theory developed by Richard M. Ryan and Edward L. Deci.

2.4.2.1 Intrinsic Motivation

Ryan and Deci (2000) define intrinsic motivation as an individual's natural tendency to seek challenges, explore new things, and learn because these activities are considered interesting and personally satisfying. Individuals who are intrinsically motivated engage in an activity not because of pressure or rewards, but because of curiosity and internal satisfaction.

In line with this, Schunk et al. (2014) explain that intrinsic motivation arises when students engage in learning because of their interest and enjoyment of the material being studied. This motivation is associated with deeper engagement and greater perseverance in completing academic tasks.

Thus, intrinsic motivation emphasizes internal drives that stem from interest, curiosity, and personal satisfaction in the learning process.

2.4.2.2 Extrinsic Motivation

Ryan and Deci (2000) define extrinsic motivation as involvement in an activity to obtain certain results that are separate from the activity itself. Activities are carried out because of external factors such as grades, rewards, recognition, or to avoid punishment.

According to Schunk et al. (2014), extrinsic motivation occurs when students learn because of external consequences, whether in the form of rewards or academic demands. In the school context, this motivation is often seen in the form of a desire to get high grades or praise from teachers and parents.

2.4.3 Indicators of Student Motivation

In this study, students' learning motivation was measured based on the two dimensions of motivation proposed by Ryan and Deci (2000), namely intrinsic motivation and extrinsic motivation. These dimensions served as the basis for developing the questionnaire used to measure students' motivation before and after the implementation of Canva-based learning media.

1. Indicators of Intrinsic Motivation

Intrinsic motivation is reflected in students' internal desire to learn because they find the learning process interesting and enjoyable. The indicators of intrinsic motivation used in this study include:

- students' interest in learning English;
- students' curiosity toward the learning materials;
- students' enjoyment during the learning process; and
- students' willingness to learn without expecting external rewards.

2. Indicators of Extrinsic Motivation

Extrinsic motivation is reflected in students' willingness to learn because of external influences. The indicators of extrinsic motivation used in this study include:

- encouragement and support from the teacher;
- a positive classroom learning environment;

- students' responses toward the use of Canva-based learning media; and
- the desire to achieve good academic performance or receive recognition.

Based on these indicators, the learning motivation questionnaire was developed to measure students' intrinsic and extrinsic motivation before and after the implementation of Canva-based learning media.

2.5 Previous Studies

Several previous studies have explored the use of Canva and digital media in enhancing student motivation and learning outcomes. Efendi et al. (2023) investigated the use of Canva-based learning media and found that its implementation significantly improved both students' motivation and learning outcomes. The study demonstrated that visually engaging and interactive digital media can positively influence students' enthusiasm and academic performance.

Similarly, Utami and Djamdjuri (2021) examined students' motivation in writing classes using Canva. Their findings revealed that students perceived Canva as an engaging and helpful tool that increased their interest and participation in writing activities. The study emphasized the importance of creative digital platforms in fostering positive learning experiences.

In a broader context, Rahayu et al. (2023) analyzed the impact of audio-visual media on student learning motivation. The results indicated that interactive media could significantly enhance students' motivation by increasing attention and classroom

engagement. Although the study did not specifically focus on Canva, it confirmed the strong relationship between digital media and motivational improvement.

Furthermore, Sugiarni et al. (2024) explored the implementation of Canva as a digital learning tool in English learning at vocational school. The study highlighted that Canva facilitated more interactive classroom activities and supported students' active participation during English instruction.

Based on these previous studies, it can be concluded that digital learning media, particularly Canva, have demonstrated positive contributions to students' engagement, motivation, and learning outcomes. However, several research gaps remain. First, many previous studies have primarily focused on students' learning outcomes or general classroom engagement rather than specifically examining learning motivation as the main variable. Second, although some studies investigated students' motivation, they generally measured motivation as a single construct without distinguishing between intrinsic and extrinsic motivation. Third, most previous studies were conducted in different educational contexts, such as vocational high schools or writing classes, while research focusing on junior high school students, particularly in Islamic junior high schools (MTs), remains limited.

Furthermore, few studies have employed a pre-experimental design to measure changes in students' motivation before and after the implementation of Canva-based learning media. Therefore, this study aims to fill these gaps by investigating the effectiveness of Canva-based learning media in improving both intrinsic and extrinsic

learning motivation among eighth-grade students in English learning at MTsN 7 Malang.

CHAPTER III

RESEARCH METHOD

This chapter explains the methods used in this research. It outlines several key elements related to the research implementation, such as the research design, research subjects, research instruments, data collection techniques, instrument validity and reliability and data analysis technique used to process and analyze the data obtained during the study.

3.1 Research Design

This research uses a quantitative approach because the data obtained are in the form of numbers analyzed using statistical techniques to test the effect of a treatment on certain variables. A quantitative approach aims to test hypotheses and identify cause-and-effect relationships objectively through numerical measurements (John W. Creswell, 2012). With this approach, researchers can measurably determine changes in students' learning motivation levels before and after the treatment is administered.

The research design used was a pre-experimental one-group pretest–posttest design. This design involves one group being given a pretest, then the treatment, and then a posttest to determine the changes that occur. According to Donald T. Campbell and Julian C. Stanley (1963), this design is used to measure the impact of a treatment on the same group without a control group.

This design was chosen because the school only allocated one class as the research subjects, making it impossible to randomly assign groups or provide a control

group. Although it did not use a control class, this design still allowed researchers to identify changes in scores before and after the treatment within the same group.

Table 3. 1Design of the research

Group	Pre-test	Treatment	Post-test
Experimental	O ₁	X	O ₂

3.2 Research Subjects

This research was conducted at MTsN 7 Malang in the 2025/2026 academic year. The selection of the research location was based on the school's permission to conduct the research and the availability of a class as research subjects. The subjects in this study were one class consisting of 26 students, namely Grade VIII B, which was directly appointed by the school. Because the researcher was only allocated one class, all students in that class served as research subjects.

In quantitative research, research subjects are part of the population used as the research data source (Sugiyono, 2017). The technique used in this study was total sampling, a sampling technique using all available group members as samples. The use of a single class was in accordance with the research design, a one-group pretest–posttest design, where measurements are conducted on the same group before and after the treatment. Therefore, changes in learning motivation scores in that class served as the basis for determining the effectiveness of Canva-based learning media.

3.3 Research Instrument

In this study, the instrument used to collect data was a learning motivation questionnaire. The questionnaire was selected because it enables researchers to systematically collect information regarding students' attitudes, perceptions, and levels of learning motivation through a set of structured statements. Questionnaires are widely used in educational research because they allow data to be collected from a relatively large number of respondents within a short period. Through this instrument, the researcher obtained quantitative data describing students' learning motivation before and after the implementation of Canva-based learning media in English learning.

The questionnaire used in this study was adapted from the Self-Determination Theory (SDT) proposed by Deci and Ryan (2000). The instrument was modified to suit the context of English learning and the implementation of Canva-based learning media at MTsN 7 Malang. The questionnaire was developed based on two dimensions of learning motivation, namely intrinsic motivation and extrinsic motivation.

According to Deci and Ryan (2000), intrinsic motivation refers to an individual's internal desire to engage in an activity because of personal interest, enjoyment, curiosity, or satisfaction gained from the learning process itself. Students with high intrinsic motivation tend to participate in learning activities because they genuinely enjoy learning and are interested in developing their knowledge and skills.

In contrast, extrinsic motivation refers to motivation that arises from external factors, such as rewards, academic achievement, teacher support, recognition, or a conducive learning environment (Deci & Ryan, 2000). In the context of this study, the

implementation of Canva-based learning media was expected to function as an external factor that could enhance students' learning motivation by creating more engaging, interactive, and enjoyable English learning activities.

To measure students' learning motivation, this study employed a five-point Likert scale questionnaire. According to Sugiyono (2017), the Likert scale is commonly used in educational research to measure respondents' attitudes, perceptions, and opinions toward a particular phenomenon. Each questionnaire item was constructed based on the indicators of intrinsic and extrinsic motivation derived from Self-Determination Theory (Deci & Ryan, 2000). Respondents were asked to indicate their level of agreement with each statement by selecting one of five response categories. The scoring categories used in this study are presented in the following table.

Table 3. 2 Likert Scale Assessment Categories

Score	Category
1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

3.4 Data Collection Technique

Data collection is an essential stage in research because it provides the empirical information required to answer the research questions. In this study, the data were collected directly from students through a questionnaire administered before and after

the implementation of Canva-based learning media. The questionnaire was used to measure students' motivation in learning English, particularly focusing on intrinsic and extrinsic motivation. The data collection process in this research consisted of three main stages: pre-test, treatment, and post-test.

3.4.1 Pre-Test

The pre-test was conducted on May 13, 2026, before the implementation of Canva-based learning media. At this stage, the researcher distributed a printed (paper-based) learning motivation questionnaire directly to all participants in the classroom. The questionnaire was adapted and modified based on the Self-Determination Theory (SDT) proposed by Deci and Ryan (2000) and consisted of statements representing two dimensions of learning motivation, namely intrinsic motivation and extrinsic motivation. All items were measured using a five-point Likert scale ranging from Strongly Disagree to Strongly Agree.

The questionnaire was completed offline under the researcher's supervision to ensure that all students understood the instructions and completed the questionnaire independently. The purpose of the pre-test was to obtain baseline data regarding students' initial learning motivation before the implementation of Canva-based learning media. The pre-test results were later used as the basis for comparison with the post-test results to identify any changes in students' learning motivation after the treatment. According to Creswell (2012), a pre-test provides an initial measurement that enables researchers to compare participants' conditions before and after an intervention

3.4.2 Treatment

The treatment was conducted on June 4, 2026, during one English learning session in Class VIII-B at MTsN 7 Malang. The treatment lasted for approximately 90 minutes (1 hour and 30 minutes). In this study, only one treatment session was administered because the research employed a one-group pre-test–post-test pre-experimental design, which was intended to measure the short-term effect of Canva-based learning media on students' learning motivation immediately after the intervention.

At the beginning of the lesson, the researcher introduced Canva by explaining its functions, features, and how it could be used as a digital learning medium. The researcher also demonstrated how to use Canva to create attractive learning materials and digital posters.

After the introduction, the researcher taught Narrative Text, which was selected based on the recommendation of the English teacher because it was the topic being studied by Grade VIII-B students during the research period. The lesson covered the definition, social function, generic structure, language features, and examples of narrative texts.

Following the explanation, students were assigned to create a digital poster using Canva based on a narrative story, such as a fairy tale or another well-known narrative. Through this activity, students applied their understanding of the material while using Canva as an interactive learning medium. The implementation of Canva

was expected to create a more engaging and student-centered learning environment, thereby enhancing students' motivation to learn English.

3.4.3 Post-Test

The post-test was conducted on June 8, 2026, after the treatment had been completed. Similar to the pre-test, the researcher distributed the same printed (paper-based) learning motivation questionnaire to all participants in the classroom. The questionnaire was completed offline under the researcher's supervision. It was adapted and modified based on the Self-Determination Theory (SDT) proposed by Deci and Ryan (2000) and measured two dimensions of learning motivation, namely intrinsic motivation and extrinsic motivation.

The purpose of the post-test was to measure students' learning motivation after participating in English learning using Canva-based learning media. The post-test results were then compared with the pre-test results to determine whether there was a significant improvement in students' intrinsic and extrinsic motivation following the implementation of Canva-based learning media. The comparison of both sets of data served as the basis for evaluating the effectiveness of Canva-based learning media in enhancing students' motivation in learning English.

3.5 Instrument Validity and Reliability

To ensure that the questionnaire used in this research accurately measures students' learning motivation, the instrument was tested for validity and reliability before being used for data collection.

3.5.1 Instrument Validity

Validity refers to the extent to which an instrument measures what it is intended to measure. In this study, the validity of the questionnaire items was tested using product moment correlation. Each item was analyzed by correlating the score of each statement with the total score of the questionnaire. An item is considered valid if the value of r-count (r_{hitung}) is greater than r-table (r_{tabel}) at the significance level of 0.05. If the correlation value of an item is lower than the r-table value, the item is considered invalid and should be revised or removed from the instrument.

Table 3. 3 Validity Test Results of the Learning Motivation Instrument

		Correlations												
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	TOTAL
P1	Pearson Correlation	1	.780**	.388*	.195	.276	.581**	.381	.184	.245	.427*	.532**	.567**	.702**
	Sig. (2-tailed)		.000	.050	.340	.173	.002	.055	.368	.227	.029	.005	.003	.000
	N	26	26	26	26	26	26	26	26	26	26	26	26	26
P2	Pearson Correlation	.780**	1	.453*	.311	.240	.322	.134	.215	.201	.423*	.488*	.489*	.630**
	Sig. (2-tailed)	.000		.020	.122	.238	.108	.513	.293	.324	.031	.011	.011	.001
	N	26	26	26	26	26	26	26	26	26	26	26	26	26
P3	Pearson Correlation	.388*	.453*	1	.414*	.445*	.200	-.010	.125	.652**	.715**	.510**	.164	.639**
	Sig. (2-tailed)	.050	.020		.036	.023	.328	.961	.542	.000	.000	.008	.424	.000
	N	26	26	26	26	26	26	26	26	26	26	26	26	26
P4	Pearson Correlation	.195	.311	.414*	1	.292	.137	.141	.559**	.295	.264	.414*	.465*	.553**
	Sig. (2-tailed)	.340	.122	.036		.148	.506	.492	.003	.144	.192	.035	.017	.003
	N	26	26	26	26	26	26	26	26	26	26	26	26	26
P5	Pearson Correlation	.276	.240	.445*	.292	1	.538*	.272	.531**	.622*	.425*	.546*	.333	.694**
	Sig. (2-tailed)	.173	.238	.023	.148		.005	.179	.005	.001	.030	.004	.096	.000
	N	26	26	26	26	26	26	26	26	26	26	26	26	26
P6	Pearson Correlation	.581**	.322	.200	.137	.538*	1	.555**	.354	.297	.318	.389*	.367	.645**
	Sig. (2-tailed)	.002	.108	.328	.506	.005		.003	.076	.140	.113	.050	.065	.000
	N	26	26	26	26	26	26	26	26	26	26	26	26	26
P7	Pearson Correlation	.381	.134	-.010	.141	.272	.555**	1	.370	.202	.181	.272	.433*	.497**
	Sig. (2-tailed)	.055	.513	.961	.492	.179	.003		.063	.323	.376	.180	.027	.010
	N	26	26	26	26	26	26	26	26	26	26	26	26	26
P8	Pearson Correlation	.184	.215	.125	.559**	.531**	.354	.370	1	.371	.190	.546**	.554**	.619**
	Sig. (2-tailed)	.368	.293	.542	.003	.005	.076	.063		.062	.353	.004	.003	.001
	N	26	26	26	26	26	26	26	26	26	26	26	26	26
P9	Pearson Correlation	.245	.201	.652**	.295	.622*	.297	.202	.371	1	.692**	.596**	.393*	.701**
	Sig. (2-tailed)	.227	.324	.000	.144	.001	.140	.323	.062		.000	.001	.047	.000
	N	26	26	26	26	26	26	26	26	26	26	26	26	26
P10	Pearson Correlation	.427*	.423*	.715**	.264	.425*	.318	.181	.190	.692**	1	.596**	.435*	.719**
	Sig. (2-tailed)	.029	.031	.000	.192	.030	.113	.376	.353	.000		.001	.027	.000
	N	26	26	26	26	26	26	26	26	26	26	26	26	26
P11	Pearson Correlation	.532**	.488*	.510**	.414*	.546**	.389*	.272	.546**	.596**	.596**	1	.625**	.825**

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

The validity test results indicate that all twelve questionnaire items (P1 through P12) met the established validity criteria. The correlation coefficients (r-count) for all items exceeded the critical r-table value of 0.388, confirming that each item demonstrated a sufficient relationship with the total score to be considered a valid measure of learning motivation. Additionally, the significance values for all items were below 0.05, further supporting the statistical significance of these correlations. The strongest correlation was observed for item P11 ($r = 0.825$), while item P7 showed the weakest yet still acceptable correlation ($r = 0.497$). These findings confirm that the questionnaire effectively captured the multidimensional nature of student learning motivation as operationalized in this study

3.5.2 Instrument Reliability

Reliability refers to the consistency of an instrument in measuring a variable (Sugiyono, 2017). A reliable instrument produces consistent results when used repeatedly under similar conditions. In this research, the reliability of the questionnaire was tested using Cronbach's Alpha coefficient. According to Sugiyono (2017), an instrument is considered reliable if the value of Cronbach's Alpha is greater than 0.60. The reliability test was conducted using SPSS to ensure that the questionnaire items consistently measure students' motivation in learning English.

Table 3. 4 Reliability Test Results of the Learning Motivation Instrument

Reliability Statistics	
Cronbach's Alpha	N of Items
.884	12

The reliability test results demonstrate that the learning motivation questionnaire achieved a Cronbach's Alpha coefficient of 0.884, which is well above the conventional reliability threshold of 0.70. This high coefficient indicates that the twelve items in the questionnaire consistently measure the same construct student learning motivation with a substantial degree of internal coherence. In educational research, Cronbach's Alpha values above 0.80 are generally considered to indicate good to excellent reliability.

3.6 Data Analysis

Descriptive statistics were used as the initial step to describe and summarize the data obtained from the questionnaire. This analysis aimed to provide a clear overview of students' learning motivation both before and after the implementation of Canva-based learning media.

In this research, descriptive statistics included the calculation of the mean (average score), standard deviation, minimum score, and maximum score of students' motivation. The mean score was used to identify the general level of students' motivation, while the standard deviation indicated the distribution and variability of the data. The minimum and maximum scores were used to show the range of students' responses.

Furthermore, the descriptive analysis was also conducted by comparing the mean scores of pre-test and post-test results. This comparison provided an initial indication of whether there was an increase in students' motivation after the treatment. In addition, the data were analyzed based on motivation indicators, namely intrinsic motivation and extrinsic motivation, to provide a more detailed understanding of how Canva-based learning media influenced different types of motivation.

3.6.1 Normality Testing

A normality test was conducted to determine whether the data were normally distributed, as this is a prerequisite for selecting the appropriate statistical test. In this study, normality was assessed using the Shapiro–Wilk test through SPSS, which is considered suitable for small sample sizes, particularly when the number of respondents is fewer than 50. In addition, the Kolmogorov–Smirnov test was also employed to support the assessment of data distribution.

The normality test was performed on the difference scores between the posttest and pretest results (posttest minus pretest). Data normality was determined by examining the significance value (Sig.) in the Test of Normality output in SPSS. The criteria for determining normality were as follows: if the significance value (Sig.) was greater than 0.05, the data were considered normally distributed; whereas if the significance value (Sig.) was less than 0.05, the data were considered not normally distributed.

Based on Table 3,5, the analysis yielded a Kolmogorov–Smirnov significance value of 0.200 and a Shapiro–Wilk significance value of 0.838. Both values exceeded

the 0.05 significance threshold, indicating that the data were normally distributed. The Shapiro–Wilk test, which is more appropriate for smaller sample sizes ($n = 26$), produced a significance value well above the required threshold. Similarly, the Kolmogorov–Smirnov test also confirmed the normality of the data distribution.

Table 3. 5 Normality Testing

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
SELISIH	.101	26	.200 [*]	.978	26	.838

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Therefore, based on Table 3.5, it can be concluded that the difference scores between the pretest and posttest were normally distributed. These findings satisfy the normality assumption required for conducting parametric statistical tests, specifically the Paired Sample t-Test. Consequently, the data analysis was continued using the Paired Sample t-Test to determine whether there was a significant difference between the pretest and posttest scores.

3.6.2 Descriptive Statistic

Descriptive statistics were used as the initial step to describe and summarize the data obtained from the questionnaire. This analysis aimed to provide a clear overview of students' learning motivation both before and after the implementation of Canva-based learning media.

In this research, descriptive statistics included the calculation of the mean (average score), standard deviation, minimum score, and maximum score of students'

motivation. The mean score was used to identify the general level of students' motivation, while the standard deviation indicated the distribution and variability of the data. The minimum and maximum scores were used to show the range of students' responses.

Furthermore, the descriptive analysis was also conducted by comparing the mean scores of pre-test and post-test results. This comparison provided an initial indication of whether there was an increase in students' motivation after the treatment. In addition, the data were analyzed based on motivation indicators, namely intrinsic motivation and extrinsic motivation, to provide a more detailed understanding of how Canva-based learning media influenced different types of motivation.

3.6.3 Hypothesis Testing

After determining the distribution of the data, hypothesis testing was conducted to answer the research question and examine the effect of Canva-based learning media on students' learning motivation.

If the data were normally distributed, the researcher used the Paired Sample T-Test to analyze the difference between pre-test and post-test scores. This test was chosen because the data were obtained from the same group of students measured at two different times, namely before and after the treatment. The analysis was conducted using SPSS. The decision rule for hypothesis testing was based on the significance value (Sig.) as follows:

- If the significance value (Sig.) < 0.05 , the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. This indicates that Canva-based learning media have a significant effect on students' learning motivation.
- If the significance value (Sig.) > 0.05 , the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected. This indicates that Canva-based learning media do not have a significant effect on students' learning motivation.

However, if the data were not normally distributed, the researcher used the Wilcoxon Signed Rank Test as a non-parametric alternative to analyze the difference between pre-test and post-test scores.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the research findings and data analysis, including instrument validity and reliability testing, normality testing, descriptive statistics, hypothesis testing, and discussion of the results.

4.1. Findings

This section presents the findings of the research conducted to examine the effect of Canva-based learning media on students' motivation in learning English at MTsN 7 Malang. The findings are presented in a systematic manner. First, the researcher presents the results of the pretest to describe the students' initial level of learning motivation before the implementation of Canva-based learning media. Next, the posttest results are presented to show the students' motivation after the treatment. The researcher then presents the descriptive statistical analysis to provide an overview of the changes in students' motivation, followed by the normality test to determine whether the data met the assumptions for parametric analysis. Finally, hypothesis testing using the Paired Sample t-Test is conducted to examine whether the implementation of Canva-based learning media had a significant effect on students' learning motivation. In addition, separate analyses of intrinsic and extrinsic motivation are presented to identify which dimension of motivation was more influenced by the implementation of Canva-based learning media.

4.2 Data Analysis

4.2.1 Pre-test Results

The pretest was administered before the implementation of Canva-based learning media to measure the students' initial level of motivation in learning English. The pretest was conducted offline using a learning motivation questionnaire distributed to all 26 students participating in the study.

Table 4. 1 Students Pretest Result

Absen	Pretest
1	41
2	45
3	48
4	48
5	46
6	43
7	46
8	47
9	43
10	50
11	55
12	49
13	49
14	54
15	42
16	48
17	42
18	52
19	42
20	49
21	40
22	37
23	42
24	53
25	47
26	45

Total	1203
Avarage	46,26923

Based on Table 4.1, the average pretest score of the students' learning motivation was 46.27. This result represents the students' initial level of learning motivation before the implementation of Canva-based learning media. The pretest scores served as baseline data to compare students' motivation before and after the treatment. Therefore, the pretest results provided the initial reference for evaluating whether the implementation of Canva-based learning media influenced students' learning motivation.

4.2.2 Post-test Result

The posttest was administered after the implementation of Canva-based learning media to measure students' learning motivation following the treatment. The same learning motivation questionnaire was distributed offline to the same 26 students who participated in the pretest.

Table 4. 2 Students Posttest Results

Absen	Posttest
1	51
2	48
3	47
4	55
5	55
6	51
7	53
8	43
9	45
10	41
11	45

12	54
13	47
14	60
15	52
16	53
17	55
18	53
19	52
20	48
21	60
22	35
23	43
24	52
25	41
26	55
Total	1294
Avarage	49,76923

Based on Table 4.2, the average posttest score of the students' learning motivation was 49.77. Compared with the pretest mean score of 46.27, the posttest results indicate an increase of 3.50 points in students' learning motivation after the implementation of Canva-based learning media. This finding suggests that the use of Canva-based learning media contributed positively to improving students' motivation in learning English.

The posttest results were subsequently compared with the pretest scores through descriptive statistical analysis and hypothesis testing to determine whether the observed improvement was statistically significant.

4.2.3 The Result of Descriptive Statistics Analysis

Descriptive statistics were calculated to provide a general overview of the changes in student motivation following the implementation of Canva-based learning media. The analysis focused on the difference scores (posttest minus pretest) to capture the magnitude of change experienced by each student.

Based on Table 4.3, the descriptive analysis revealed a mean difference of 3.50 with a standard deviation of 7.04. The median value was 4.00, with a minimum score of -10.00 and a maximum score of 20.00, indicating a range of 30.00 in the difference scores. The positive mean difference suggests an overall increase in student motivation after the treatment. Furthermore, the skewness value of 0.060 and kurtosis value of -0.015 indicate that the distribution of difference scores was approximately symmetrical and approached a normal distribution.

Table 4. 3 Descriptive Statistics of Pretest-Posttest Difference Scores

Descriptives			Statistic	Std. Error
SELISIH	Mean		3.5000	1.38036
	95% Confidence Interval for Mean	Lower Bound	.6571	
		Upper Bound	6.3429	
	5% Trimmed Mean		3.4103	
	Median		4.0000	
	Variance		49.540	
	Std. Deviation		7.03847	
	Minimum		-10.00	
	Maximum		20.00	
	Range		30.00	
	Interquartile Range		10.50	
	Skewness		.060	.456
	Kurtosis		-.015	.887

Based on the descriptive statistical analysis presented in Table 4.3, a comprehensive overview of the motivational changes experienced by the 26 participating students was obtained. The positive mean difference of 3.50 indicates that, on average, students experienced an increase in learning motivation after the implementation of Canva-based learning media. This improvement suggests that the use of the digital learning media contributed positively to students' learning motivation.

However, the standard deviation of 7.04 reveals considerable individual variation in the magnitude of change, with some students showing substantial increases while others exhibited minimal or even negative changes, as indicated by the minimum score of -10.00.

Therefore, based on Table 4.3, it can be concluded that the use of Canva-based learning media generally improved students' learning motivation, although the degree of improvement varied among individuals. These findings suggest that Canva-based learning media has the potential to support and enhance students' motivation in the learning process.

4.2.4 The Result of Hypothesis Testing

Hypothesis testing was conducted using a Paired Sample t-Test to determine whether there was a statistically significant difference between students learning motivation scores before and after the implementation of Canva-based learning media.

Based Based on Table 4.4 The Paired Sample t-Test analysis produced a mean difference of -3.500 (pretest minus posttest), a t-value of -2.536, degrees of freedom (df) of 25, and a significance value (Sig. 2-tailed) of 0.018.

Table 4. 4 Paired Sample t-Test Results

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRETEST - POSTTEST	-3.50000	7.03847	1.38036	-6.34290	-.65710	-2.536	25	.018

Note: The mean difference is calculated as Pretest - Posttest. A negative value indicates an increase in posttest scores. Significance is determined at $\alpha = 0.05$.

As shown in Table 4.4, the Paired Sample t-Test results reveal a statistically significant difference between students' motivation scores before and after the implementation of Canva-based learning media. The significance value of 0.018 is less than the established alpha level of 0.05 ($p < 0.05$), leading to the rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_1). This finding confirms that Canva-based learning media had a significant effect on students' motivation in learning English at MTsN 7 Malang.

The negative mean difference (-3.500), calculated as pretest minus posttest, indicates that the posttest scores were higher than the pretest scores. This directional difference demonstrates that students' learning motivation increased following the treatment. The t-value of -2.536, with 25 degrees of freedom, further supports the statistical significance of this difference.

4.2.5 Intrinsic Motivation Analylsis

Based on Table 4.5 a Paired Sample t-Test was conducted to examine the effect of Canva-based learning media on students' intrinsic motivation by comparing the pretest and posttest scores.

Table 4. 5 Paired Sample T-Test Intrinsic Result

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	PRE TEST - POST TES	-.92308	3.76216	.73782	-2.44265	.59649	-1.251	.222	

Based on the analysis results presented in Table 4. 5 above, a mean difference of -0.92308, a standard deviation of 3.76216, and a t-value of -1.251 with 25 degrees of freedom were obtained. Furthermore, the significance value (Sig. 2-tailed) was 0.222. Since the significance value of 0.222 is greater than the alpha level of 0.05 ($p > 0.05$), the null hypothesis (H_0) was accepted and the alternative hypothesis (H_1) was rejected. This result indicates that there was no statistically significant difference between students' intrinsic motivation scores before and after the implementation of Canva-based learning media.

Although the negative mean difference suggests that the posttest scores were slightly higher than the pretest scores, the increase was not statistically significant. Therefore, it can be concluded that the use of Canva-based learning media did not significantly affect students' intrinsic motivation.

4.2.6 Extrinsic Motivation analysis

To investigate the effect of Canva-based learning media on students' extrinsic motivation, a Paired Sample t-Test was also conducted. The results are presented in Table 4.4

Table 4. 6 Paired Sample T-Test Extrinsic Result

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE TEST - POST TES	-2.57692	3.86961	.75889	-4.13989	-1.01396	-3.396	25	.002

Based on the analysis results presented in Table 4.5 above, the analysis produced a mean difference of -2.57692, a standard deviation of 3.86961, and a t-value of -3.396 with 25 degrees of freedom. Furthermore, the significance value (Sig. 2-tailed) was 0.002. Since the significance value of 0.002 is lower than the alpha level of 0.05 ($p < 0.05$), the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. This finding indicates a statistically significant difference between students' extrinsic motivation scores before and after the implementation of Canva-based learning media.

The negative mean difference indicates that the posttest scores were higher than the pretest scores. Therefore, it can be concluded that Canva-based learning media significantly improved students' extrinsic motivation in learning English.

4.2. Discussion

The findings of this study revealed that the implementation of Canva-based learning media significantly improved students' motivation in learning English at MTsN 7 Malang. The overall Paired Sample t-Test result showed a significance value of 0.018, indicating a statistically significant difference between students' motivation before and after the treatment. Furthermore, the descriptive statistics showed a positive mean difference of 3.50, suggesting that students generally experienced an increase in motivation following the use of Canva-based learning media. These findings indicate

that Canva contributed positively to creating a more engaging and motivating learning environment.

Canva-based learning media significantly improved students' overall motivation in learning English, with a stronger impact on extrinsic motivation than intrinsic motivation. This improvement may be explained by the visual and interactive characteristics of Canva. During the treatment, learning materials were presented through attractive designs, images, colors, and well-organized layouts that made English lessons more interesting and easier to understand. Compared to traditional teaching methods that rely heavily on verbal explanations, Canva provided students with a more stimulating learning experience. As a result, students became more attentive, participated more actively in classroom activities, and demonstrated greater enthusiasm toward learning English.

This finding is consistent with Mayer's (2009) Cognitive Theory of Multimedia Learning, which states that students learn more effectively when information is presented through a combination of verbal and visual elements. According to the theory, learners process information through visual and auditory channels simultaneously. Therefore, the integration of text, images, graphics, and visual designs in Canva may have helped students understand the learning materials more efficiently while reducing unnecessary cognitive load. When students can understand instructional content more easily, they are more likely to feel confident, become actively engaged in classroom activities, and develop higher motivation to participate in the learning process.

Although the overall results showed a significant increase in students' motivation, a more detailed analysis revealed different patterns between intrinsic and extrinsic motivation. The findings indicated that intrinsic motivation did not increase significantly after the implementation of Canva-based learning media. The Paired Sample t-Test produced a significance value of 0.222, which exceeded the significance level of 0.05. This result suggests that although students appeared to enjoy the learning activities conducted through Canva, the intervention was not sufficient to produce a substantial change in their internal interest, curiosity, or personal enjoyment of learning English.

This finding can be explained through the Self-Determination Theory proposed by Ryan and Deci (2000), which distinguishes intrinsic motivation from extrinsic motivation. According to the theory, intrinsic motivation originates from internal factors such as personal interest, curiosity, enjoyment, and satisfaction derived from the learning process itself. These psychological characteristics generally develop through long-term learning experiences rather than short-term instructional interventions. Since the implementation of Canva in this study was relatively brief, students may have appreciated the attractive learning activities without necessarily developing a deeper personal interest in learning English. Therefore, the absence of a statistically significant increase in intrinsic motivation appears reasonable.

In contrast, the findings demonstrated a significant increase in extrinsic motivation. The Paired Sample t-Test analysis showed a significance value of 0.002, indicating a strong positive effect of Canva-based learning media on students' extrinsic

motivation. From the perspective of Self-Determination Theory, extrinsic motivation is influenced by external factors such as learning conditions, instructional strategies, teacher support, and classroom atmosphere. In this study, Canva functioned as an external stimulus that transformed the learning environment into a more visually appealing and interactive experience. The attractive learning materials and engaging classroom activities encouraged students to pay greater attention, participate more actively, and become more enthusiastic during English lessons. Therefore, the positive responses observed during classroom activities were more likely to reflect improvements in extrinsic motivation than in students' internal interest in learning English.

The increase in extrinsic motivation may also have been influenced by what is commonly known as the novelty effect. Because Canva represented a relatively new learning medium for the participants, students may have experienced greater enthusiasm simply because they were introduced to a different and more modern learning experience. Educational research frequently shows that new technologies can initially generate excitement and interest among learners. Although this effect can positively influence short-term motivation, maintaining students' motivation over a longer period requires continuous innovation and varied instructional approaches. Therefore, Canva should be viewed as one component of a broader instructional strategy rather than as a standalone solution for sustaining student motivation.

Another important finding concerns the variation in students' motivational responses. The descriptive statistics revealed a relatively large standard deviation and

a wide range of difference scores, indicating that the magnitude of motivational improvement varied among students. This statistical variation suggests that not all students responded to Canva-based learning media in the same way and that individual learner characteristics may have influenced the effectiveness of the intervention.

Several factors may explain these differences. Students possess different learning preferences, levels of technological familiarity, and degrees of digital literacy. Learners who prefer visual learning and are comfortable using digital technology may have responded more positively to Canva's features. Conversely, students with limited technological experience may have required additional guidance to fully benefit from the learning activities. This finding highlights the important role of teachers in providing appropriate instructional support when implementing digital learning media in classroom settings.

Besides individual learner differences, the effectiveness of Canva may also be related to the developmental characteristics of junior secondary school students. Students at the MTs level generally demonstrate high curiosity and tend to respond positively to visually stimulating learning experiences. Canva provides colorful templates, graphic elements, and interactive features that can attract students' attention and maintain their classroom engagement. Consequently, the positive motivational outcomes observed in this study may also reflect the suitability of Canva's features for the learning preferences of adolescent learners.

The findings of this study are consistent with several previous studies. Efendi et al. (2023) reported that Canva-based learning media significantly improved students'

motivation and learning outcomes. Similarly, Utami and Djamdjuri (2021) found that students perceived Canva as an engaging and helpful learning tool that increased their participation and interest in classroom activities. These findings support the present study by demonstrating that Canva can positively influence students' motivation in English language learning at the junior secondary school level.

The present findings are also consistent with those of Rahayu et al. (2023), who concluded that digital and audio-visual media can enhance learning motivation by increasing students' attention and classroom engagement. Likewise, Sugiarni et al. (2024) reported that Canva facilitated more interactive classroom activities and encouraged active student participation in English learning. The consistency between these studies and the current research strengthens the argument that digital learning media can create more engaging learning environments and positively influence students' motivation.

In addition to supporting previous findings, the present study also provides a distinctive contribution to the existing literature. While previous studies generally examined learning motivation as a single construct, this research analyzed motivation through its intrinsic and extrinsic dimensions. The findings revealed that Canva had a stronger impact on extrinsic motivation than on intrinsic motivation. This suggests that Canva primarily functions as an external motivational support by creating attractive learning conditions and encouraging students' participation rather than directly fostering their internal interest in learning English. This distinction provides a deeper

understanding of how Canva influences student motivation and represents an important contribution to research on digital learning media.

The findings also have practical implications for English language teaching. English is often perceived by students as a challenging subject because it involves vocabulary acquisition, grammar rules, and communication skills. Through Canva, teachers can present instructional materials in a more attractive and accessible format, thereby reducing students' boredom and encouraging greater participation in classroom activities. However, because Canva showed a stronger influence on extrinsic motivation than intrinsic motivation, teachers should combine its use with instructional strategies that promote autonomy, curiosity, meaningful learning experiences, and active student involvement to foster more sustainable motivation.

Overall, the findings demonstrate that Canva-based learning media effectively improved students' motivation in learning English, particularly extrinsic motivation. Although its influence on intrinsic motivation was not statistically significant, Canva successfully created a more engaging learning environment that encouraged students to participate actively in classroom activities. Therefore, Canva can be considered a valuable instructional tool for supporting student motivation, especially when integrated with teaching strategies designed to develop students' long-term intrinsic motivation.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter summarizes the key findings of the study, draws conclusions, and offers suggestions for teachers, students, and future researchers based on the results obtained from the research on the effect of Canva-based learning media on students' motivation in learning English at MTsN 7 Malang.

5.1 Conclusion

This study concludes that the implementation of Canva-based learning media significantly improved students' motivation in learning English at MTsN 7 Malang. The statistical analysis confirmed a significant difference between students' motivation before and after the implementation of Canva-based learning media, indicating that the treatment positively influenced students' learning motivation.

Further analysis showed that the effects of Canva differed across the two dimensions of motivation. While intrinsic motivation showed a slight improvement, the increase was not statistically significant. This suggests that a short-term implementation of Canva was not sufficient to substantially enhance students' internal interest, curiosity, or personal enjoyment in learning English. In contrast, extrinsic motivation increased significantly, indicating that Canva was particularly effective in motivating students through external factors, such as attractive learning materials, interactive classroom activities, and a more engaging learning environment.

Overall, this study concludes that Canva-based learning media is an effective instructional tool for enhancing students' motivation in learning English, particularly extrinsic motivation. Therefore, Canva can be integrated into English language teaching to create more engaging learning experiences. However, its implementation should be combined with instructional strategies that promote students' autonomy, curiosity, and meaningful learning experiences in order to foster long-term intrinsic motivation.

5.2 Suggestions

Based on the findings and conclusions of this study, several suggestions are proposed for teachers, students, and future researchers to optimize the use of Canva-based learning media and further advance the understanding of technology-integrated English language instruction.

1. For Teachers

English teachers are encouraged to integrate Canva-based learning media into their classroom instruction as an alternative strategy for increasing students' motivation and engagement. By utilizing Canva's visual and interactive features, teachers can create more attractive learning materials and learning activities that encourage active student participation. However, teachers should combine Canva with student-centered learning strategies that promote autonomy, creativity, and critical thinking in order to support the development of both intrinsic and extrinsic motivation.

2. For Student

Students are encouraged to actively participate in learning activities that utilize digital learning media such as Canva. By engaging with visually appealing and interactive learning materials, students may develop greater enthusiasm and involvement in the learning process. Students should also use Canva not only as a learning aid but as a tool to explore creativity and support independent learning.

3. For Future Researchers

Future researchers are recommended to conduct studies with larger samples and involve control groups to obtain stronger evidence regarding the effectiveness of Canva-based learning media. In addition, future studies may explore the long-term effects of Canva on students' motivation and investigate other variables such as learning achievement, creativity, critical thinking skills, or language proficiency. Further research focusing specifically on strategies to enhance intrinsic motivation through Canva-based learning activities would also provide valuable contributions to the field of educational technology and English language teaching.

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APPENDICES

Appendix I: Blueprint of Questionnaire

No	Variable	Indicator	Description
1	Intrinsic Motivation	Interest	Students' interest in learning English
2		Enjoyment	Enjoyment in participating in learning activities
3		Satisfaction	Feeling satisfied after understanding the material
4		Self-Improvement	Motivation to improve personal ability
5		Self-Confidence	Confidence in learning English
6		Curiosity	Desire to learn more about English
7	Extrinsic Motivation	Academic Achievement	Motivation to get good grades
8		Teacher Influence	Motivation influenced by teacher
9		Future Orientation	Motivation related to future goals
10		Reward	Motivation due to rewards or praise
11		Avoidance	Motivation to avoid negative outcomes
12		Learning Media	Motivation influenced by learning media (Canva)

Appendix II: Questionnaire Item Pre test and Pos test

No	Statement (EN)	Pernyataan (ID)
1	I feel interested in learning English.	Saya merasa tertarik belajar Bahasa Inggris.
2	I enjoy participating in English learning activities.	Saya menikmati mengikuti kegiatan pembelajaran Bahasa Inggris.
3	I feel satisfied when I can understand English material.	Saya merasa puas ketika memahami materi Bahasa Inggris.
4	I am motivated to learn English because I want to improve my ability.	Saya termotivasi belajar karena ingin meningkatkan kemampuan.
5	I feel confident when learning English.	Saya merasa percaya diri saat belajar Bahasa Inggris.
6	I am curious to learn more about English.	Saya memiliki rasa ingin tahu untuk belajar lebih banyak.

No	Statement (EN)	Pernyataan (ID)
7	I learn English to get good grades.	Saya belajar Bahasa Inggris untuk mendapatkan nilai baik.
8	I am motivated to learn English because of my teacher.	Saya termotivasi belajar karena guru saya.
9	I learn English because it is important for my future.	Saya belajar karena penting untuk masa depan.
10	I feel motivated when I receive rewards or praise.	Saya termotivasi ketika mendapat pujian atau penghargaan.
11	I try to learn English to avoid getting bad scores.	Saya belajar agar tidak mendapat nilai buruk.
12	I am motivated when using interesting learning media.	Saya termotivasi saat menggunakan media pembelajaran menarik.

Appendix III: Validation Administration

 KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Gajayana 50 Telepon (0341) 552398 Faksimili (0341) 552398 Malang
<http://fittk.uin-malang.ac.id> email: fittk@uin-malang.ac.id

Nomor : VAL-332/Un.03.1/FITK/TL.01.04/4/2026 30 April 2026
Lampiran : -
Perihal : Permohonan Menjadi Validator

Kepada Yth.
Prof. Dr. H. Langgeng Budianto, M.Pd
di-
Tempat

Assalamualaikum Wr. Wb.
Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Much azhar fanza N
NIM : 220107110091
Program Studi : Tadris Bahasa Inggris
Judul Skripsi/Tesis : THE EFFECT OF CANVA-BASED LEARNING MEDIA ON STUDENTS' MOTIVATION IN LEARNING ENGLISH AT MTSN 7 MALANG
Dosen Pembimbing : Dr. Suparmi, M.Pd/

Maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.
Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

 Dekan,

Prof. Dr. H. Muhammad Walid, MA
NIP. 197308232000031002

Validations Sheet

Instrument Validation Sheet of Interview Guideline and Observation checklist for Research Entitled

"Exploring Pre-service English Teachers' Experiences and Challenges in Integrating Digital Technologies into Senior High School EFL Classroom"

Validator : Prof. Dr. H. Langgeng Budianto, M.Pd
 NIP : 197110142003121001
 Expertise : English Language Teaching Development
 Instance : Maulana Malik Ibrahim State Islamic University of Malang
 Validation Date : Mei 2026

A. Introduction

This validation was made to obtain an assessment from the validator on the research instrument used in this study. Every comment and suggestion given is very useful to improve the quality of the research instrument. Thank you for your willingness to become a validator instrument in this research.

B. Guidance

1. In this section, asses by ticking (✓) with the following criteria to the columns below:

- 1: Very poor
- 2: Poor
- 3: Average
- 4: Good
- 5: Excellent

2. Please give comments and suggestion in the columns below:

C. Validation Sheet

No	Aspect	Score				
		1	2	3	4	5
1.	Suitability of Instrument with basic competencies					✓
2.	Clarity of question items contained in the research instrument				✓	
3.	Clarity of instrument on each question items contained in the research instrument				✓	
4.	The research instrument is relevant with the research objectives					✓

5.	The research instrument can help the research find out students abilities in vocabulary acquisition					✓
6.	The research instrument is easy to understand					✓
7.	Each question has one correct or most correct answer					✓
8.	The research using proper text					✓
9.	The choice of answers to the research instrument is appropriate and logical in terms of material					✓
10.	The subject matter has been formulated clearly and unequivocally					✓

D. Suggestions

E. Conclusion

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

- a. The instrument can be used without revision.
- (b) The instrument can be used with slight revision.
- c. The instrument can be used with many revisions.
- d. The instrument can be used.

Malang, Desember 2025

Validator,

Prof. Dr. H. Langgeng Budianto, M.Pd
 197110142003121001

Appendix IV: Research Permit Letter

	KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG FAKULTAS ILMU TARBIYAH DAN KEGURUAN Jl. Gajayana 50 Malang Telepon (0341) 552398 Faksimile (0341) 552398 Website : https://fik.uin-malang.ac.id Email : fik@uin-malang.ac.id	
Nomor	: 0141/Un.03.1/TL.00.1/06/2026	17 Juni 2026
Perihal	: Izin Penelitian	
Yth. Kepala MTsN 7 Malang Jl. Raya Pandanajeng No.25, Bletok, Pandanajeng, Kec. Tumpang, Kabupaten Malang, Jawa Timur 65156 di Tempat Assalamu'alaikum Wr. Wb. Dalam rangka memenuhi tugas akhir bagi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang untuk melakukan penelitian lapangan pada lembaga atau perusahaan. Oleh karena itu, kami mohon kepada Bapak/Ibu kiranya berkenan untuk memberikan izin penelitian di instansi atau perusahaan Bapak/Ibu pimpin kepada mahasiswa kami : Nama : MUCH AZHAR FANZA NUGROHO NIM : 220107110091 Program Studi : TADRIS BAHASA INGGRIS Semester : VIII (Delapan) Contact Person : 087756962025 Judul Penelitian : THE EFFECT OF CANVA-BASED LEARNING MEDIA ON STUDENTS' MOTIVATION IN LEARNING ENGLISH AT MTSN 7 MALANG Dosen Pembimbing : - Perlu kami sampaikan bahwa data-data yang diperlukan sebatas kajian keilmuan dan tidak dipublikasikan. Demikian permohonan kami, atas perhatian dan kerjasama yang baik, kami sampaikan terima kasih. Wassalamu'alaikum Wr. Wb. a.n. Dekan Ketua Program Studi,  Maslihatul Bisriyah Tembusan disampaikan kepada Yth : 1. Dekan Sebagai Laporan, 2. Kabag Tata Usaha, 3. Arsip. 		

Appendix V: Letter of Research Completion



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN MALANG
MADRASAH TSANAWIYAH NEGERI 7
Alamat : Jl. Raya Pandanajeng No. 25 Tumpang Telp. 0341-8581108
Website : <http://www.mtan7malang.sch.id>
Email : mtantumpang@gmail.com

SURAT KETERANGAN

Nomor : 314/Mts.13.35.07/PP.00.5/06/2026

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Negeri 7 Malang, menerangkan bahwa:

Nama	: Much. Azhar Fanza Nugroho
NIM	: 220107110091
Jurusan	: Tadris Bahasa Inggris
Asal Perguruan Tinggi	: UIN Maulana Malik Ibrahim Malang
Semester – Tahun Akademik	: Genap – 2025/2026

Telah melaksanakan penelitian di lembaga kami sebagai bahan untuk penyelesaian skripsi, sesuai permohonan izin penelitian nomor : 0141/Un.03.1/TL.00.1/06/2026, tanggal 17 Juni 2026.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Malang, 22 Juni 2026
Kepala,



AHMAD ALI

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Besar Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN).

Appendix VI: Lesson Plan

Session	Duration	Learning Activity
Pre-Test	20–30 Minutes	Administration of a printed (paper-based) learning motivation questionnaire to all students before the implementation of Canva-based learning media. The questionnaire measured students' initial intrinsic and extrinsic motivation toward learning English.
Treatment	90 Minutes	1. Introduction: The teacher greeted the students, checked attendance, explained the learning objectives, and introduced Canva as a digital learning medium. 2. Introduction to Canva: The teacher explained Canva's functions and demonstrated how to use its basic features to create attractive learning materials and digital posters. 3. Material Presentation: The teacher explained the Narrative Text, including its definition, social function, generic structure, language features, and examples using Canva-based presentation slides. 4. Practice Activity: Students created a digital poster based on a narrative story (e.g., fairy tale or other narrative text) using Canva. During the activity, the teacher guided students, provided feedback, and facilitated classroom discussion. 5. Closing Activity: The teacher reviewed the lesson, summarized the key points, and reflected on the learning activities with the students.
Post-Test	20–30 Minutes	Administration of the same printed (paper-based) learning motivation questionnaire after the implementation of Canva-based learning media. The questionnaire was completed offline to measure changes in students' intrinsic and extrinsic motivation after the treatment.

Appendix VII: Students Questionnaire of Pretest

ANGKET KUESIONER Students' Motivation in Learning English Motivasi Siswa dalam Pembelajaran Bahasa Inggris B. Introduction Pendahuluan This questionnaire aims to determine students' motivation in learning English, including intrinsic and extrinsic motivation. Angket ini bertujuan untuk mengetahui motivasi siswa dalam belajar Bahasa Inggris, baik motivasi intrinsik maupun ekstrinsik. The data obtained will only be used for academic research purposes and will be kept confidential. Data yang diperoleh hanya digunakan untuk kepentingan penelitian akademik dan dijaga kerahasiannya. Nama * ilma anzatul humairoh Jenis Kelamin * ☐ Laki-Laki ☒ Perempuan	Intrinsic Motivation I feel interested in learning English. / Saya tertarik belajar Bahasa Inggris. * ☐ Strongly Agree/Sangat Setuju ☒ Agree/Setuju ☐ Neutral/Netral ☐ Disagree/Tidak Setuju ☐ Strongly Disagree/Sangat Tidak Setuju I enjoy participating in English learning activities. / Saya senang mengikuti kegiatan pembelajaran Bahasa Inggris. * ☐ Strongly Agree/Sangat Setuju ☒ Agree/Setuju ☐ Neutral/Netral ☐ Disagree/Tidak Setuju ☐ Strongly Disagree/Sangat Tidak Setuju
I feel satisfied when I understand English material. / Saya merasa puas ketika memahami materi Bahasa Inggris. * ☐ Strongly Agree/Sangat Setuju ☒ Agree/Setuju ☐ Neutral/Netral ☐ Disagree/Tidak Setuju ☐ Strongly Disagree/Sangat Tidak Setuju I am motivated to learn English because I want to improve my ability. / Saya termotivasi belajar Bahasa Inggris karena ingin meningkatkan kemampuan saya. * ☐ Strongly Agree/Sangat Setuju ☒ Agree/Setuju ☐ Neutral/Netral ☐ Disagree/Tidak Setuju ☐ Strongly Disagree/Sangat Tidak Setuju	I feel confident when learning English. / Saya merasa percaya diri saat belajar Bahasa Inggris. * ☐ Strongly Agree/Sangat Setuju ☐ Agree/Setuju ☒ Neutral/Netral ☐ Disagree/Tidak Setuju ☐ Strongly Disagree/Sangat Tidak Setuju I am curious to learn more about English. / Saya ingin tahu lebih banyak tentang Bahasa Inggris. * ☒ Strongly Agree/Sangat Setuju ☐ Agree/Setuju ☐ Neutral/Netral ☐ Disagree/Tidak Setuju ☐ Strongly Disagree/Sangat Tidak Setuju
I learn English to get good grades. / Saya belajar Bahasa Inggris untuk mendapatkan nilai yang baik. * ☐ Strongly Agree/Sangat Setuju ☒ Agree/Setuju ☐ Neutral/Netral ☐ Disagree/Tidak Setuju ☐ Strongly Disagree/Sangat Tidak Setuju I am motivated to learn English because of my teacher. / Saya termotivasi belajar Bahasa Inggris karena guru saya. * ☐ Strongly Agree/Sangat Setuju ☐ Agree/Setuju ☒ Neutral/Netral ☐ Disagree/Tidak Setuju ☐ Strongly Disagree/Sangat Tidak Setuju I learn English because it is important for my future. / Saya belajar Bahasa Inggris karena penting untuk masa depan saya. * ☒ Strongly Agree/Sangat Setuju ☐ Agree/Setuju ☐ Neutral/Netral ☐ Disagree/Tidak Setuju ☐ Strongly Disagree/Sangat Tidak Setuju	I feel motivated when I receive rewards or praise. / Saya merasa termotivasi ketika mendapatkan penghargaan atau pujian. * ☒ Strongly Agree/Sangat Setuju ☐ Agree/Setuju ☐ Neutral/Netral ☐ Disagree/Tidak Setuju ☐ Strongly Disagree/Sangat Tidak Setuju I try to learn English to avoid getting bad scores. / Saya belajar Bahasa Inggris agar tidak mendapatkan nilai buruk. * ☐ Strongly Agree/Sangat Setuju ☒ Agree/Setuju ☐ Neutral/Netral ☐ Disagree/Tidak Setuju ☐ Strongly Disagree/Sangat Tidak Setuju I feel motivated when learning English using Canva-based media. / Saya merasa termotivasi saat belajar Bahasa Inggris menggunakan media berbasis Canva. * ☐ Strongly Agree/Sangat Setuju ☒ Agree/Setuju ☐ Neutral/Netral ☐ Disagree/Tidak Setuju ☐ Strongly Disagree/Sangat Tidak Setuju

Appendix VIII: Students Questionnaire of Posttest

ANGKET KUESIONER Students' Motivation in Learning English Motivasi Siswa dalam Pembelajaran Bahasa Inggris B. Introduction Pendahuluan This questionnaire aims to determine students' motivation in learning English, including intrinsic and extrinsic motivation. Angket ini bertujuan untuk mengetahui motivasi siswa dalam belajar Bahasa Inggris, baik motivasi intrinsik maupun ekstrinsik. The data obtained will only be used for academic research purposes and will be kept confidential. Data yang diperoleh hanya digunakan untuk kepentingan penelitian akademik dan dijaga kerahasiannya. Nama * ilma arizatul humairoh Jenis Kelamin * ☐ Laki-Laki ☒ Perempuan	No Absen * tiga belas Intrinsic Motivation I feel interested in learning English. / Saya tertarik belajar Bahasa Inggris. * ☐ Strongly Agree/Sangat Setuju ☐ Agree/Setuju ☒ Neutral/Netral ☐ Disagree/Tidak Setuju ☐ Strongly Disagree /Sangat Tidak Setuju I enjoy participating in English learning activities. / Saya senang mengikuti kegiatan pembelajaran Bahasa Inggris. * ☐ Strongly Agree/Sangat Setuju ☒ Agree/Setuju ☐ Neutral/Netral ☐ Disagree/Tidak Setuju ☐ Strongly Disagree /Sangat Tidak Setuju
I feel satisfied when I understand English material. / Saya merasa puas ketika memahami materi Bahasa Inggris. * ☒ Strongly Agree/Sangat Setuju ☐ Agree/Setuju ☐ Neutral/Netral ☐ Disagree/Tidak Setuju ☐ Strongly Disagree /Sangat Tidak Setuju I am motivated to learn English because I want to improve my ability. / Saya termotivasi belajar Bahasa Inggris karena ingin meningkatkan kemampuan saya. * ☒ Strongly Agree/Sangat Setuju ☐ Agree/Setuju ☐ Neutral/Netral ☐ Disagree/Tidak Setuju ☐ Strongly Disagree /Sangat Tidak Setuju	I feel confident when learning English. / Saya merasa percaya diri saat belajar Bahasa Inggris. * ☒ Strongly Agree/Sangat Setuju ☐ Agree/Setuju ☐ Neutral/Netral ☐ Disagree/Tidak Setuju ☐ Strongly Disagree /Sangat Tidak Setuju I am curious to learn more about English. / Saya ingin tahu lebih banyak tentang Bahasa Inggris. * ☐ Strongly Agree/Sangat Setuju ☐ Agree/Setuju ☒ Neutral/Netral ☐ Disagree/Tidak Setuju ☐ Strongly Disagree /Sangat Tidak Setuju Extrinsic Motivation
I learn English to get good grades. / Saya belajar Bahasa Inggris untuk mendapatkan nilai yang baik. * ☐ Strongly Agree/Sangat Setuju ☐ Agree/Setuju ☒ Neutral/Netral ☐ Disagree/Tidak Setuju ☐ Strongly Disagree /Sangat Tidak Setuju I am motivated to learn English because of my teacher. / Saya termotivasi belajar Bahasa Inggris karena guru saya. * ☒ Strongly Agree/Sangat Setuju ☐ Agree/Setuju ☐ Neutral/Netral ☐ Disagree/Tidak Setuju ☐ Strongly Disagree /Sangat Tidak Setuju I learn English because it is important for my future. / Saya belajar Bahasa Inggris karena penting untuk masa depan saya. * ☒ Strongly Agree/Sangat Setuju ☐ Agree/Setuju ☐ Neutral/Netral ☐ Disagree/Tidak Setuju ☐ Strongly Disagree /Sangat Tidak Setuju	I feel motivated when I receive rewards or praise. / Saya merasa termotivasi ketika mendapatkan penghargaan atau pujian. * ☒ Strongly Agree/Sangat Setuju ☐ Agree/Setuju ☐ Neutral/Netral ☐ Disagree/Tidak Setuju ☐ Strongly Disagree /Sangat Tidak Setuju I try to learn English to avoid getting bad scores. / Saya belajar Bahasa Inggris agar tidak mendapatkan nilai buruk. * ☒ Strongly Agree/Sangat Setuju ☐ Agree/Setuju ☐ Neutral/Netral ☐ Disagree/Tidak Setuju ☐ Strongly Disagree /Sangat Tidak Setuju I feel motivated when learning English using Canva-based media. / Saya merasa termotivasi saat belajar Bahasa Inggris menggunakan media berbasis Canva. * ☐ Strongly Agree/Sangat Setuju ☒ Agree/Setuju ☐ Neutral/Netral ☐ Disagree/Tidak Setuju ☐ Strongly Disagree /Sangat Tidak Setuju

Appendix IX: Tabulation Data Instrument

1. Pretest Data Intrinsic dan Extrinsic

<i>No Absen</i>	<i>In 1</i>	<i>In2</i>	<i>In3</i>	<i>In4</i>	<i>In5</i>	<i>In6</i>	<i>Ex7</i>	<i>Ex8</i>	<i>Ex9</i>	<i>Ex10</i>	<i>Ex11</i>	<i>Ex12</i>
03	5	4	4	5	3	5	3	4	5	4	1	5
10	4	5	4	5	4	5	4	3	5	4	4	3
12	4	4	5	4	4	4	4	4	5	4	4	3
14	5	5	5	5	3	5	5	4	5	5	5	2
23	3	4	4	4	3	4	4	3	4	3	3	3
25	4	4	3	4	5	5	4	3	5	4	4	2
05	4	4	4	4	3	4	5	3	5	3	4	3
22	4	4	3	3	2	3	3	3	4	3	2	3
13	4	4	4	4	3	5	4	3	5	5	4	4
07	3	3	5	3	3	4	5	4	5	4	4	3
01	4	4	4	3	3	3	4	3	4	3	3	3
8	3	3	4	5	3	5	5	3	4	5	4	3
24	5	4	5	5	4	5	5	4	4	5	4	3
18	5	5	5	5	4	5	5	4	5	4	2	3
17	4	4	4	4	3	4	4	3	3	3	3	3
6	4	4	3	4	3	3	4	4	3	4	4	3
16	4	4	5	5	4	4	4	3	4	4	4	3
15	3	3	4	3	4	3	3	4	4	3	5	3
21	4	4	5	4	3	1	3	2	4	3	3	4
11	5	4	4	5	4	5	5	5	5	5	4	4
20	4	4	5	4	4	4	5	4	4	3	5	3
9	3	3	5	4	3	4	4	3	3	4	4	3
19	4	4	5	4	3	4	3	2	3	4	2	4
02	4	4	4	3	4	4	4	4	4	3	4	3

4	4	4	4	4	4	4	4	4	4	4	4	4
26	4	4	4	4	4	4	4	2	4	4	4	3

2. Pretest Data Intrinsic dan Extrinsic

<i>No Absen</i>	<i>In 1</i>	<i>In2</i>	<i>In3</i>	<i>In4</i>	<i>In5</i>	<i>In6</i>	<i>Ex7</i>	<i>Ex8</i>	<i>Ex9</i>	<i>Ex10</i>	<i>Ex11</i>	<i>Ex12</i>
03	4	4	5	4	4	3	3	3	5	5	4	3
10	3	3	4	3	4	3	4	3	4	3	4	3
12	5	5	3	5	5	4	5	5	4	3	5	5
14	5	5	5	5	5	5	5	5	5	5	5	5
23	4	3	3	3	4	4	4	4	4	3	3	4
25	3	3	3	4	3	3	4	4	3	4	3	4
05	5	5	5	4	4	5	5	4	5	5	4	4
22	3	4	3	3	3	2	3	3	3	3	2	3
13	5	5	3	3	3	4	4	4	3	4	5	4
07	4	4	4	5	4	4	5	5	4	4	5	5
01	4	4	5	5	4	3	3	5	5	4	5	4
8	3	4	3	4	4	4	3	4	4	3	3	4
24	3	4	5	5	5	3	3	5	5	5	5	4
18	5	5	5	4	5	4	4	4	4	5	4	4
17	4	4	4	4	5	4	5	5	5	5	5	5
6	5	4	4	4	5	5	4	4	4	4	4	4
16	5	5	5	5	4	4	3	3	4	5	5	5
15	4	4	4	3	5	5	4	4	5	5	5	4
21	5	5	5	5	5	5	5	5	5	5	5	5
11	4	4	4	4	3	3	5	3	4	4	3	4
20	5	5	4	4	3	3	3	4	4	4	4	5
9	4	4	4	4	4	5	4	4	3	3	3	3

19	5	5	5	4	4	4	4	4	4	4	5	4
02	4	4	4	4	4	4	4	4	4	4	4	4
4	5	4	4	4	4	5	5	4	5	5	5	5
26	5	5	5	3	5	4	4	4	5	5	5	5

Appendix X: Documentation



Appendix XI: Curriculum Vitae

Name : Moch. Azhar Fanza Nugroho
Student ID : 220107110091
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Religion : Islam
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Education Background

- | | | |
|----|-----------|----------------------------------|
| 1. | 2007-2010 | TK Noor Fajar |
| 2. | 2010-2016 | SDIT Islam Insan Kamil |
| 3. | 2016-2019 | SMP Plus Al Muhibbin |
| 4. | 2019-2022 | MA Plus Al Muhibbin |
| 5. | 2022-2026 | UIN Maulana Malik Ibrahim Malang |