

A NARRATIVE INQUIRY INTO MIDWIFERY EFL STUDENTS' EXPERIENCES USING CANVA: CHALLENGES AND ADAPTATIONS IN ONLINE SPEAKING CLASSES

by

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Abstract:

This study explores the effectiveness of Canva as a learning tool to increase the English speaking skills of **midwifery students**, focusing on their experiences, challenges, and adaptations in online speaking classes. Speaking is a vital skill for academic and professional communication, yet many students struggle due to low confidence and limited practice opportunities. **The research aims** to evaluate students' views on using Canva to enhance their speaking skills. A **qualitative narrative inquiry** was conducted, supplemented by a closed-ended questionnaire to capture students' perceptions, with responses summarized descriptively. **The findings** reveal that Canva's interactive features significantly increased students' speaking confidence and engagement in EFL classrooms. Additionally, **the study suggests** that Canva's flexibility allows students to practice speaking anytime and anywhere, making it an effective tool for enhancing speaking proficiency. The integration of Canva into English language teaching holds potential for improving language skills while fostering creativity and self-expression. The results of this study suggest that Canva be incorporated into language learning curricula to maximize students' speaking potential and motivation. These findings provide insights for EFL instructors and curriculum developers to design more engaging and supportive online speaking environments.

Keywords: Canva, English Speaking skill, IFL, Midwifery Students,

Abstrak:

Studi ini mengeksplorasi efektivitas Canva sebagai alat pembelajaran untuk meningkatkan keterampilan berbicara bahasa Inggris **siswa kebidanan**, dengan fokus pada pengalaman, tantangan, dan adaptasi mereka dalam kelas berbicara online. Berbicara adalah keterampilan penting untuk komunikasi akademik dan profesional, namun banyak siswa berjuang karena kepercayaan diri yang rendah dan kesempatan latihan yang terbatas. **Penelitian ini** bertujuan untuk mengevaluasi pandangan siswa tentang penggunaan Canva untuk meningkatkan keterampilan berbicara mereka. **Penyelidikan naratif kualitatif** dilakukan, dilengkapi dengan kuesioner tertutup untuk menangkap persepsi siswa, dengan tanggapan yang dirangkum secara deskriptif. **Temuan ini** mengungkapkan bahwa fitur interaktif Canva secara signifikan meningkatkan kepercayaan diri dan keterlibatan siswa dalam kelas EFL. Selain itu, **studi ini menunjukkan** bahwa fleksibilitas Canva memungkinkan siswa untuk berlatih berbicara kapan saja dan di mana saja, menjadikannya alat yang efektif untuk meningkatkan kemahiran berbicara. Integrasi Canva ke dalam pengajaran bahasa Inggris memiliki potensi untuk meningkatkan keterampilan bahasa sekaligus menumbuhkan kreativitas dan ekspresi diri. Hasil penelitian ini menunjukkan bahwa Canva dimasukkan ke dalam kurikulum pembelajaran bahasa untuk memaksimalkan potensi dan motivasi berbicara siswa. Temuan ini memberikan wawasan bagi instruktur EFL dan pengembang kurikulum untuk merancang lingkungan berbicara online yang lebih menarik dan mendukung.

Kata kunci: Canva, keterampilan berbicara bahasa Inggris, siswa bidanan, EFL

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INTRODUCTION

Development of information and communication technology (ICT) is related to the advancement of knowledge in the education. It has offering opportunities to improve learning quality and foster global competitiveness (Al-ansi et al., 2021; Rahmawati et al., 2024; Wahyuni, 2023). Previous studies emphasize that the use of ICT integrate supports more dynamic and interactive classrooms, particularly in English as a Foreign Language (EFL) learning, where speaking is considered the most crucial skill among the four language skills (Harmer, 2007; Wahyuni, 2020; Wahyuni & Nur Utami, 2022). However, recent research also indicates that many students still face challenge in speaking, such as lack of confidence and limited practice opportunities (G. B. Chand, 2021; Geria, 2022; Mukminin et al., 2018; Prihandini et al., 2021). These finding highlight the urgency of exploring innovative digital look like Canva can contribute to enhancing speaking skills in higher education context.

Previous studies have highlighted the potential of using digital technology to support the development of learning outcome. For instance,(Pratama & Hikmat, 2024) research about Improving Student's Motivation and Learning Outcomes through Canva in English Learning at Middle Schools. They found that the use of Canva as a learning media can increase students' learning motivation and learning outcomes. The second is from (Hadi et al., 2021) with the tittle Teaching Writing Through Canva Application To Enhance Students' Writing Performance. The result of this study Canva Application is an effective media to facilitate students to improve their writing performance. The third, (Siswanjaya, 2021) with his research explore the use of Canva for the learning project to increase the students learning motivation in writing. He found that the implementing of project based learning and the use of Canva can improve students' motivation and writing skill. And the last, (Rahmatullah et al., 2020) His finding on the research showed it is easier for students to master labor material using audio-visual learning media based on the Canva application with very good criteria. Despite these contributions, most of the existing research has focused primarily on writing skills or motivation, leaving the exploration of Canva's role in developing speaking skills particularly in the context of higher education largely under examined.

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Despite these valuable contributions, prior research has predominantly focus on writing skills, motivation, and audiovisual learning research (Hadi et al., 2021; Pratama & Hikmat, 2024; Rahmatullah et al., 2020; Siswanjaya, 2021). In addition, most of studies were conducted in secondary education context, leaving higher education settings, particularly midwifery programs, underexplored. This gap is significant because speaking skills are essential for midwifery students to succeed in academic and professional healthcare communications c (Sudarmaji et al., 2021; Wahyuni, 2023). Therefore, the objective of this research is to explore the students' perceptions regarding the use of Canva in EFL classroom.

This study has the potential to provide both practical and empirical contributions. From a practical perspective, it offers an alternative teaching strategy that can make speaking activities more engaging, interactive, and meaningful for midwifery students, who often struggle with confidence and fluency in English (G. B. Chand, 2021; Geria, 2022; Mukminin et al., 2018; Prihandini et al., 2021). By integrating Canva into classroom practice, educators may create a more student-centered learning environment that encourages creativity and oral communication. From an empirical perspective, the study contributes to the growing body of literature on digital learning tools by specifically addressing the underexplored area of Canva's role in speaking instruction at the higher education level (Azlan et al., 2019). The findings are expected to enrich academic discourse and provide insights for future research on technology-enhanced language learning.

Previous empirical studies have employed diverse variables and designs to examine the use of Canva in language learning. For example, (Pratama & Hikmat, 2024) conducted descriptive qualitative research with the subject of junior high school, and focusing on learning motivation and learning outcome. He used questionnaire, observation and interviews as the instrument. These study found that Canva as the learning media that can be used by the teacher to increase the students learning motivation and learning outcomes. Second, (Hadi et al., 2021) conducted quantitative research with pre-experimental research design which applied in the junior high school and focusing on students writing performance. He used pre-test and post-test to collect the data. It found that Canva facilitated the students' improvement through project based learning for writing task. Similarly, (Siswanjaya, 2021) applied the classroom action research (CAR), it also applied in the middle school with the variable of writing skill and

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motivations, and to collect the data used writing test and interview. It concluded that Canva enhance both of writing and motivation. The last, (Rahmatullah et al., 2020) who investigated Canva as an audiovisual medium for secondary school through research and development (RnD). It used the expert judgment and test for the students. He found that it easier for the students to learn the writing skill through Canva using audio visual learning media. However, none of these studies targeted speaking skills as the main variable, nor did they involve participants from professional higher education programs such as midwifery. These methodological limitations reinforce the importance of the present study in addressing an overlooked area within EFL research.

Speaking is widely recognized as the most essential skill in EFL because it function as the primary medium of communication and interaction (Harmer, 2007; Sudarmaji et al., 2021; Wahyuni, 2023). In the professional skill such as in the midwifery, speaking is not only mportant in academic purpose but also for the clinical communication and participation in international healthcare network. For the perspective of technology enhance language learning (TELL), the integration of digital tools can address the students limited exposure to authentic speaking practice by interactive activities (Azlan et al., 2019). Canva as a visual and collaborative desighn platform, support the development of speaking skill by encouraging students to explain, present and discuss their creativity outputs in learning English, thereby, reducing anxiety and increase the students confidence (Fitria et al., 2021; Junaedi, 2021). Within this framework, Canva is positioned as a mediating tool that bridges theoretical needs in EFL speaking instruction. Speaking has been acknowledgement as one of the core component of EFL learning since it allows the students actively use the language for real communication (Harmer, 2007). Speaking require the simultaneous use of linguistic resources and interactive strategies, which often leads to anxiety and limited performance among the students (Sudarmaji et al., 2021). For the midwifery students, speaking competence become even more essensial as they are expected to communicate effectively in both academic and professional contexts, particularly in clinical settings and international collaboration (Zuzana, 2016).

In line with the theory of technology-enhanced language learning (TELL), digital tools can be used to provide authentic exposure and reduce learners' barriers in oral communication (Sudarmaji et al., 2021). Canva, as an educational technology platform, integrates visual,

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textual, and collaborative features that promote creativity and engagement (Fitria et al., 2021). When employed in speaking tasks, Canva allows students to design content, present their ideas, and discuss their projects in English, thereby fostering fluency, confidence, and learner autonomy (Fitria et al., 2021; Junaedi, 2021). This positions Canva as a tool that bridges traditional pedagogy with modern, interactive approaches to language learning. Based on these theoretical underpinnings, the present study employs Canva as a mediating platform to address speaking-related challenges faced by midwifery students in EFL contexts. The framework of this study rests on the assumption that integrating Canva into speaking instruction not only enhances communicative competence but also cultivates confidence, motivation, and digital literacy. Thus, the study aims to explore students' perspectives on how Canva contributes to their speaking development, providing a conceptual link between theory, classroom practice, and professional demands.

In light of this phenomenon, this study aims to investigate how Canva is utilized to enhance the speaking skills of midwifery students and to explore their perceptions and experiences specifically those of midwifery students regarding the use of Canva in English language learning activities in EFL classrooms. Therefore, the research question addressed in this study is: *What are the students' views on the effectiveness of Canva in supporting their English speaking skill development?*

METHOD

Design

This research employs a qualitative design using narrative inquiry to explore midwifery students' experience with Canva in developing their English speaking skills (Ary et al., 2010; Booth et al., 2008). The central focus on this study is on the students' perceptions of using Canva as the learning tools, specifically its role in supporting their English speaking skills development. In this design, Canva use is treated as the operational focus, while students' speaking skills development and perceptions serve as the key dimensions investigated. Narrative inquiry was chosen because it allows the researcher to capture the participants' personal stories and contextualize their lived experiences in depth (Clandinin, 2006). To

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strengthen the findings, a close-ended questionnaire was also administrated to all participants as supplementary data, providing a broader overview of students' general perceptions.

Participant

The participants in this study are all first-year midwifery students in Akademi Kebidanna Wahana Husada Bandar Jaya, with a total of 16 students. They were selected using total sampling, meaning that the entire population of first-year midwifery students was included in the study. The participants in this study possess a basic level of English proficiency, which aligns with their current stage of language learning in the midwifery program. Secondly for the narrative inquiry component, a smaller purposive sample of 3 students was selected from the large group to provide personal stories about their experiences using Canva in speaking class. The smaller number of participant is consistent with the narrative inquiry methodology which prioritize depth of sample size. Focusing on a few rich narratives allows researchers to capture the complexity of lived experiences in context (Clandinin, 2006).

Instrument

In this study, the researcher used two instrument to support the methodology. First, the researcher used closed-ended questionnaire and the second is interview.

1. Questionnaire

It was administered to all of students (16 students) at first year midwifery students to collect the prior data in using Canva for speaking class. The instrument employing a Likert scale (Ary et al., 2010). The researcher distributed the questionnaire in the form of a Google Form. The purpose of this questionnaire is to determine students' interest in speaking skill learning using the Canva application. Prior to administering the questionnaire to participants, the researcher first identified the aspects and indicators of assessment that would be evaluated by the students. Once the relevant aspects to be assessed were determined, the researcher developed the questionnaire items in alignment with these aspects and indicators, as outlined in the table. Subsequently, validity and reliability tests were conducted, with the researcher employing the split-half reliability method, which was calculated using SPSS 22 software. Once satisfactory results were achieved, with the desired significant values, the test was then administered to the students. Below is the blueprint of the questionnaire used in this study.

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Table 1. Blueprint the aspect of the questionnaire

Research question	Aspect Canva	Indicators	Number	Question types
What are the students' views on the effectiveness of Canva in supporting their English speaking skill development?	Knowledge	Introduction of Canva	1,2	Closed : rating scale
	Design	The design of Canva	3,4,5	Closed : rating scale
	Content	The content provided in the Canva	6,7,8,9	Closed : rating scale
	Benefits for learning	Analyzing the effect of Canva for Learning English	10,11,12,13	Closed : rating scale
	Benefits for speaking	Canva for speaking Skill	14,15,16,17, 18, 19,20	Closed : rating scale
	Benefit for Tehnologi	Increasing Students skill in operate the Canva	21,22,23,24,25	Closed : rating scale

Adapted from : (Zahranisa et al., 2024) and developed by the researcher

Narrative Interview

In-depth narrative interviews were conducted with three selected students, chosen based on their questionnaire responses. These interviews aimed to collect rich, detailed personal stories about their experiences using Canva to develop their English speaking skills. In the interview, the researcher used expert judgment to valid and reliability for each item of question used in the interview. Before delivering the interview section, first administrated was ask the students permission to do the interview. After that, if they were agree, the interview start and the researcher deliver some point that their identity will keep private. The blue print of item interview will show bellow :

Table 2. Blueprint the aspect of item interview

Research question	Aspect Canva	Indicators	Total	Item number
What are the students' views on the effectiveness of Canva in supporting their English speaking skill	Knowledge	The prior knowledge of Canva	2	1,2
	Design	Simplicity in creating designs, attractiveness of presentation layouts	3	3,4,5
	Content	Ease of organizing learning materials, integration of text and visual element	2	6,7
	Benefits for learning	Students' learning motivation, engagement and interest in learning	3	8,9,10
	Benefits for	Confidence in delivering	3	11,12,13

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development?	speaking	presentations, fluency in speaking practice		
	Benefit for Tehnologi	Accessibility across devices, students' overall user experience	2	14,15

Adapted from : (Zahranisa et al., 2024) and developed by the researcher

Data collecting technique

Data collection is a crucial step in conducting effective research. The selection of an appropriate technique ensures the acquisition of valid and relevant data. Before conducted the research, the researcher also make the ethical clearance. It was obtain from the research ethics of AKBID Wahana Husada Bandar Jaya. Prior data collection, participants were informed about the research objectives and procedures. They gave the consent voluntarily and using anonymous in the report field. At first, the data collection technique was carried out by administering a questionnaire to the students at the end of the English learning sessions that incorporated the use of the Canva application. The questionnaire helped identify the students diverse in experience and perspective. Based on the result, three students were selected purposively for narrative interviews to explore their live experience in greater depth. The second is interview. It conducted either face to face because they were availability at the dorm of the college, thus it easy while interview done by face to face. During the interview, the students share their personal stories during learn with Canva n their speaking class. It done by the record the interview and the researcher transcribe the result and it will be the ingredient of the analysis section.

Data analysis technique

The data analysis of this research was conducted in two parts. The result of data questionnaire as the first data is analysis by split half to ensure the validity and reliability. It was conducted and analyzed using SPSS software. The interview data of this research, it was analyzed using thematic analysis (Clandinin, 2006). The analysis follow three steps: (1) coding transcript, (2) identifying reducing themes (the aspect of knowledge, design, content, benefits for learning, benefits for speaking, and technological skills) and the last synthesizing narratives to illustrate students' experiences.

RESULT AND DISCUSSION

In this point, the researcher will elaborate the result of data which collect by questioner and its result in the data analysis using SPSS and the result of the interview. The data collection process began with the delivering a questionnaire to all participants. The questionnaire was designed to capture the students' perceptions toward Canva. After delivering the questionnaire and got the result, three students with diverse perspective was select for in-depth interviews. This interview as the primary source of data in this study, providing the detailed insight of their experiences in using Canva for speaking activities. The finding are organized based on the key aspects: knowledge, design, content, learning benefit, speaking skills, technology skills.

Results or Findings

In the results section, the main findings derived from the analyzed data will be presented. Based on the previously developed questionnaire blueprint, the research findings will report data for each measured aspect. Bellow was the result of questionnaire.

Table 3. Statistics analysis of questionnaire

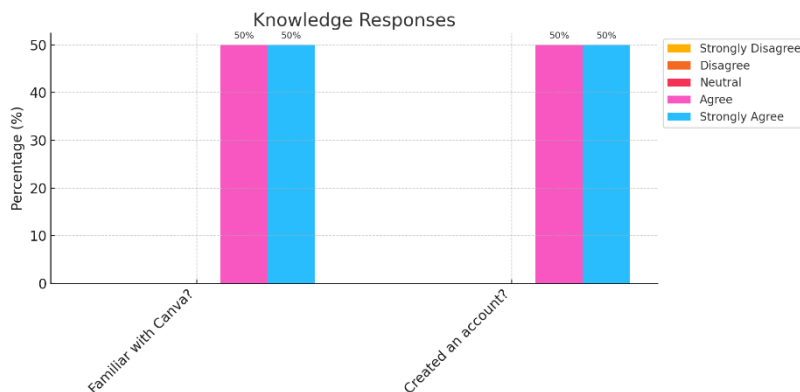
Aspect	Item No.	Mean	Std. Dev.	Category
Knowledge	1–2	4.5	0.53	High
Design	3–5	4.3	0.62	High
Content	6–9	3.9	0.71	Moderate
Benefits for Learning	10–13	4.4	0.58	High
Benefits for Speaking	14–20	4.2	0.65	High
Technology	21–25	4.1	0.60	High

Source: the result of statistics analysis of questionnaire

As shown in table 3, the overall mean scores ranged between 3.9 and 4.5, indicating that students generally held positive perceptions of Canva in supporting their speaking activities. The highest score was found in the Knowledge aspect ($M = 4.5$), suggesting that most students were already familiar with Canva. The lowest score appeared in the Content aspect ($M = 3.9$), which still fell into the “Moderate” category.

1. Knowledge of Canva

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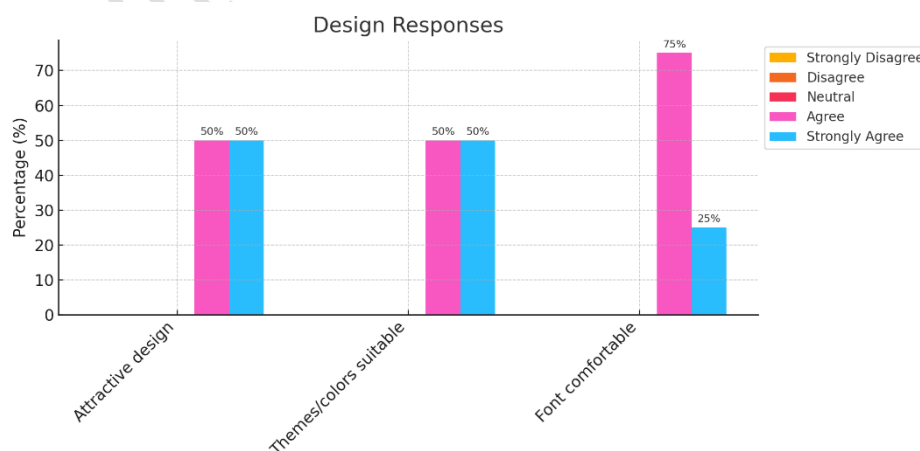


Picture 1. Students' knowledge of Canva

The results of questionnaire show that 50% of midwifery students were already familiar with Canva, and 50% of them had an existing Canva account before this research was conducted. These findings indicate that most students were already known of Canva and Canva is a popular application among college students. It supported by the interviewee. The students expressed that:

<i>Participant 1</i>	<i>I have used Canva since high school, so it was easier to navigate in the English class.</i>
<i>Participant 2</i>	<i>I had never tried Canva before, but after being introduced, I found it very easy and practical to use.</i>
<i>Participant 3</i>	<i>Even though I was new to Canva, the templates made it simple to start creating presentations.</i>

2. The Design of Canva



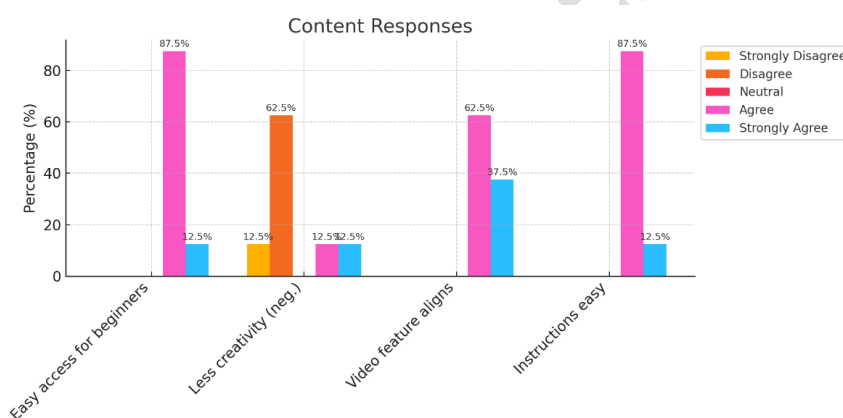
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Picture 2. Students’ perceptions of Canva design

The data shows that 50% of students found Canva’s design to be interesting, and another 50% stated that the themes and colors used in the application are suitable for learning. Additionally, 75% of students felt that the fonts used in Canva are appropriate and comfortable to read. Interview insights showed that the interviews support the survey findings, emphasizing that a visually appealing and user-friendly design enhances engagement and learning motivation. The students expressed that:

<i>Participant 1</i>	<i>The Canva design is simple yet attractive, which motivates me to create presentations.</i>
<i>Participant 2</i>	<i>I like the layout and colors; it makes my slides look professional without much effort.</i>
<i>Participant 3</i>	<i>Customizing templates is straightforward, and I enjoy exploring different design elements.</i>

3. Content of Canva



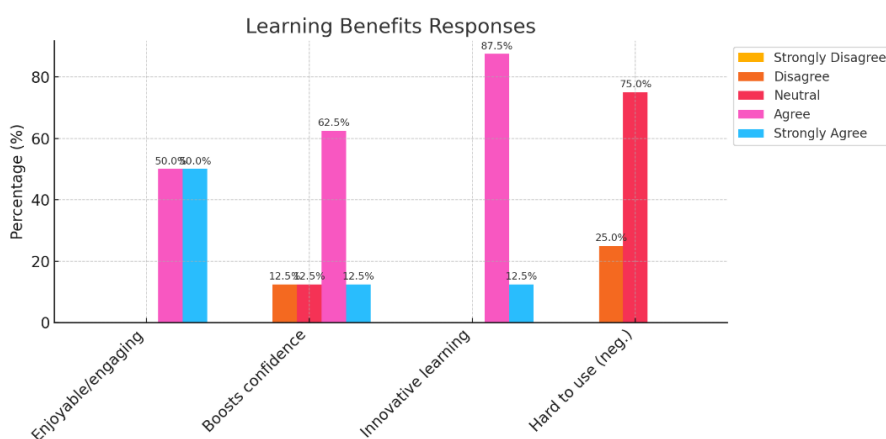
Picture 3. Students’ perceptions of Canva content

Most students (87.5%) agreed that Canva’s features are easy to access. However, 62.5% mentioned that relying on templates can sometimes limit creativity. Meanwhile, 62.5% found video presentation features relevant to their course materials, and 87.5% agreed that instructions within Canva are easy to follow. From the data above, it supported by the interviewee. The students expressed that:

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<i>Participant 1</i>	<i>Canva makes organizing content easier, but sometimes I feel I just follow the template</i>
<i>Participant 2</i>	<i>The video features match what the lecturer teaches, so it's very helpful.</i>
<i>Participant 3</i>	<i>I like that I can add my own ideas while still using a structured template."</i>

4. Benefits for Learning: Analyzing the Effect of Canva on Learning English



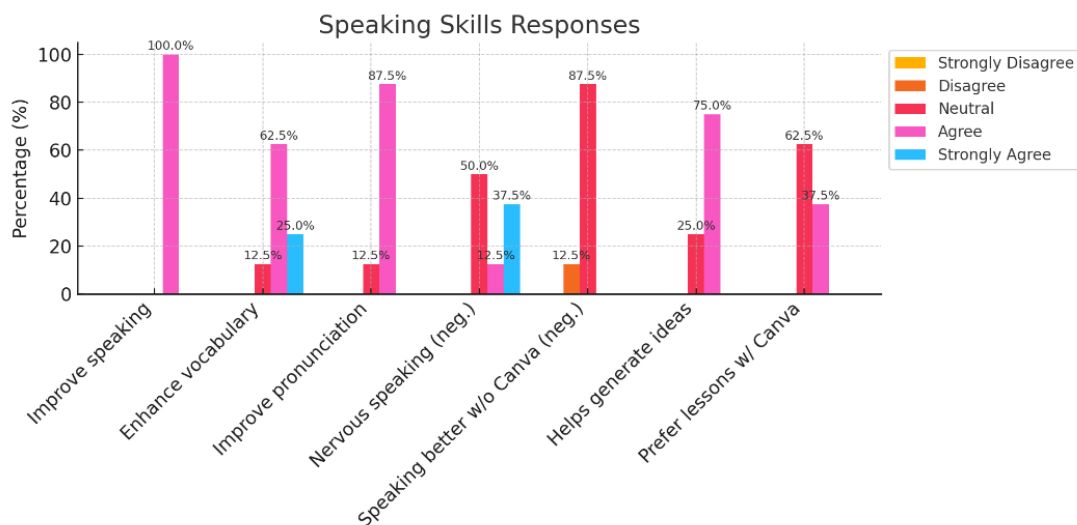
Picture 4. Students' perceptions of Canva's learning benefits

The research findings show that Canva provides significant benefits in learning English, with 50% of students stating that using the application is enjoyable and exciting. Furthermore, the majority of students (62.5%) felt more confident in speaking English after using Canva. In addition, 87.5% of the students agreed that the application creates a more innovative learning environment, allowing them to be creative with the various available features. From the data above, it supported by the interviewee. The students expressed that:

<i>Participant 1</i>	<i>Learning becomes more enjoyable because I can create my own teaching materials.</i>
<i>Participant 2</i>	<i>I feel more confident practicing English in front of my peers using Canva.</i>
<i>Participant 3</i>	<i>Canva makes lessons interactive, and I am motivated to participate more actively.</i>

5. Benefits for Speaking Skills: Canva for Speaking Skills

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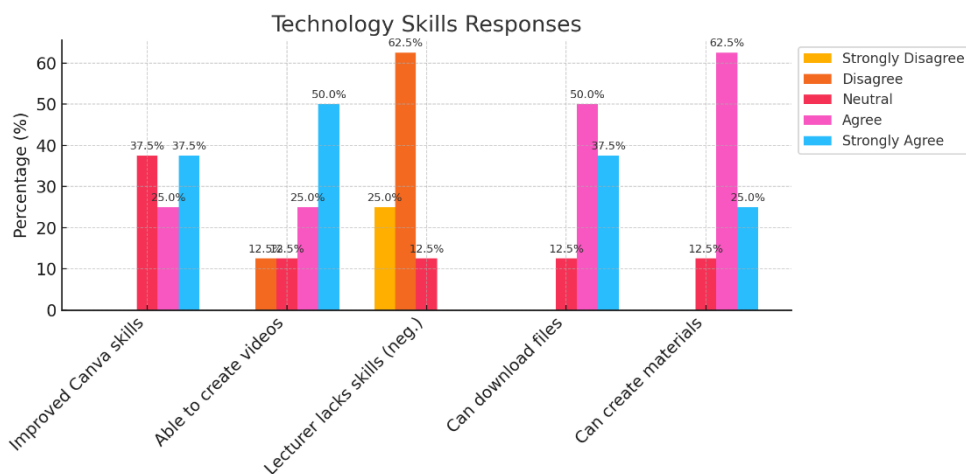
Picture 5. Students’ perceptions of Canva’s benefits for speaking skills

The use of Canva has proven to have a significant impact on students’ English speaking skills. All students (100%) agreed that the application provided them with opportunities to enhance their speaking abilities. A majority of students (87.5%) reported improvements in their pronunciation, while 62.5% noted an increase in their vocabulary. The participants mentioned:

<i>Participant 1</i>	<i>My vocabulary has expanded because I need to write the text before recording videos.</i>
<i>Participant 2</i>	<i>I am more confident speaking English because the visual aids help explain my ideas</i>
<i>Participant 3</i>	<i>Recording myself on Canva helps me practice pronunciation and fluency</i>

6. Benefits for Technology: Increasing Students’ Skills in Operating Canva

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Picture 6. Students’ perceptions of Canva’s technological benefits

In addition to the benefits observed in speaking skills, the use of Canva also enhanced students’ technological abilities. A total of 37.5% of students felt that their skills in using the application improved after the training, and 50% reported being able to create videos using Canva. Moreover, the majority of students (87.5%) stated that they could easily download materials in various formats such as video, PDF, image, and PowerPoint. From the data above, it supported by the interviewee. The students expressed that:

<i>Participant 1</i>	<i>I couldn’t create video presentations before, but now I can edit and save my work in MP4</i>
<i>Participant 2</i>	<i>It’s easier to combine text and images and share my materials online</i>
<i>Participant 3</i>	<i>Learning Canva also improved my general computer skills, which is useful for other tasks.”</i>

Discussion

This section discusses the findings of the study on the use of Canva to enhance midwifery students’ English speaking skills within an EFL context. Data were collected through questionnaires and interviews, with selected participants providing detailed insights into six aspects: knowledge, design, content, learning benefits, speaking skills, and technology skills. The narratives are interpreted in connection with previous studies to situate the findings within the existing literature. Prior research has demonstrated the positive impact of digital tools such as Canva on various learning outcomes, including motivation, writing skills, and multimedia

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learning (Lumbantoruan et al., 2024; Murtadho et al., 2023). The present findings add to this body of literature by highlighting Canva's application in supporting English speaking skills, particularly for midwifery students.

1. Knowledge of Canva and Its Accessibility

The results revealed that half of the students were already familiar with Canva, while the other half had never used it before. Students with prior exposure expressed greater comfort in navigating the application, whereas new users reported finding Canva practical and easy to learn after being introduced during the speaking class. Similar findings were reported by (Pratama & Hikmat, 2024) who noted that Canva's accessibility and widespread usage contributed to its success in enhancing student motivation and learning outcomes in middle school English classrooms. Likewise, (Lumbantoruan et al., 2024; Pelangi, 2020) found that digital tools like Canva were easily adopted by students due to their user-friendly interface. These results suggest that Canva is not limited to niche groups but has become a widely recognized tool in education. From a theoretical perspective, this aligns with the Technology Acceptance Model (Davis, 1989) which emphasizes

perceived ease of use as a major determinant of technology adoption in learning environments. However, this study's findings are limited by the small number of participants (n = 16), which may not fully represent the broader population of midwifery students. Additionally, the study was conducted within a short duration, making it difficult to capture long-term familiarity and adaptation. In conclusion, students' prior knowledge of Canva served as a strong foundation for confidence and engagement in EFL speaking activities, although future research should investigate whether such familiarity also translates into long-term improvements in speaking activity.

2. The Design of Canva: Enhancing Engagement and Learning

The questionnaire results showed that students appreciated Canva's visual design, rating it positively with a mean score of 4.3. Interview data further revealed that students perceived Canva's attractive templates, simple navigation, and color combinations as features that made the learning process more engaging and less monotonous. These findings are in line with (Hadi et al., 2021) who found that Canva's design features supported students in organizing their

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writing ideas effectively, as the platform's templates reduced cognitive load. Similarly, (Pratama & Hikmat, 2024), emphasized that Canva's interactive design increased student motivation in English classes, and It also relate with the statement of (Wijayanti, 2022) Canva is convenient access because it provides all for the teaching and learning like the video, images, colors and many more. This suggests that design elements are not only aesthetic but also functional in shaping learners' engagement. From a theoretical perspective, the results can also be explained using multimedia learning theory (Mayer, 2006), which posits that well-designed visuals and layouts can enhance comprehension and retention. Nevertheless, the findings are limited by the scope of the study, which did not examine whether students' preference for Canva's design directly translated into measurable speaking improvements. Future studies may explore the extent to which design features influence performance outcomes in language learning. In summary, Canva's user-friendly and attractive design motivated students to participate more actively in speaking tasks, supporting its role as both an instructional and motivational tool.

3. Content of Canva: A Double-Edged Sword for Creativity

The questionnaire results indicated that students gave Canva's content a moderate rating ($M = 3.9$). While many students felt that Canva helped them organize ideas and create structured speaking materials, some expressed that the ready-made templates limited originality. Interviews confirmed these mixed views, with students appreciating the guidance Canva provided but also noting the tendency to rely too heavily on pre-designed layouts. These findings resonate with (Siswanjaya, 2021) who noted that while Canva supports students in producing written projects, it sometimes reduces opportunities for creative exploration, and it can also constrain students ability to produce entirely original work if overused (Fauzi, 2024). Similarly, (Rahmatullah et al., 2020) pointed out that audiovisual media like Canva may guide students' learning but can restrict independent idea generation. The present results align with constructivist learning theory (S. P. Chand, 2023), which stresses the importance of learner autonomy and creativity in building knowledge. Canva's templates offer structure but may inadvertently constrain originality if not balanced with open-ended tasks. One limitation of this study is that it did not further examine how students balanced guidance and creativity when using Canva. The short duration of the intervention also restricted observation of whether

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reliance on templates decreased over time. In summary, Canva's content features provided useful structure for midwifery students, but future studies should consider strategies to encourage creativity alongside guided design.

4. The Impact on Speaking Skills: Building Confidence and Competence

The questionnaire results indicated that students rated Canva's contribution to their speaking skills positively ($M = 4.2$). Most participants reported that Canva helped them practice speaking in a more structured and confident manner. Interview data confirmed these perceptions, with students explaining that Canva's templates and visuals provided useful prompts for oral presentations. These findings align with (Siswanjaya, 2021) who found that Canva enhanced student motivation and confidence in language tasks. Similarly, (Hadi et al., 2021) reported that Canva improved students' writing performance by providing clear visual structures, which indirectly supported oral communication. From a theoretical perspective, this corresponds with (Ryan & Deci, 2000; Tunner et al., 1989) social cognitive theory, which highlights the role of supportive tools in increasing self-efficacy and reducing anxiety in performance-based tasks. Social cognitive theory suggests that the use of interactive tools like Canva can boost students' self-efficacy, motivating them to engage more actively in the learning process. However, the findings are limited by the short intervention period and the small number of participants, making it difficult to assess long-term improvements in fluency or pronunciation. In conclusion, Canva was perceived as an effective aid for improving speaking preparation and confidence, though further studies are needed to evaluate its impact on sustained oral

5. Technological Competence: A Key to Success in the Digital Age

The questionnaire results revealed that students rated Canva positively for enhancing their technological skills ($M = 4.1$). Many participants explained that using Canva improved their ability to operate digital applications and strengthened their confidence in using technology for academic purposes. Interview data also highlighted that Canva helped students integrate digital competence with language learning. This finding is supported by, (Rahmatullah et al., 2020) who argued that Canva and other audiovisual applications promote digital literacy while supporting classroom activities. Likewise, (Pratama & Hikmat, 2024), reported that using

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Canva familiarized students with digital tools, making them more adaptable to technology-rich environments. The results also align with the 21st-century skills framework (Davis, 1989), which emphasizes the integration of digital literacy as an essential component of modern education. Nonetheless, the scope of this study did not allow an in-depth examination of how digital skills improved beyond Canva. The study only captured short-term perceptions, which may differ from long-term digital competence. In conclusion, Canva was perceived as a valuable platform not only for language learning but also for enhancing students' technological readiness in higher education.

The findings of this study demonstrate that Canva effectively enhances midwifery students' English speaking skills by fostering engagement, confidence, and speaking proficiency through its user-friendly design, interactive features, and multimedia capabilities. Consistent with prior research (Hadi et al., 2021; Pratama & Hikmat, 2024; Rahmatullah et al., 2020; Siswanjaya, 2021), the study highlights Canva's potential to boost students' motivation, self-efficacy, and digital competence, thereby bridging language learning with professional readiness in the digital era. Despite limitations regarding sample size, study duration, and reliance on self-reported data, the results underscore the value of integrating Canva into EFL classrooms as an innovative pedagogical and technological tool, equipping students with essential skills to thrive in 21st-century educational and professional contexts.

CONCLUSION AND IMPLICATION

Conclusion

This study set out to explore the potential of Canva as a digital tool to enhance midwifery students' English speaking skills within an EFL context. By combining questionnaire data with narrative interviews, the research provided a comprehensive view of students' experiences across six aspects: knowledge, design, content, benefits for learning, benefits for speaking, and technological competence. The findings indicated that students generally held positive perceptions of Canva. They considered it a user-friendly application that facilitated speaking preparation, supported creativity in presentation, and increased their confidence in using English.

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The integration of Canva in speaking classes not only provided students with structured materials and appealing visuals but also encouraged them to actively engage in the learning process. Canva's features, such as templates and recording tools, made speaking tasks less intimidating and more enjoyable. Importantly, the study also revealed that students developed greater technological literacy, an outcome that is increasingly important in higher education and future professional environments. Overall, Canva proved to be an effective medium to connect language learning with digital competence, making it especially relevant in professional programs such as midwifery where English proficiency and technology readiness are both essential.

Limitation

Despite the promising findings, this study has several limitations that need to be acknowledged. First, the number of participants was relatively small ($n = 16$) and limited to a single institution, reducing the generalizability of the results. A larger and more diverse sample would provide stronger evidence for Canva's effectiveness in different educational contexts. Second, the duration of the intervention was short, making it difficult to capture long-term developments in speaking proficiency or sustained digital literacy. Future studies should consider longitudinal designs to observe how students' skills evolve over time. Third, the research relied mainly on self-reported perceptions gathered through questionnaires and interviews. While these instruments provide valuable insights into students' experiences, they may also reflect subjective bias. The absence of direct measurement of speaking performance, such as fluency tests or rubric-based assessments, means that conclusions about learning outcomes remain tentative. Finally, the study focused on a single digital tool, Canva, without comparing it to other applications or instructional methods. Further research could explore how Canva compares to alternative tools, or how it might be combined with other platforms to maximize learning benefits.

Implication

The results of this study carry several theoretical and practical implications. From a theoretical standpoint, the findings extend existing research on digital tools in language learning by providing evidence that Canva, widely known as a design application, can effectively support speaking skill development in higher education. The study highlights how Canva's

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design, content, and accessibility align with established theories of learning and motivation, thereby contributing to the discourse on technology-enhanced language instruction. From a practical perspective, the findings suggest that lecturers can adopt Canva not only to make learning more interactive but also to foster students' confidence and creativity in speaking activities. For midwifery students in particular, English proficiency is essential for accessing international knowledge resources, and Canva offers a supportive platform to practice this skill. At the same time, the use of Canva strengthens students' technological competence, an equally critical requirement in the 21st century. Therefore, integrating Canva in EFL classrooms addresses two important educational goals: improving language proficiency and developing digital literacy.

For policymakers and curriculum developers, this study underlines the importance of incorporating digital innovation into language instruction at the tertiary level. Providing institutional support, such as training programs and access to technology, can maximize the benefits of applications like Canva. In doing so, educational institutions can better prepare students not only for academic success but also for the demands of the modern workforce, where communication and digital competence are vital.

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