



DESIGNING VOCABULARY SCRAPBOOK USING CANVA FOR ELEMENTARY SCHOOL

By

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Abstract:

The research aims to design a vocabulary scrapbook using Canva and determine whether the product is feasible and practical to teach vocabulary to elementary students. The type of research is R&D by Borg and Gall (2003). This research was conducted at SDN 1 Rejosari. The data collection instruments used were the Questionnaire, interview, and observation analyzed using qualitative and quantitative analysis. The results of media feasibility based on the assessment of media and material experts are categorized as excellent criteria, and the results of teacher and student responses after the tryout and implementation of the product. The media has been successfully designed and effectively used to support teaching vocabulary to elementary. This study also implies that Canva has contributed to the term, function, and benefit of creating the media for teaching English. A teacher is not only using Canva as the online media for teaching, but it can be a supplement to create a lot of media creation that supports the teaching and learning process offline in the classroom. It also gives insight into scrapbooks and other media that can be designed and developed using Canva.

Key Words: Canva, learning media, scrapbook

Abstrak:

Penelitian ini bertujuan untuk merancang scrapbook kosakata menggunakan Canva dan menentukan apakah produk tersebut layak dan praktis untuk mengajarkan kosakata kepada siswa SD. Jenis penelitiannya adalah R&D oleh Borg and Gall (2003). Penelitian ini dilakukan di SDN 1 Rejosari. Instrumen pengumpulan data yang digunakan adalah Angket, wawancara, dan observasi yang dianalisis menggunakan analisis kualitatif dan kuantitatif. Hasil kelayakan media berdasarkan penilaian ahli media dan materi dikategorikan sebagai kriteria unggul, dan hasil respon guru dan siswa setelah tryout dan implementasi produk. Media telah berhasil dirancang dan digunakan secara efektif untuk mendukung pengajaran kosakata ke SD. Studi ini juga menyiratkan bahwa Canva telah berkontribusi pada istilah, fungsi, dan manfaat menciptakan media untuk mengajar bahasa Inggris. Seorang pengajar tidak hanya menggunakan Canva sebagai media online untuk mengajar, tetapi dapat menjadi pelengkap untuk membuat banyak media kreasi yang mendukung proses belajar mengajar

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secara offline di kelas. Ini juga memberikan wawasan tentang scrapbook dan media lain yang dapat dirancang dan dikembangkan menggunakan Canva.

Kata kunci: Canva, media pembelajaran, scrapbook

INTRODUCTION

As a foreign language, in Indonesia, English has been introduced and inserted into learning in elementary school (Mattarima dan Hamdan 2011), where learning English focuses on vocabulary recognition. As mentioned (Susanto 2017), vocabulary is one of the components that takes the critical aspect of learning English. Thus, good vocabulary mastery supports mastery of each of the language skills, both receptive such as listening and reading, and productive such as speaking and writing (Cahyono dan Widiati 2015). It means that students must master English vocabulary and its grammatical rules to communicate with other people, and they should use the strategy to assist the students' vocabulary mastery (Putri, Z. M., & Wahyuni, E., 2019). Theoretically, the researcher should develop the learning media supporting the vocabulary teaching-learning process with the requirements such as the learning media that should facilitate educational and learning measures between teachers and students in order to produce excellent and innovation-based learning (Dewanti 2021; Hakim 2018; Sastradika et al., 2021); make teachers and students want to use in their learning for mastering new skills (Astuti 2021); and help students achieve learning their attention, interests, thought, and feelings during the learning process (Novita, Sukmanasa, and Pratama 2019). Jazuly, Indrayani, and Prystiananta (2019) mention that appropriate media in teaching English to elementary school students to make them more enthusiastic about learning English,

A scrapbook is one of the media used in teaching elementary students vocabulary. (Widiyanto, Ulfah, dan Zia 2018) A scrapbook is a visual medium that makes it easier for students to comprehend and retell their studied material. Scrapbooks are also chosen as a valid, practical, and effective teaching media. It is supported by other previous research (Sulistyowati, Fathanah, dan Agus Setiawan 2020) developed Scrapbook in Box based on the student's comprehension of social sciences. The result is that the media is feasible, practical, and effective. Media and Ayurachmawati (2022) conducted a project on developing a digital scrapbook using Canva for Social studies for elementary school students. It was found that the scrapbook is very valid and very practical media. Scrapbooks also can be used in teaching English; (Md Deni, Zainal, dan Mohamed 2007) conducted a project called *Vocabulary Scrapbook* for the first semester at Universiti Kuala Lumpur, Malaysia France Institute, and the aim was to enrich the students' vocabularies using the specific vocabulary learning

strategies. The result of this project was positive for enriching students' vocabulary; (Salsabillah dan Mayuni 2021) developed scrapbook for learning recount text in Junior High School. The result is the media in line with the curriculum 2013 and it is also suggested that vocabulary should be provided and discussed priory before using the media. From those previous researches, it can be inferred that scrapbook is a visual media that makes students easier to comprehend the material and to retell the material that they have studied. It is valid, practical, and effective media used in teaching learning process. And it is also can be used in teaching English.

However, the research on designing scrapbooks using Canva for elementary school has never been conducted before. It is expected that the media can be used as a practical and feasible medium to teach vocabulary to elementary students. In this case, the researchers are interested in using Canva as one of the internet applications that enables the teacher or creator to develop their learning media. The reason for choosing Canva is as follows: First, based on the previous researchers. Junaedi (2021) mentions that Canva provides many attractive designs that can increase the creativity of teachers and students in designing learning media. Second, Canva is very useful because it can increase students' learning motivation and can be used in learning that can provide facilities such as knowledge, as well as creativity and skills of one of the students and has various templates and features available to help teachers and students (Annisa Ramadina Andani Putri and Marhamah 2022). Third, Canva can be integrated to promote learning and can be used to produce concrete abstract ideas, encourage students, direct attention, repeat information, help students retain prior knowledge, and enhance learning. Smaldino et al. (2019). The last is that Canva can function as a supplement and substitute. The supplement functions of Canva are facilitating Teachers to make learning media (Elsa dan Anwar 2021). From those explanations, the research focuses on functioning Canva as a supplement to facilitate the teacher in creating learning media. The learning media supported by Canva in the creation process is a scrapbook.

Related to preliminary research results in interviews conducted at SD N 1 Rejosari, Pringsewu, most students found it challenging to understand the meaning of vocabulary, remember even new vocabulary, and read vocabulary. Moreover, teachers also had difficulty finding media variations to support the teaching-learning process. The teacher mostly depends on using the LKS book and rarely makes supported media that can attract students to learn English vocabulary. Then, the analysis showed that 80% or most of the students need

engaging media for learning vocabulary that can assist them in understanding the meaning, recalling the new vocabulary easily, and reading the vocabulary. Further, all the students wanted the media to be fun, colorful, and enjoyable. They lack the media that can help them learn vocabulary in English.

In brief, the scrapbook for vocabulary design by Canva has not been developed much. From those, the researchers seek the answer to the question of;

1. How to design a vocabulary scrapbook using Canva?
2. Is the media feasible and effective in teaching vocabulary to elementary students?

METHOD

Design

This research used the development theory of Borg and Gall (2003). This research is classified as Research and Development (R&D) because it aims to develop a finished product. It can be used appropriately in an educational program (Borg, 2002).

Participant

This research was conducted in the elementary school of SDN 1 Rejosari. The participants were four graders consisting of 25 students. We took sampling purposively. They are required to master vocabulary in English in their syllabus.

Data collecting technique

The development based on the model includes ten steps. However, this research only focused on nine steps. The steps: *The first step* is needs analysis; the researcher analyzed the results of the student needs Questionnaire. The researcher then analyzes the material based on the syllabus. *The second step* is the planning stage. *The third step* is design material. *After designing the product, the fourth step* is to validate the first product. *The fifth step* is to evaluate the product with an expert. *The sixth step* is the researcher revises the product. *The seventh step* is to try out the product. *The eighth step* is to revise the result of trying out the product. *The ninth step* is the implementation stage.

Data analysis technique

This research uses both qualitative and quantitative approaches to collect data. Qualitative data is analyzed using descriptive analysis, such as the data from interviews. For

quantitative data, such as collecting the result of students' need analysis and the feasibility of the product, the percentage calculation is done by dividing the frequency by the number of respondents; the result is multiplied by 100%.

$$\text{Result (in the form of percentage)} = \frac{f \times 100\%}{N}$$

Where: f: frequency

N: Total number of students

For calculating the result of expert judgment, the researchers used Walker's (2013) formula:

$$P = \frac{\text{Score Result}}{\text{The maximum scores each aspect} \times \text{the number of aspects}} \times 100\%$$

RESULT AND DISCUSSION

Result

The research aims are: How to design a vocabulary scrapbook using Canva? Is the media feasible and effective in teaching vocabulary to elementary students? Both aims are described in the media creation steps and the result of questionnaires' responses.

How to Design the vocabulary scrapbook using Canva?

There are following steps based on Borg and Gall (2003) in designing the product: *The first step is needs analysis*; the researcher analyzed the results of the student needs Questionnaire. The researcher then analyzes the material based on the syllabus—the needs analysis is conducted by distributing the questionnaires to the fourth graders of SD N 1 Rejosari. The researcher distributed need analysis questionnaires to grade 4 students to find out about students' needs in learning English. This student's needs questionnaire contains needs, wants, and lacks. In addition, the researcher also interviewed one of the English teachers to find out how the teacher teaches English. It was to find out the habits of students when learning English. By using the formula calculation, 80% of the students need an interesting media for learning vocabulary that can assist them in understanding the meaning, recalling the new vocabulary readily, and reading the vocabulary.

Further, all the students wanted the media to be fun, colorful, and engaging. All the students answered that they lack the media to help them learn vocabulary. After the researcher knows the needed analysis result, the researcher analyzes the material based on the syllabus. The

material analyzed by the researcher is *my dream* material, in which the vocabulary is related to the profession.

The second step after analyzing student needs is the planning stage; at this stage, the researcher determines the elements that should be included in the learning media that would be developed. The researcher planned and analyzed the materials, designs, and materials used to make scrapbooks according to the results of the analyst's needs.

The third step is design material. After knowing the material to be developed and starting to design a product prototype, the researcher uses the **Canva** application to design it. At this stage, the design is carried out, such as designing the size of the scrapbook, choosing the type of font, choosing colors, and selecting images. Also, the researcher designs the shape of the paper to be made and then determines the materials needed so that product development can be easily understood.



Figure 1: The Scrapbook Designed by Canva

After designing the product, the fourth step is to validate the first product. The scrapbook design is validated by using three validators:

Table 1: The validator qualification

No	Name	Occupation
1	Norma Yunaini, M.Pd.	Lecturer of elementary school teacher education department who is majoring in developing material for elementary
2	Drs. Suminto, M.Pd.	Lecturer majoring in Technology of Education

In this step, the researchers revise until the product is suitable with the result of need analysis and syllabus. After reaching the product was valid, researchers moved to the next step.

The fifth step is to evaluate the product with the experts. The researcher distributes a questionnaire with several aspects, including the feasibility of language, graphics, content,

practicality, context, and presentation. The researcher distributed questionnaires to the Experts:

Table 2: The Experts' qualification

No	Name	Occupation
1	Nia Rokhiyani, S.Pd.	English Teacher at SD IT Cahaya Madani
2	Mariyati, S.Pd.	Class Teacher at SD IT Cahaya Madani is the crafts teacher

Moreover, the result of the experts' judgment shows:

Table 1: Result of Expert Judgments from the 1st teacher

Aspects	5	4	3	2	1	Category
Language		4				Good
Graphics	5					Very Good
Content	5					Very Good
Practicality		4				Good
Context		4				Good
Presentation	5					Very Good
Total Scores						27

Table 2: Result of Expert Judgments from 2nd Teacher

Aspects	5	4	3	2	1	Category
Language		4				Good
Graphics	5					Very Good
Content	5					Very Good
Practicality		4				Good
Context		4				Good
Presentation	5					Very Good
Total Scores						27

That the average score was 27 from Tables 1 and 2, in analyzing the data, it is used the formula:

$$P = \frac{\text{Score Result}}{\text{The maximum scores each aspect} \times \text{the number of aspects}} \times 100\%$$

$$P = \frac{27}{5 \times 6} \times 100\%$$

Based on the Walker (2013) formula calculation, the result of expert judgments on Scrapbook was considered with a percentage of 90%. Therefore, the scrapbook can be used to teach and learn vocabulary.

The sixth step is the researcher revises the product. The results of expert judgment are then used to revise and develop the product and materials vision stage 1. At this stage, product revision is carried out based on the results of suggestions from material experts and media experts. Then, the researcher updates the product according to the suggestions given by the

two experts. Then, the Questionnaire was distributed again to ensure the Scrapbook was valid. According to the result of expert judgment, the product has no revision.

The seventh step is to try out the product. After the researcher revises the product, the step is to try out the product. The researcher tried the product at SDN 5 Pringsewu Barat with 27 students. Then, the researcher interviewed students to find out their responses after learning English using a scrapbook. Based on student responses, most students responded well, and students claimed to enjoy learning to use scrapbooks. Therefore, after the tryout, the researcher did not need to revise the product.

The eighth step is to revise the result of trying out the product. Because no revision was needed, the product moved to the next step.

The ninth step is the implementation stage. The next step is the implementation stage. The researcher implemented it in the original class, namely at SDN 1 Rejosari for grade 4 semester 2, with 25 students.

Is the media feasible and effective in teaching vocabulary to elementary students?

The researcher implements the vocabulary Scrapbook designed by Canva based on the lesson plan consulted with the teacher's priority. The researcher explained the material using a scrapbook, and then the students worked on the questions. The implementation results show that students understand the material and can answer questions correctly, with an average score of 8.96. After completing the implementation, the researcher distributed students' response questionnaires and teacher responses to determine the feasibility of the scrapbook used as a medium for learning vocabulary. So, scrapbooks and worksheets can make it easier for students to enjoy learning about professions and can increase their vocabulary.

Discussion

The result of expert judgments on Scrapbook was considered with a percentage of 90%. It means that the scrapbook can be used as the material for teaching and learning vocabulary, and the implementation results show that students understand the material and can answer questions correctly with an average score of 8.96. Therefore, the findings also support the previous research. (Atherton, 2018) states that Canva provides the conveniences for designing innovative and creative teaching materials. Canva is the answer to current demands. Teachers and students can create many things using the Canva app, such as videos, images, and presentations. Using Canva makes it very easy for teachers and students to create English teaching materials that need visualization of images and videos to convey information.

Bradley (2015) Canva consists of sophisticated designs for print media (e.g., flyers, posters, invitation cards, brochures, etc. (Navarre, 2018). Canva enables the user to demonstrate an understanding of various topics through individual or collaborative development of posters, presentations, flyers, infographics, book covers, newsletters, programs, reports, media kits, and more (Waring, 2021). Martin (2016) states that Canva offers teachers and students a straightforward new design method. It is drag-and-drop capability enables the creation of presentations, posters, single-page documents, and social network postings. Tanjung and Faiza (2019) also state that Canva learning media is feasible for learning. Fitria, T. N. (2022), Creating a free Canva account grants access to hundreds of pictures and icons that can be incorporated into current templates or used to create a design from scratch. Canva is ideal for basic graphics (like a thumbs-up icon for a statement announcing the outcomes of a class project, a bold arrow highlighting a portion of our assignment's instructions, or a photo of your class with the date imprinted on it). When our design is complete, we can save it as an image file and post it straight to our course website or learning management system (LMS), or we can share it using the URL supplied by Canva.

CONCLUSION

This research aims to know how to design a vocabulary scrapbook using Canva and whether its product is feasible and practical to teach vocabulary to elementary students. In designing the vocabulary scrapbook using Canva, nine steps of development from Borg and Gall (2003) were used, namely: the needs analysis step, the planning step, the designing material step, the step of validation of the product, the step of evaluation of the product with an expert, the step of the revision of the products, the step of trying out the product, the step of revision from a result of trying out the product, and the last is the implementation stage. The implementation results show that students understand the material and can answer questions correctly, with an average score of 8.96. After completing the implementation, the researcher distributed students' response questionnaires and teacher responses to determine the feasibility of the scrapbook used as a medium for learning vocabulary. The result is that the scrapbooks can make it easier for students to enjoy learning about professions and can increase their vocabulary. In brief, designing the vocabulary scrapbook using Canva was successfully designed, and it also became the media that feasible and effectively supports teaching English vocabulary to elementary students.

Limitation

Therefore, further study about utilizing Canva as a supplement for creating the media for teaching English is still needed to investigate, specifically for teaching English vocabulary. This research shows that media is needed to support the teaching-learning process, and in creating the media, one of the applications that can be used in Canva.

Implication

This research contributes to the term, function, and benefit of Canva in creating the media for teaching English. The teacher is not only using Canva as the online media for teaching, but it can also be a supplement to create a lot of media creation that supports the teaching and learning process offline in the classroom. It also gives insight into scrapbooks and other media that can be designed and developed using Canva.

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