CHAPTER IV

RESULT, FINDINGS, AND DISCUSSION OF RESEARCH

This chapter presents the result of research data that obtained from interview, obseravation, and documentation which are discussed based on the theory and concept of the previous chapter. This chapter present based on the research in the first chapter. It covers the students' perception on the TOEFL assignment in using *Canva* application at sixth semester of TBI IAIN Madura.

A. Result of Research

In this section, the researcher provided and showed the result of the research that has been conducted. It is about how the sixth semester students use *Canva* application in the TOEFL assignment and how they perceive about it.

1. The Sixth Semester Students' Perception on the Use of *Canva* Application in the TOEFL Assignment

The researcher held the research to collect the data since October 6th – November 1st 2022. Where the subject or respondents for this research are consist from A, B, C, D and E class of the sixth semester students of TBI in IAIN Madura who joining TOEFL class and the researcher also accessed their result assignment in the *Google Drive* which was provide in the lesson plan of TOEFL class *(See appendix 4, p. 127)* as the secondary data source.

The researcher choose the respondents in random by contact them one by one and asked their willingness to be respondent in this research. In this case, the researcher got 25 respondents who are sixth semester students of TBI IAIN Madura who joining TOEFL class and willing to be respondent

in this research. From those respondents and from the result of students'
assignment, here the researcher already obtained the data, as follows:

Based on interview that researcher was conducted, related with
students' perception on the use of *Canva* application in the TOEFL class,
almost all of the students in TOEFL class are agree with the use of this kind
of application, because they think that it is suitable with their skill, and this
application can help them so much to make their assignment become easier
with the templates and features in this application, another reason is it can
give them knowledge about edited design, not only infographic but the other
design. But, for the students who think that it is not suitable with their skill,
they stated that they disagree. As stated by the following interviewees:

Most of the interviewees agree with the use of *Canva* application in
TOEFL class, but there is one interviewee that stated she disagree with the
use of *Canva* application because she thinks it will more suitable to use in
other kinds of task, not to summarize. This statement stated by the thirteenth
interviewee *(See appendix 6, p. 194)* who said:

> "I am not agree if *Canva* used to do a summary, but for another kinds
> of task maybe it will more suitable. I feel like it's still suitable with
> my skill do a task by using *Canva* but not for do a summary."[85]

While, another interviewees agree with the use of *Canva* application.
They have some variation of reasons such as it is relate with their skill, this

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[85] Putri Khairun Nisak, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 20th 2022)

statement of reason said by four (4) other interviewees *(See appendix 6, p. 194)*, as follow:

> "Yes, I do. I think that the media assignment is suitable with my skill."[86]

While, some interviewees also stated that they agree because this application can make their assignment more interesting, and it help them so much with the infographic design feature that provided. This statement stated by four (4) other interviewees *(See appendix 6, p. 194)*, as follow:

> "Yes, why not. Because this application is really makes our life easier, we don't have to design by my own but the template or the decorations is already been there we just have to choose anything we want and like. And I think it is suitable with my skill because you know I'm very in love with kind of art, I love artsy things."[87]

Another reason that make the interviewees agree is in *Canva* application they did not only learn about editing infographic, but they also can learn and use another design features that provided in it, such as pamphlet, banner, ppt, until editing photos. This statement stated by nineteenth and twenty-fourth interviewees *(See appendix 6, p.194)*, they said:

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[86] Tiara Hidayati, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 13th 2022)
[87] Aqiella Nur Syawalita, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 9th 2022)

"Yes, I really agree with that because through Canva we will be able to know not only how to make an infographic but also how to make a pamphlet, a banner, etc related with graphic design."[88]

"Yes, I'm totally agree. Since I enjoy to create a post, ppt, or editing a photo using Canva."[89]

Based on interview that researcher conducted, related with students' perception on the use of *Canva* application in the TOEFL class, most of the students in TOEFL class are thought that the use of this kind of application is appropriate, because to make the students understand and remember the material in TOEFL class which is consist of so many tips and tricks for answering all of the section in TOEFL test, it sounds good if they summarize the tips and tricks first, into an infographic that more interesting, it can make them easier to learn again, but some of them were thought that it is not appropriate because in TOEFL class, we are usually just learn about how to answer the TOEFL test that didn't relate with summarizing the material. As stated by the following interviewees:

The twelfth interviewee stated that the use of *Canva* application in the TOEFL class is really appropriate because it can help her to learn and remember a lot of strategies to answer the TOEFL test. The same statements also can be found from nineteen (19) interviewees *(See appendix 6, p. 196)*, they said:

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[88] Rifyal Kalam Mahardhika, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 9th 2022)

[89] Faidatul Ummah Emzet, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (November, 1st 2022)

"Yes, for me it's really appropriate to use *Canva* in the TOEFL class. In TOEFL class, we need to learn or read a lot about the strategies and the tips on how to answer the TOEFL questions or what kinds of materials that usually use in TOEFL test, and from knowing that all strategies and what are the materials of TOEFL test we can found it from the TOEFL book that's really thick. And I believe that so many students are too lazy to read that thick book, that's why the infographic made by Canva with interested design, I'm sure the students will more enjoying learn or read TOEFL material from that infographic."[90]

While, some of interviewees stated that *Canva* application is not appropriate to use in the TOEFL class because it is not relate with the purpose of learning in the TOEFL class. This statement stated by sixteenth and thirteenth interviewees *(See appendix 6, p. 196)* who said:

"I don't think so, because learning the TOEFL itself is to help students master the skills in doing TOEFL questions. So it's not appropriate, for the task of summarizing the existing skills it is still used, but for TOEFL learning I'm not sure it's appropriate."[91]

Based on interview that researcher conducted, related with difficulties of sixth semester students in using *Canva* application at the

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[90] Aqsholany Ozy Trienshendy, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 13th 2022)

[91] Geraldy Axwall Ramadhani, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 25th 2022)

TOEFL class and how they overcome about it, for those who have difficulties in using this application usually will solve it by searching in the internet/*Google*, such as for get an inspiration for interesting design, or watching *YouTube* for more knowing about how to use his application, and some of them also ask their friends to overcome their difficulties. As stated by the following interviewees:

Tenth interviewee stated that she did not have any difficulties in using Canva application. The same statements also can found from ten (10) other interviewees *(See appendix 6, p. 191)*, they said:

"No, I do not find any difficulties in using Canva application as media assignment in TOEFL class."[92]

And,

"I did not have any difficulties because there are template in it. We only need to put the text."[93]

While, there are another interviewees who stated that they have any difficulties, such as difficult to save their work, as stated by third interviewee *(See appendix 6, p. 191)*:

"Yes, I do. Sometimes I find it difficult to save my work in Canva, but over time I can do it"[94]

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[92] Yulia Rosita, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 12th 2022)

[93] Ulfiyatul Hasanati, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 11th 2022)

[94] Amania Ramadhani, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 12th 2022)

The other difficulties that feel by interviewee is about the signal trouble, as stated by three (3) other interviewees *(See appendix 6, p. 191)*:

"The application is very easy, but sometimes so difficult to open it when the signal trouble"[95]

Did not have experience in using Canva application also become one of difficulties that feel by the interviewees, because without experience they did not know how to work with this application. This statement said by the seventh interviewee, as follow:

"A little difficult because I have not used it for a long time"[96]

The ninth interviewee also stated that she have a difficulty in using this application which this application did not match with her skill, therefore she said:

"Perhaps, I not too creative so sometimes, I used same design"[97]

This statement is the same with the twelfth interviewee statement, where she feel difficult to create a design by herself.

While, related with the application the eleventh interviewee stated that she difficult to use this application because the application sometimes is too slow. This statement is the same with sixteenth interviewee, as follow:

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[95] Amirah, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 7th 2022)
[96] Mahbubah, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 14th 2022)
[97] Anni Rufaidah, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 6th 2022)

"Yes, sometimes the app has some kind of bug where the features and buttons can't be used, it really hinders my work."[98]

Beside too slow, the screen of application was too small. This can be known from the eleventh interviewee *(See appendix 6, p. 191)*, and she said:

"eumm, it is so slow guys, the screen was too small"[99]

This statement is the same with twenty-second interviewee who said:

"I think it is easy to used, but if in the phone, the screen was too small and it is more appropriate using laptop."[100]

The fifth interviewee stated that beside she feel this application is easy to use, she also stated that the difficulties that may feel is the template designs in Canva application which are paid for. This statement also states by nineteenth interviewee *(See appendix 6, p. 191)*, they said:

"The difficulties I faced when I did the assignments are that I sometimes couldn't use some templates that I liked since they were not for free and I needed to purchase to make them available."[101]

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[98] Geraldy Axwall Ramadhani, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 25th 2022)

[99] Oni Khanza, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 19th 2022)

[100] Lailatul Badriyah, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 29th 2022)

[101] Rifyal Kalam Mahardhika, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 9th 2022)

Beside that, another difficulties are the application which is difficult to use since the interviewee is difficult to editing and move the font because there are so much material in their infographic. This statement was stated by the fourteenth interviewee *(See appendix 6, p. 191)*, as follow:

"Yes, at that time I was difficulties to editing and move the font because the material that I was review are too much so automatically the sentence that I want to move were deleted because too much material."[102]

Based on the difficulties that may feel by the students, twelfth interviewee stated that she overcome the difficulties in several ways, such as if they have get the free template, she will more patient and looking for the interesting one and modified it by herself, in this case she said:

"To overcome the difficulties in making TOEFL assignment that I already mention above, for the first difficulties, I need to be more patient to find an interesting free template design at *Canva* and if I still cannot get enough from the template design itself, so I will make an improvisation design like changing a little bit the design, fonts, or the color so it will be more interesting."[103]

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[102] Fortunaria Henani Anissandra Mulia Dewi, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 24th 2022)
[103] Aqsholany Ozy Trienshendy, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 13th 2022)

This statement is the same with the statement from thirteenth interviewee *(See appendix 6, p. 198)*.

While, to overcome the difficulties about lack of inspiration, the twelfth interviewee overcome by looking for other people design in *Google, Pinterest*, or *Canva* application itself to be her role model of design. In this case, she said:

> "For second difficulties, I overcome it by search other people designs in google, pinterest or Canva application itself to get the inspirational design to me to create my own design."[104]

This statement is the same with the statement from tenth interviewee, which also overcome the difficulties by searching in internet.

Moreover, twelfth interviewee also stated that to overcome the trouble of signal or internet, she will buy an internet quota or find a *Wifi* and make her assignment in her laptop *(See appendix 6, p. 198)*. She was said:

> "And for the last difficulties, if I don't have internet to open *Canva*, so I buy the internet quota, find a wifi or ask my family to connect my laptop to their internet connection, since I always make the assignment by using *Canva* web in laptop."[105]

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[104] Aqsholany Ozy Trienshendy, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 13th 2022)
[105] Ibid

In addition, first interviewee stated that she overcome her difficulties by watching a tutorial in YouTube, it is the same with the statement from five (5) other interviewees *(See appendix 6, p. 198)*. In this case she said:

"Usually I look tutorial how to operate it in YouTube."[106]

The other ways of how the interviewees overcome the difficulties is by asking their friend, such as the statement from five (5) other interviewees *(See appendix 6, p. 198)*. They said:

"When I have difficulty using the *Canva* application, I usually find out and ask other friends how to overcome the difficulties that I experience."[107]

In this case, not all of the interviewee have a difficulties for the use of *Canva* application, therefore some interviewees did not have a strategies to overcome the difficulties, such as five (5) other interviewees *(See appendix 6, p. 198)*. They said:

"I do not have any difficulties using this application."[108]

Based on interview that researcher conducted, related with experience of sixth semester students of TOEFL class in using *Canva*

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[106] Najwa Muqoddas, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 6th 2022)

[107] Ainun Sahiroh Furqon, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 30th 2022)

[108] Tiara Hidayati, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 13th 2022)

application, they are very familiar with this kind of application, and most of them knowing and use this application for learning purpose, exactly for making their assignment. As stated by the following interviewees:

First interview stated that she is familiar with *Canva* application, ever and always use this application before, she said:

"Yes, I always use it"[109]

This statement is the same with three (3) other interviewee's statements *(See appendix 6, p. 178)*, she stated that she is familiar and ever use *Canva*. She also still continue to use this application until now, this can be known from her statement who said:

"Yes I'm familiar with *Canva* and often use it until now"[110]

Four (4) interviewees stated that they are familiar with *Canva* application and ever use this application before *(See appendix 6, p. 178)*, they said:

"Yes, I ever use it."[111]

This statement also stated by six (6) interviewees *(See appendix 6, p. 178)* who said:

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[109] Najwa Muqoddas, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 6th 2022)

[110] Faidatul Ummah Emzet, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (November, 1st 2022)

[111] Fortunaria Henani Anissandra Mulia Dewi, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 24th 2022)

"Yes, I do it"[112]

Eight (8) interviewees stated that they are also familiar and ever use *Canva* application *(See appendix 6, p. 178)*, they said:

"Yes, I am familiar with *Canva* application, and I ever use it."[113]

While, some of them, especially the tenth interviewee stated that they familiar with this application but they are know this application from the previous class or subject with the same lecturer, she was said:

"Yes, I am familiar enough with *Canva* application because I ever used it in Listening subject and in previous semester"[114]

If the tenth interviewee knowing *Canva* application from previous subject, which is listening subject, the nineteenth and twenty-second interviewees also stated that they have been using it since 5th semester in semantic class *(See appendix 6, p. 178)*, they said:

"Yes, I am. I've been using it since the 5th semester during semantic class and TOEFL class which is taught by Mam L."[115]

[112] Nur Khofifah, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 30th 2022)

[113] Lusi Dila Rahmawati, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 25th 2022)

[114]Yulia Rosita, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 12th 2022)

[115] Rifyal Kalam Mahardhika, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 9th 2022)

Based on interview that researcher conducted, related with experience of sixth semester students of TOEFL class in using *Canva* application, most of them are knowing this application before the TOEFL class, some of them knowing this application from previous course, and some of them knowing this application beyond the college environments such as from other people, ad in *YouTube*, also in internet. As stated by the following interviewees:

First interview stated that she knows about *Canva* from her lecturer in another subject, not in TOEFL class. The same statement also stated by twelve (12) other interviewees *(See appendix 6, p. 180)*, they said:

"No, I know it from my listening lecturer, exactly Mam L. The same lecturer but in different subject."[116]

While, there are another interviewee who stated that she knows about *Canva* since she is in senior high school, which it is for some purpose such as for editing photos, or making cover for novel and something. This statement was stated by sixth and eighth interviewee *(See appendix 6, p. 180)*. They said:

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[116] Najwa Muqoddas, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 6th 2022)

"I knew it for some work about making cover for novel or something. No, because I used it before"[117]

"No. I did not. I start to know and learn *Canva* when I'm senior high school. I know it for first time to edit photos."[118]

Beside known since senior high school, there are also some interviewee that knowing this application from social media, such as *YouTube, Instagram*, or *TikTok*. As three (3) other interviewees said *(See appendix 6, p. 180)*:

"First time I know about Canva from social media, it's from *Instagram* or *TikTok* I'm not really remember. So, I already familiar using *Canva* in a classroom."[119]

It is quite different with the statement from sixteenth and seventeenth interviewees who stated that she knows about Canva from their friend, as she said *(See appendix 6, p. 180)*:

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[117] Puji Anzi Eka Safitri, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 25th 2022)

[118] Tiara Hidayati, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 13th 2022)

[119] Nur Khofifah, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 30th 2022)

"I first heard about this application from a friend who I was using for collage assignments at the time. No I start to know and use the application from philosophy class and I use for make a poster."[120]

Moreover, the twentieth and two (2) other interviewees stated that they know about Canva application since the TOEFL class, they said *(See appendix 6, p. 180)*:

"I start to know and learn in Canva applications since the TOEFL class."[121]

Based on interview that researcher was conducted, related with how sixth semester students using *Canva* application in the TOEFL class, all of them usually using the template in the *Canva* application, and start doing their assignment by typing/writing some notes first, then they will copy to the template in *Canva* with some improvisation. And they also make the assignment by themselves. As stated by the following interviewees:

Fifteenth interviewee stated that she make her assignment by herself and she do her assignment by using template in *Canva* application. She said *(See appendix 6, p.200)*:

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[120] Geraldy Axwall Ramadhani, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 25th 2022)
[121] Lusi Dila Rahmawati, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 25th 2022)

"Usually to make it easier I typed the text on my laptop or my handphone. After that I copy paste the text that I was typed before into the template that i choose. I always make it by myself."[122]

While, another interviewees stated that they always make their assignment/infographic by themselves, but usually they use template that provide in *Canva* application. In this case, the tenth interviewee said:

"I did the assignment after the TOEFL class ended. Firstly, I choose the templates that I want then rewrite the important point from the presentation. Of course I made my assignment by myself."[123]

This statement is the same with the statement from sixteen (16) other interviewees *(See appendix 6, p. 200)*, which also made their assignment using *Canva* application by themselves, but sometime they use template which provide in the application.

Moreover, nineteenth interviewee also stated that she make her own design because she loved it. This statement is the same with the statement from two (2) other interviewees *(See appendix 6, p. 200)* who was said:

"Yes, I made by myself, and I am happy when I create something in this application."[124]

[122] Ulfiyatul Hasanati, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 11th 2022)

[123] Yulia Rosita, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 12th 2022)

[124] Amirah, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 7th 2022)

Based on interview that researcher conducted, related with the time that was given by the lecturer to do the TOEFL assignment in using *Canva* application, sixth semester students stated that their lecturer was given a deadline of the assignment. The deadline of this assignment is within a day. It is less or more than 12 hours, it is started when the class was ended until at 12.00 pm at that day. And in this case, they were thought that this time is enough for them to make this assignment. As stated by the following interviewees:

First interview stated that her lecturer giving her time to do her assignment, exactly TOEFL assignment within a week and she thinks that it is very enough for her. The same statements also can found from nine (9) other interviewees *(See appendix 6, p. 189)*, they said:

> "Usually the lecture would give us a time to finish it in a week, and I think is more than enough since infographic is a simple work for the college students."[125]

And,

> "In a week we have to collect it in link drive that has been provided. Yes, of course enough. I mean that's a long period, like in a week. So I don't mind it at all."[126]

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[125] Amirah, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 7th 2022).

[126] Aqiella Nur Syawalita, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 9th 2022)

While, there are another interviewees who stated that their lecturer giving them time to do her assignment, exactly TOEFL assignment within a day, there are interviewee who said 7-8 hours, 14 hours, 12 hours, and 24 hours, therefore it means that they should submit the assignment at 00.00 pm and they think that it is enough for them. These statement was stated by nine (9) other interviewees *(See appendix 6, p. 189)*. They said:

"The assignment is done after the class ends, the lecture gives about 7-8 hours to be collected on the link provided. I think the time given is more than enough."[127]

"We were given a deadline to collect assignment for approximately 14 hours. Personally, I don't mind the deadline, but sometimes I almost forget to do the assignment because of the assignment of another course with the same deadline."[128]

"12 hours after the assignment had given by the lecturer. And for me, it is enough for me to do that assignment."[129]

"For 24 hours, and enough if we work diligently."[130]

"For the deadline of this assignment is less or more than 12 hours where it start from 10.30 am which the class will ended

[127] Geraldy Axwall Ramadhani, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 25th 2022)

[128] Amania Ramadhani, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 12th 2022)

[129] Aqsholany Ozy Trienshendy, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 13th 2022)

[130] Lu'lual Jannah, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 6th 2022)

automatically in 12.00 am, and the deadline for the assignment is 00.00 pm. In my personal opinion the time that was given is enough, because I also can practicing self-discipline in doing the assignment in every week."[131]

Based on interview that researcher was conducted, related with work setting of TOEFL assignment in using *Canva* application, sixth semester students was do it in individual for every week review of the material, but it is in group for the students who was got the turn to be the presenters, as instruction from their lecturer. Dealing with this work setting, most of them stated that it was appropriate to do in this work setting, but some of them were thought that it is not appropriate because it will take more time to make it. As stated by the following interviewees:

First interviewee stated that she doing her assignment, exactly TOEFL assignment by individual and she thinks that it is appropriate, the same statements also can found from nineteen (19) other interviewees *(See appendix 6, p. 187)*, they said:

"I worked on the task personally, because the task is individual. And I think by getting task of creating an infographic using *Canva* is very interesting and quite effective, because at home we can review the material that has been studied in class."[132]

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[131] Fortunaria Henani Anissandra Mulia Dewi, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 24th 2022)

[132] Amania Ramadhani, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 12th 2022)

And,

"We do it in individual, it very appropriate because i think we can more creative"[133]

While, there are another interviewees who stated that the use of this application may not appropriate to use in the TOEFL assignment because it is need more time to do. This statement was stated by two (2) other interviewees *(See appendix 6, p. 187)*, they said:

"To this TOEFL assignment I usually edited the summary in *Canva* by myself because it is individual assignment. I think to make a summary by using *Canva* not really appropriate because it's need a little more time to do because there is a lot of material for each week's meeting and we should design or edit the infographic as good as possible"[134]

Moreover, for how they do their assignment there are interviewee who stated that the assignment was given in a group, not individual. As stated by the sixth and nineteenth interviewees:

"It's group for presentation but for *Canva*'s that about making infographic, we did it individual."[135]

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[133] Mahbubah, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 14th 2022)
[134] Putri Khairun Nisak, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 20th 2022)
[135] Puji Anzi Eka Safitri, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 25th 2022)

"Mostly the assignments were being done individually, but there's also an occasion where we did it in group when our group got a turn to do presentation."[136]

Based on the questionnaire that researcher was shared to the sixth semester students at A, B, C, D, and E class of TBI IAIN Madura who joining TOEFL class and submit the TOEFL assignment in form of infographic. This questionnaire is used to obtain the data related with how students perceive about the use of *Canva* application. Here the result of students' ratings in the following Google Form:
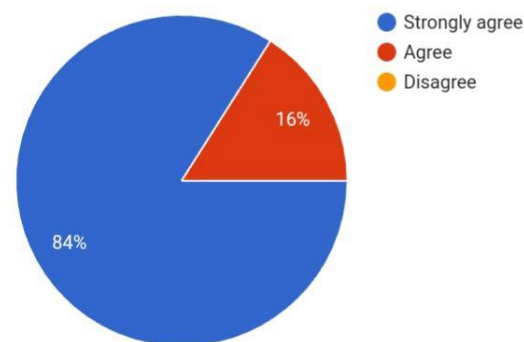
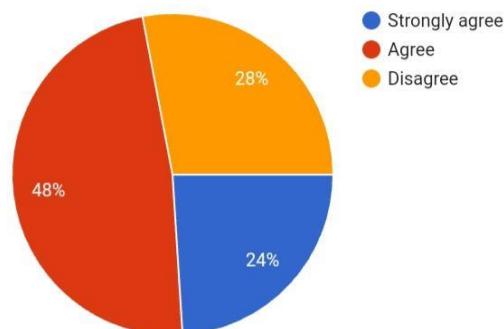**Chart 4.1. Students' familiarization of *Canva* application**

Based on the questionnaire that the researcher shared, related with sixth semester students of TOEFL class experience in using *Canva* application, most of the students familiar with this application. 84% from 25 students who strongly agree that they familiar and strongly agree with this statement, 16% from 25 students who agree, and 0% from 25 students who disagree.

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[136] Rifyal Kalam Mahardhika, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 9th 2022).
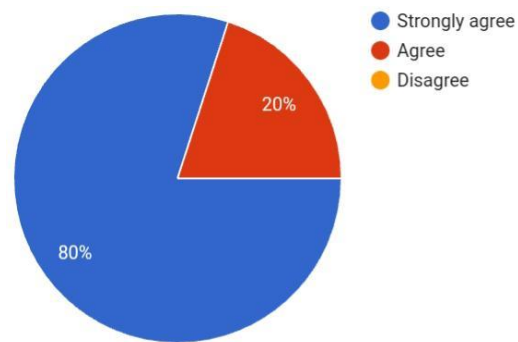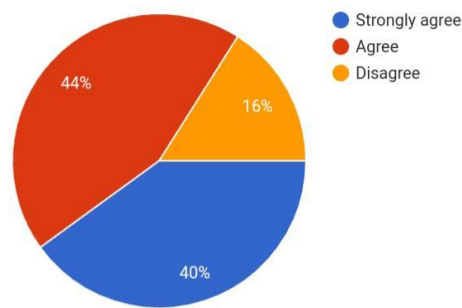
Chart 4.2. Students' experience in using *Canva* application

Based on the questionnaire that the researcher shared, also related with sixth semester students of TOEFL class experience in using *Canva* application, most of the students are ever use *Canva* application and strongly agree with this statement. 80% from 25 students who strongly agree that they are ever use *Canva* application, 20% from 25 students who agree, and 0% from 25 students who disagree.
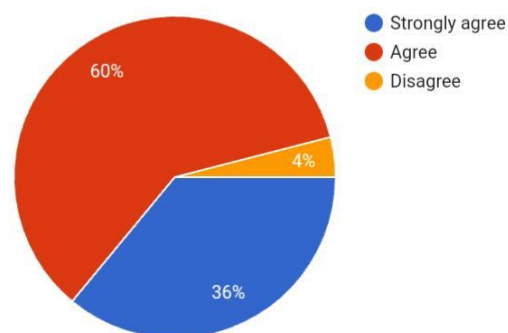
Chart 4.3. Students' interest with *Canva* application as media assignment

Based on the questionnaire that the researcher shared, also related with sixth semester students of TOEFL class perception about the use of *Canva* application in the TOEFL class, most of the students interested in using *Canva* application and agree with this statement. 36% from 25

students who strongly agree that they interested in using *Canva* application, 60% from 25 students who agree, and 4% from 25 students who disagree.
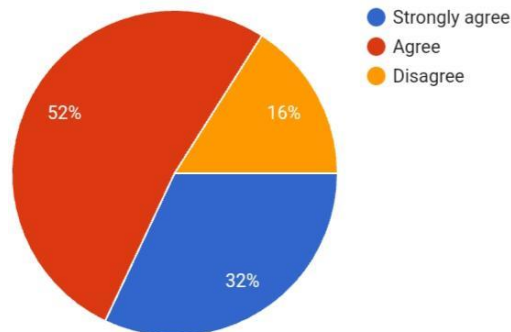
Chart 4.4. Students' feeling in using *Canva* application

Based on the questionnaire that the researcher shared, related with sixth semester students of TOEFL class perception about their experience when using *Canva* application in the TOEFL class, most of the students are comfortable and enjoyed when using *Canva* application and agree with this statement. 32% from 25 students who strongly agree that they are comfortable and enjoyed when using *Canva* application, 52% from 25 students who agree, and 16% from 25 students who disagree.
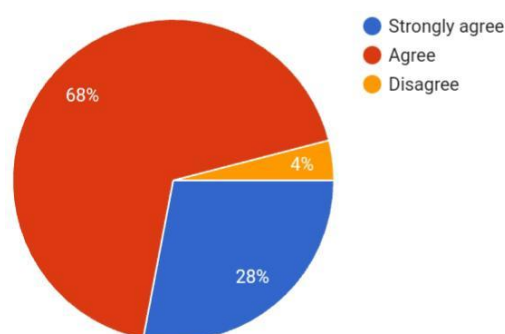
Chart 4.5. Students' convenience in using *Canva* application

Based on the questionnaire that the researcher shared, related with sixth semester students of TOEFL class perception about the use of *Canva* application in the TOEFL class, most of the students find that *Canva*

application is easy to use and agree with this statement. 28% from 25 students who strongly agree that they find that *Canva* Application is easy to use and agree with this statement, 68% from 25 students who agree, and 4% from 25 students who disagree.
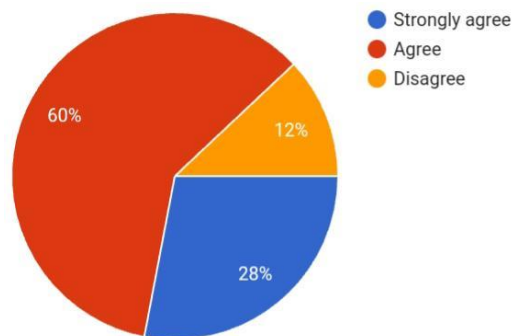
Chart 4.6. Students' agreement to use *Canva* application

Based on the questionnaire that the researcher shared, related with sixth semester students of TOEFL class perception about the use of *Canva* application in the TOEFL class as media assignment, most of students agree with the use of this *Canva* application and agree with this statement. 28% from 25 students who strongly agree that they agree with the use of this *Canva* application, 60% from 25 students who agree, and 12% from 25 students who disagree.

Chart 4.7. Students' plan to use *Canva* application in the future

Based on the questionnaire that the researcher was shared, related with sixth semester students of TOEFL class expectation about the use of *Canva* application in the TOEFL class as media assignment in the future, some of students expect that they will continue to use this *Canva* application and agree with this statement, but some of them also did not want to continue to use this application anymore. 24% from 25 students who strongly agree that they expect they will continue to use this *Canva* application, 48% from 25 students who agree, and 28% from 25 students who disagree.

Chart 4.8. Students' wishes to use *Canva* application in the future

Based on the questionnaire that the researcher shared, related with sixth semester students of TOEFL class expectation about the use of *Canva* application in the TOEFL class as media assignment in the future, most of students wish that their lecturer will continue to use this *Canva* application in the future and strongly agree with this statement. 40% from 25 students who strongly agree that they wish their lecturer will continue to use this *Canva* application in the future, 44% from 25 students who agree, and 16% from 25 students who disagree.

2. **The Use of *Canva* Application by the Sixth Semester Students in the TOEFL Assignment at TBI IAIN Madura**

Based on interview that researcher was conducted, related with the use of *Canva* application in TOEFL class, sixth semester students stated that their lecturer use this kind of application as media assignment, where the lecturer ask the students to make their assignment using this application. In this case, the lecturer did not actually use the *Canva* application in the class neither showing the application and how to use it in the class, but she just asked the students to make their assignment which is infographic regarding the review of material that was discuss through the presentation of each group using this application. As stated by the following interviewees:

Third interviewee stated that her lecturer use this application as media assignment, the same statement also can be found from nine (9) other interviewees *(See appendix 6, p. 183)*, they said:

"Yes, she does. My lecturer uses *Canva* as media assignment in her lecture, as an application to create an infographic about what students understand regarding the material that has been studied every meeting. In particular, creating an infographic about the content of the presentations presented by the presenters at each meeting."[137]

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[137] Amania Ramadhani, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 12th 2022).

While, there are another interviewees who stated that their lecturer use it to summarize the topic in the TOEFL class. This statement was stated by eleven (11) interviewees *(See appendix 6, p. 183)*, they said:

"Yes. To summarize topic in the TOEFL class"[138]

It is quite different with the statement from nineteenth and thirteenth interviewees who stated that, their lecturer did not actually use or teach the students by using this application in the classroom, but she just showing the example of the assignment *(See appendix 6, p. 183).* As they said:

"Well my lecturer never actually teach us how to use it neither she showed us her result, she was just showing us the example."[139]

Moreover, the eleventh interviewee, stated that they did not know about it *(See appendix 6, p. 183).* As she said:

"I do not know."[140]

Based on the interview that the researcher was conducted, related with how sixth semester students of TOEFL class using *Canva* application. As their lecturer asked, most of the students used infographic design in *Canva* application to make their assignment which is an infographic regarding the review of material that was discussed in the class before. And

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[138] Puji Anzi Eka Safitri, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 25th 2022).

[139] Rifyal Kalam Mahardhika, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 9th 2022).

[140] Oni Khanza, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 19th 2022).

in using this design feature, they usually use the template that was provide in the *Canva* application. While, beside use infographic design feature, there are also some students that use another feature in *Canva*, such as resume, poster, and pamphlets design. As stated by the following interviewees:

First interview stated that she use *Canva* application with infographic design feature, the same statements also can be found from fifteen (15) interviewees *(See appendix 6, p. 185)*, they said:

"The infographic design feature. Since my lecturer often gave the infographic assignment, so she ever suggested her students to use *Canva* application because we can find so many template infographic design in *Canva*."[141]

While, there are another interviewees who stated that their usually use resume features for making their assignment. This statement was stated by fourth interviewee *(See appendix 6, p. 185).* She said:

"I use resume template for my assignment."[142]

Beside the infographic and resume features, there are also some students who use poster and pamphlets for make their assignment, such as stated by fourteenth, and seventeenth interviewees *(See appendix 6, p. 185),* as follows:

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[141] Aqsholany Ozy Trienshendy, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 13th 2022).

[142] Amirah, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 7th 2022).

"For the design feature it depends on the students, but for the size it use poster's size."[143]

"In the form of pamphlets to summarize some of the material."[144]

Moreover, it is quite different with the statement from three (3) interviewees who stated that usually they use template design for making their assignment *(See appendix 6, p. 185)*. As they said:

"Template design."[145]

Based on the observation that researcher was conducted, related with characteristics of students' assignment result in form infographic, from the content of how the infographic itself should look like, there are so many students who did not pay attention for it and just put the sub point of the materials, not summarize the materials. Therefore, based on the content, most of the students' assignment result cannot fulfill the characteristic of the infographic. While, for the design of their infographic, most of them was fulfill the characteristic of the infographic, even though regarding the size of infographic, most of the students use folio, not A4. This can be known from the following observation notes:

Related with the characteristic of students' assignment result which is infographic, where the students' infographic should updated. From the

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[143] Fortunaria Henani Anissandra Mulia Dewi, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 24th 2022).

[144] Hanif Irwansyah, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 9th 2022).

[145] Mahbubah and Lailatul Badriyah,, The Sixth Semester Students of TBI IAIN Madura, *Indirect Interview by Whatsapp* (October, 14th—29th 2022).

observation notes that the researcher take, there are 20 students from 25 students that their design of infographic is updated. While, there are 5 students from 25 students that their infographic is not updated, it is because the design of their infographic are too simple. *(See appendix 5 point a, p. 128-177).*

Related with the characteristic of students' assignment result which is infographic, where the students' infographic should use short sentences and paraghraphs but still can convey the material that was discussed. From the observation notes that the researcher take, there are 16 students from 25 students that their design of infographic is consist by some sentences/paragraphs which can convey the material. While, there are 9 students from 25 students that their infographic is did not consist by some sentences/paragraphs which can convey the material. Therefore, from the content, their infographic cannot fulfill the characteristic of infographic. *(See appendix 5 point b, p. 128-177).*

Related with the characteristic of students' assignment result which is infographic, where the students' infographic should use design elements like spacing and dividing lines to distinguish the content. From the observation notes that the researcher take, there are 24 students from 25 students that their design of infographic is divided the sentences/paragraphs by using design elements, where in this case the students usually use spacing, lines, numbering, and boxes. While, there are 1 students from 25 students that their infographic is did not divided the sentences/paragraphs

by using design elements. This case can make the infographic difficult to understand. *(See appendix 5 point c, p. 128-177).*

Related with the characteristic of students' assignment result which is infographic, where the each components of students' infographic should synchronous and appropriate. From the observation notes that the researcher take, there are 25 students from 25 students that their design of infographic is synchronous and appropriate, it can be seen from the color that used, the design elements that used, and how the content was placed. While, there are no one students that their infographic did not synchronous and did not appropriate. Therefore, from the design, students' infographic can fulfill the characteristics of infographic. *(See appendix 5 point d, p. 128-177).*

Related with the characteristic of students' assignment result which is infographic, where the students' infographic should use bold typeface and sub-headers to make certain words stand out. From the observation notes that the researcher take, there are 20 students from 25 students that their design of infographic is highlight some words that have function as header or sub-header using bold format to make them different from the others. While, there are 5 students from 25 students that their infographic did not use bold format but just use different size for the font to make it different from the others. *(See appendix 5 point e, p. 128-177).*

Related with the characteristic of students' assignment result which is infographic, where the students' infographic should use bullet points to showcase benefits. From the observation notes that the researcher take, there are 16 students from 25 students that their design of infographic use bullet

points to showcase benefits. While, there are 9 students from 25 students that their infographic did not used use bullet points to showcase benefits. *(See appendix 5 point f, p. 128-177).*

Related with the characteristic of students' assignment result which is infographic, where the colors of students' infographic should limited into three or four in each design include the background. From the observation notes that the researcher take, there are 8 students from 25 students that the colors of their infographic limited into three or four in each design include the background. While, there are 17 students from 25 students that the colors of their infographic did not limited into three or four in each design include the background. It can be less from three or four or more than that. *(See appendix 5 point g, p. 128-177).*

Related with the characteristic of students' assignment result which is infographic, where the students' infographic should consist by one page. From the observation notes that the researcher take, there are 21 students from 25 students that their infographic consist only by one page. While, there are 4 students from 25 students that their infographic consist by more than one page, especially 2, 3, and 6 pages. *(See appendix 5 point h, p. 128-177).*

Related with the characteristic of students' assignment result which is infographic, where the orientation of students' infographic should in potrait. From the observation notes that the researcher take, there are 24 students from 25 students that their infographic was made in potrait orientation. While, there are 1 students from 25 students that their

infographic was not made in potrait orientation, especially in landscape orientation. *(See appendix 5 point i, p. 128-177).*

Related with the characteristic of students' assignment result which is infographic, where the size of students' infographic should use 8.5" x 11" or as we know A4 paper size. From the observation notes that the researcher take, there are 5 students from 25 that their infographic was made in A4 paper size. While, there are 20 students from 25 students that their infographic was not made in A4 paper size, especially in folio paper size. Therefore, from the size the students' assignment result can fulfill the characteristic of infographic. *(See appendix 5 point j, p. 128-177).*

Related with the characteristic of students' assignment result which is infographic, where the format of students' infographic should submitted in the form of picture or document (jpg/doc) format. From the observation notes that the researcher take, there are 25 students from 25 students that their infographic was submitted in the form of picture/jpg (15 students) and in form of document/pdf (10 students). While, there are no one students that was not submitted their infographic in form of picture and document. Therefore, from the format file of the students' assignment result, it can fulfill the characteristic of infographic. *(See appendix 5 point k, p. 128-177).*

Related with the characteristic of students' assignment result which is infographic, where the students' infographic should different from others, which means that they should made it by themselves. From the observation notes that the researcher take, there are 25 students from 25 students that their infographic was different from the others. While, there are no one

students that have the same design/infographic with the others. Therefore, from the originality, the students' assignment result can fulfill the characteristic of infographic. *(See appendix 5 point l, p. 128-177).*

B. Finding Of Research

In this section, the researcher is going to explain the result of data analysis where it was become a summarization from the result of the research that was discussed in the previous section. Therefore, in this section the researcher will focus on the explanation about the research focuses that was try to answer by using the data that was obtained from the interview, questionnaire, and observation.

1. The Sixth Semester Students' Perception on the Use of *Canva* Application in the TOEFL Assignment

Based on the interview that the researcher was conducted, the researcher was found some information from the data that was obtained to answer this research focus. From this interview session, the researcher was found that the sixth semester students in TOEFL class at TBI IAIN Madura is using *Canva* application to make their assignment, where they were agree with their lecturer who suggested and used this application as media assignment in the TOEFL class because they feel more easier if using this application with the design features that was provide and exist in this application, such as the infographic design features template. Beside this reason, the students also thought that by using and knowing this application, they will got new knowledge about editing design, and it will make them easier to learn again and remember about the materials because in the

TOEFL class, the students will learn so many tips and tricks to answer all of the question sections in the TOEFL test, therefore it sounds great if the material was summarize into an interesting infographic. As stated by the tenth interviewee (Y.R.) in the interview session related with how they perceive about the use of *Canva* application in the TOEFL class *(See appendix 6, p. 194)*:

"Yes, I do. I think it is very appropriate to use in TOEFL class assignment because the use of *Canva* is very easy. Moreover, in the application there are already various templates available so that we can immediately use them"

This statement relate with the statement from twelfth interviewee (A.O.T.) *(See appendix 6, p. 194),* who said:

"Yes, I do agree with the use of *Canva* application as a media assignment in TOEFL class because for me by getting the assignment and then we need to use *Canva*, it gave the benefits for me, which are I can be more creative and I capable to make an interesting infographic even though I am not a professional designer. And yes, this media is suitable for my skill"

The eighteenth interviewee (A.N.S) also stated:

"Yes, why not. Because this application is really makes our life easier, we don't have to design by my own but the template or the

decorations is already been there we just have to choose anything we want and like. And I think it is suitable with my skill because you know I'm very in love with kind of art, I love artsy things"

And it is also related with the statement of the twelfth interviewee (A.O.T) in the interview session related with how students' perceive the use of *Canva* application *(See appendix 6, p. 196)*:

"Yes, for me it's really appropriate to use *Canva* in the TOEFL class. In TOEFL class, we need to learn or read a lot about the strategies and the tips on how to answer the TOEFL questions or what kinds of materials that usually use in TOEFL test, and from knowing that all strategies and what are the materials of TOEFL test we can found it from the TOEFL book that's really thick. And I believe that so many students are too lazy to read that thick book, that's why the infographic made by *Canva* with interested design, I'm sure the students will more enjoying learn or read TOEFL material from that infographic."

This statement also relate with the statement from the Fifth interviewee (L.J) *(See appendix 6, p. 196),* who said:

"Good and highly recommended."

The twentieth interviewee (L.D.R) also stated that she agree with the use of *Canva* application as media assignment in the TOEFL class *(See appendix 6, p. 194)*:

"Yes, because it can be help for my learning process in TOEFL class."

While, beside the interview, the researcher also obtained some information dealing with how do the sixth semester students perceive the use of *Canva* application in the TOEFL class from questionnaire. Based on the result of students rating in the questionnaire, the researcher was found that most of students agree with the use of *Canva* application as media assignment in TOEFL class. Researcher also found that they interested with this application, they feel enjoy and comfortable and find it easier to do their assignment using this application. Therefore, they agree and wish their lecturer continue to use *Canva* application as media assignment in the future. This can be known from the result of students rating in the Google Form:
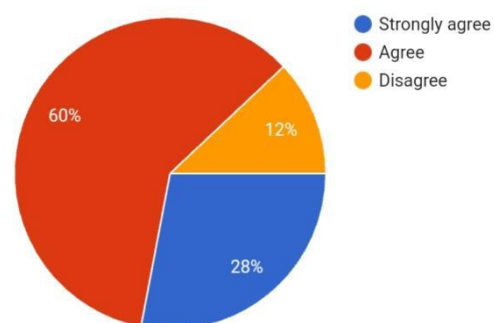
Chart 4.9. Students' agreement to use *Canva* application

This result relate with sixth semester students perception about the use of *Canva* application as media assignment in TOEFL class. From this result the researcher can found that there are 28% from 25 students who strongly agree with the use of this application, 60% from 25 students who agree, and 12% from 25 students who disagree with the use of *Canva* application.
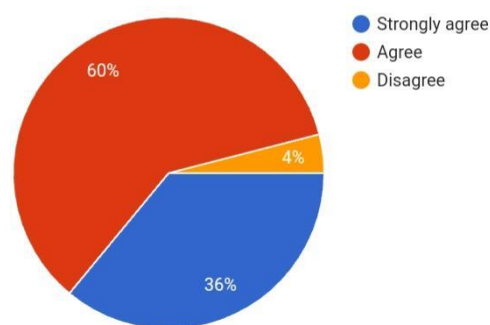
Chart 4.10. Students' interest with *Canva* application as media assignment

This result relate with how sixth semester students perceive about the use of *Canva* application as media assignment in TOEFL class. From this result the researcher can found that there are 36 % from 25 students who strongly agree that they are interesting with this application, 60 % from 25 students who agree, and 4% from 25 students who disagree that they are interesting with *Canva* application.
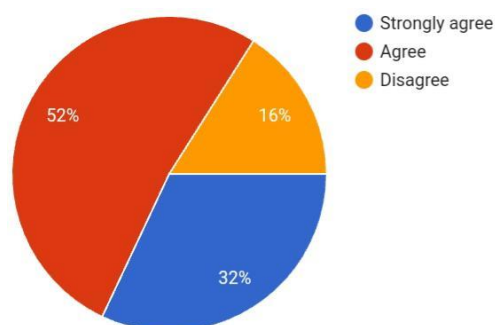
Chart 4.11. Students' feeling in using *Canva* application

32% from 25 students who strongly agree that they enjoy and comfortable using this application, 52% from 25 students who agree, and 16% from 25 students who disagree that they enjoy and comfortable using *Canva* application.
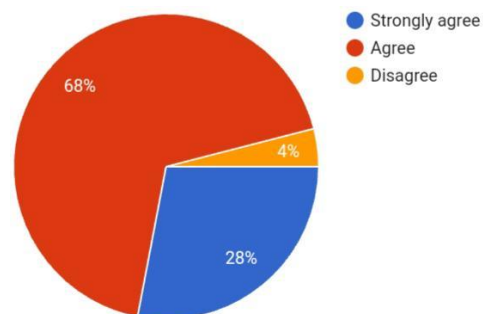
Chart 4.12. Students' convenience in using *Canva* application

28% from 25 students who strongly agree that they find it easier to do their assignments using this application, 68% from 25 students who agree, and 4% from 25 students who disagree that they are find it easier to do their assignments using *Canva* application.
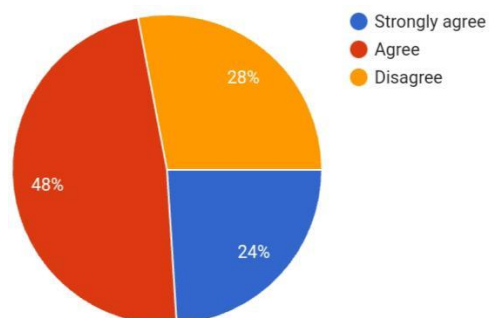
Chart 4.13. Students' plan to use *Canva* application in the future

This result relate with sixth semester students expectation about the use of *Canva* application as media assignment in TOEFL class. From this result the researcher can found that there are 24% from 25 students who

strongly agree, 48% from 25 students who agree, and 28% from 25 students who disagree with the use of *Canva* application and they will continue to use this application in the future.
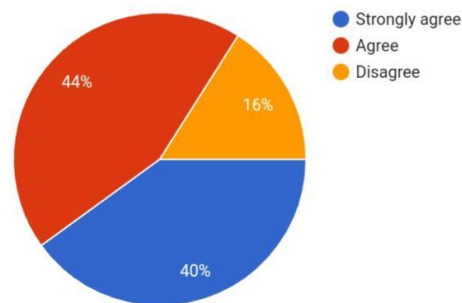
Chart 4.14. Students' wishes to use *Canva* application in the future

40% from 25 students who strongly agree, 44% from 25 students who agree, and 16% from 25 students who disagree with the use of *Canva* application and they wish their lecturer continue to use this application in the future.

2. **The Use of *Canva* Application by the Sixth Semester Students in the TOEFL Assignment at TBI IAIN Madura**

Based on the interview and the observation that the researcher was conducted, the researcher was found some information from the data that was obtained to answer this research focus. From the interview, the researcher was found that the lecturer in TOEFL class at TBI IAIN Madura is using *Canva* application in her class, even though she did not actually use it in the class, neither showing how to use this kind of application, but she just asked the students to make their assignments using *Canva* application. The lecturer was gave her students an assignment, where she asked her students to make an infographic as a review of the materials that was

discussed during the presentation in the class. In making the TOEFL assignment which is an infographic, the lecturer was suggested her students to use *Canva* and found so many interesting template in it to make them easier to do their assignment. The researcher also found that sixth semester students of TBI IAIN Madura use *Canva* application by using infographic design feature that exist in this application. As stated by the thirteenth interviewee (P.K.N.) in the interview session related with how they use *Canva* in the TOEFL class *(See appendix 6, p. 183)*:

"Actually my lecturer didn't use it while teach on the class, but she ordered us to do a summary every week by using *Canva*"

This statement was relate with the statement from seventeenth interviewee (H.I) *(See appendix 6, p. 183)* who said:

"Yes, the lecturer told us to make an assignment from *Canva* when asked to summarize the material"

The nineteenth interviewee (R.K.M) *(See appendix 6, p. 183)* also stated:

"Well, my lecturer never actually teach us how to use it neither she showed us her result, she was just showing us the example"

And it is also related with the statement of the twelfth interviewee (A.O.T) in the interview session related with the design feature that usually use by the students *(See appendix 6, p. 185)*:

"The infographic design feature. Since my lecturer often gave the infographic assignment, so she ever suggested her students to use *Canva* application because we can find so many template infographic design in *Canva*."

This statement also relate with the statement from the twentieth interviewee (L.D.R) *(See appendix 6, p. 185)* who said:

"I just only make infographic design in my assignment in TOEFL class."

The twenty-first interviewee (Y.N) also stated that she use infographic design feature in *Canva* application *(See appendix 6, p. 185)*:

"The design features that suggested by the lecturer is infographic."

While, beside the interview, the researcher also obtain some information dealing with how do the sixth semester students use *Canva* application in the TOEFL class from the observation. During the observation, the researcher was found that from the result of students assignment which is it should be an infographic, the researcher was found that if from the content, there are some students who didn't fulfill the

characteristic of the infographic itself. It can be known from the result in the observation guideline, where there are 10 from 25 students who become the respondents *(See appendix 6 point b, p. 128-177)* which based on the observation guidelines, it stated that the students' infographic did not use short sentences and paragraphs and it cannot convey the material discussed as well as possible. This can be support from the students' result assignment in figure 4.1, figure 4.2, and figure 4.3:

Figure 4.1. Students' Result Assignment

Figure 4.2. Students' Result Assignment

STRUCTURE & WRITTEN EXPRESSION

By Nur Khofifah

SKILL 1
BE SURE THR SENTENCE HAS A SUBJECT AND A VERB

SKILL 2
BE CAREFUL OF OBJECTS OF PREPOSITION

SKILL 3
BE CAREFULL OF APPOSITIVES

SKILL 4
BE CAREFUL OF PRESENT PARTICIPLE

SKILL 5
BE CAREFUL OF PAST PARTICIPLE

SKILL 6
USE COORDINATE CONNECTORS CORRECTLY

SKILL 7
USE ADVERD TIME AND CAUSE CONNECYORS CORRECLY

SKILL 8
USE OTHER ADVERD CONNECTORS CORRECLY

SKILL 9
USE NOUN CLAUSE CONNERTORS CORRECLY

SKILL 10
USE NOUN CLAUSE CONNERTORS/SUBJECT CORRECLY

SKILL 11
USE ADJECTIVE CLAUSE CONNERTORS CORRECLY

SKILL 12
USE ADJECTIVE CLAUSE CONNERTORS/SUB CORRECLY

SKILL 13
USE REDUCED ADJ CLAUSE CORRECLY

SKILL 14
USE REDUCED ADVERD CLAUSE CONNERTORS

SKILL 29
USE THE IRREGULAR -ER. -ER STRUCTURE CORRECLY

Figure 4.3. Students' Result Assignment

From these observation notes, the researcher can be known that the content of the infographic just the heading and sub point from the strategies that was discussed in the class, and it is did not contain the review or short explanation from materials that was discussed in the class.

While, for the design of their infographic, they was fulfill the infographic's characteristic. This can be support from the students' result assignment in figure 4.4, figure 4.5, and figure 4.6:

Figure 4.4. Students' Result Assignment

Figure 4.5. Students' Result Assignment

Figure 4.6. Students' Result Assignment

From these observation notes, the researcher can be known that the

content of the infographic beside the heading and sub point from the

strategies that was discussed in the class, it is also contain the review or short explanation from materials that was discussed.

C. Discussion

In this part, the researcher is going to explain about how the sixth semester students use *Canva* application in the TOEFL assignment at TBI IAIN Madura and how they perceive about it with the data that was discussed in the previous section using the theory which was discussed in chapter II.

1. The Sixth Semester Students' Perception on the Use of *Canva* Application in the TOEFL Assignment

The sixth semester students perceive that most of them agree with the use of *Canva* application in TOEFL assignment, they feel more easier if using this application with the design features that was provide and exist in this application, such as the infographic design features that was provide so many templates of infographic that can accessed and edited by students based on their creativity. Most of the sixth semester students also agree with the use of *Canva* application because by visualize their review into an infographic, it will make them easier to learn again and remember about the materials in the TOEFL class, therefore they can answer all of question section in the TOEFL test.

Based on the interview and questionnaire, the researcher found that most of the students perceive the use of this application in positive form of perception. As Mayasari stated that perception from one person to another may different because perception become the response to the object that can

cause by stimulus of the object was happened.[146] In this case, Mayasari also stated that person may perceive that they are received the object or the stimulus because it may suitable with their own personality, and this kind of perception called as positive form of perception,[147] where according to the result and finding of this research the researcher can found that most of the students enjoyed and interesting in using *Canva* application as their media assignment in the TOEFL class, therefore, most of the students perceive the use of this application in positive form. *(See chart 4.7 and chart 4.8, p. 85).*

The sixth semester students who perceive that they agree with the use of *Canva* application as media assignment in the TOEFL class where it means that they have a positive perception to the use of this application may cause by some factor. As Robbins and Judge stated that they believed in the fact that person may look the same thing with different over view or perception and these differences may influenced by some factors. These factors can exists in the perceiver (the subject), the target or the phenomenon being perceiver (the object), and the last is may exists in the situation (dealing with where, when and how the perception was made).[148]

a. Exists in the perceiver

The perceiver is an individual who involved to the phenomenon/they who have the impression. The perceiver in this research is the sixth semester students who joining the TOEFL class.

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[146] Sinta Mayasari, "Students' Perception Of The Instructional Media Used By The English Lecturers in Speaking Class" (Thesis, Institute College For Islamic Studies (IAIN) Curup, Curup, 2019), 11-12.
[147] Ibid
[148] Stephen P. Robbins and Timothy A. Judge, Organizational Behavior (Boston: Pearson Education, Inc, 2013), 167.

Some factors that can influence the perception of the perceiver usually based on their characteristic, such as:

1) Attitudes

Based on the interview that the researcher was conducted to know how the attitudes of the respondent that can shows from how they overcome or do their assignment in the TOEFL class if they feel some difficulties in it, the researcher was found that the students still honest and doing their assignment by themselves. They try to do their assignment by solve their difficulties with searching in the internet/Google to more explanation about their obstacle, such as for get an inspiration for interesting design or watching YouTube, either asked their friend to explain about their obstacle. *(See appendix 5, p. 128-177)*

2) Personality

Based on the interview that the researcher was conducted to know how their personality by knowing is it this assignment and this application was suitable with their skill or not, the researcher was found that most of the sixth semester students who joining the TOEFL class have a good personality in the artistic field which relate with this assignment, and it is suitable with their skill. *((See appendix 5, p. 128-177).*

3) Motives

Based on the interview that the researcher was conducted to know the sixth semester students' motives in using *Canva*

application to make their TOEFL assignment, the researcher was found that most of the sixth semester students' motives in using this application because educational purpose, which they use this application because should make their assignment, exactly infographic. *(See appendix 5, p. 128-177).*

4) Interests

Based on the questionnaire that the researcher was shared to know the sixth semester students' interest, the researcher was found that most of the sixth semester students who joining the TOEFL class are interesting with *Canva* application. *(See appendix 5, p. 128-177).*

5) Past experiences

Based on the interview and the questionnaire that the researcher was shared to know the sixth semester students' past experience in using *Canva* application, the researcher was found that the sixth semester students who joining the TOEFL class are have already known and ever use this application before. They can be known this application from the previous course and beyond the college environments such as from other people, ad in YouTube, also from internet. *(See appendix 5, p. 127-176 and chart 4.1 & 4.2, p. 81-82).*

6) Expectations

Based on the questionnaire that the researcher was shared to know the sixth semester students' expectation to the use of *Canva* application, the researcher was found that most of the sixth semester

students who joining the TOEFL class are expect that they will continue and also wish their lecture continue to use *Canva* application in the future. *(See chart 4.7 and 4.8, p. 85).*

Based on some factors that exist in the perceiver or the students above, all of them can cause the sixth semester students who joining the TOEFL class have a positive perception to the use of *Canva* application as media assignment in the TOEFL class. It can be known from most of the students who have a good attitude and have artistic personality, so when they got motives to use this application, exactly to fulfill their obligation to do their assignment, they become more interesting to this application. Therefore, they will continue to use this application in the future and wish their lecturer also continue to use it.

b. Exists in the target

The target or the phenomenon being perceive is the object of perception which also can define as phenomenon or something that being impressed by the perceive. The target in this research is students' assignment result in form of infographic. The characteristic of target that being perceive is another factors that can affect the individual perception. The characteristic of target that can influence perception are:

1) Novelty

Based on the observation that the researcher was conducted to know the sixth semester students' assignment result novelty dealing with how their assignment result is look like. The researcher

was found that most of the assignment result of sixth semester students who joining the TOEFL class are new and up to date. Most of the sixth semester students usually use template in *Canva* application to make their infographic, where in *Canva* application all of the template was up to date and relate with the users need. *(See appendix 5, p. 128-177)*

2) Motion

Based on the observation that the researcher was conducted to know the motion of sixth semester students' assignment result dealing with how their assignment result is look like. The researcher was found that the assignment result of sixth semester students who joining the TOEFL class are did not have motion, because their assignment was submitted in form of picture (jpg) or pdf document. The sixth semester students usually use template in *Canva* application to make their infographic, where in *Canva* application, the template for infographic did not have a motion, and just consist by some icon, such as boxes, lines, alphabet, and some icon that relate with the users need. *(See appendix 5 point k, p. 128-177)*.

3) Sounds

Based on the observation that the researcher was conducted to know the sixth semester students' assignment result sounds dealing with how their assignment result is look like. The researcher was found that the assignment result of sixth semester students who joining the TOEFL class are did not have sounds, because their

assignment was submitted in form of picture (jpg) or pdf document. The sixth semester students usually use template in *Canva* application to make their infographic, where in *Canva* application, the template for infographic did not have a sounds, and just consist by some icon, such as boxes, lines, alphabet, and some icon that relate with the users need. *(See appendix 5 point k, p. 128-177).*

4) Size

Based on the observation that the researcher was conducted to know the size of sixth semester students' assignment result dealing with how their assignment result is look like. The researcher was found that most of the assignment result of sixth semester students who joining the TOEFL class are in folio paper. Most of the sixth semester students usually use template in *Canva* application to make their infographic, where in *Canva* application, the template for infographic is use size for folio paper. *(See appendix 5 point j, p. 128-177).*

5) Background

Based on the observation that the researcher was conducted to know the background of sixth semester students' assignment result dealing with how their assignment result is look like. The researcher was found that most of the assignment result of sixth semester students who joining the TOEFL class used more than one colors include the background to make their assignment more interesting. *(See appendix 5 point g, p. 128-177).*

6) Proximity

Based on the observation that the researcher was conducted to know the proximity of sixth semester students' assignment result dealing with how their assignment result is look like. The researcher was found that each components of sixth semester students' assignment result who joining the TOEFL class (infographic) are synchronous and appropriate. *(See appendix 5 point k, p. 128-177).*

7) Similarity

Based on the observation that the researcher was conducted to know the similarity of sixth semester students' assignment result dealing with how their assignment result is look like and the originality of their design. The researcher was found that the assignment result of sixth semester students who joining the TOEFL class are original and did not have similarity with the other students' design. The sixth semester students usually use template in *Canva* application to make their infographic, where in *Canva* application, there are so many template that can used, where it is also can modify by the users using some tools in the *Canva* application related with the users need. *(See appendix 5 point l, p. 128-177).*

Based on some factors that exist in the target above, all of them can cause the sixth semester students who joining the TOEFL class have a positive perception to the use of *Canva* application as media assignment in the TOEFL class. It can be known from most of the

students' infographic which already fulfill the infographic's characteristics.

c. Exists in the situation

The situation means as condition where, when, and how the target being perceive and an individual give their perception. In this research, the situation that was talked is about how much the time that was given by the lecturer to make their assignment, how they make their assignment related with the work setting and the social setting that the lecturer gave. The situation of the perceiver can affect their perception with some factors, including:

1) Time

Based on the interview that the researcher was conducted to know the time that was given by the lecturer to the sixth semester students' in using *Canva* application to make their TOEFL assignment, the researcher was found that the lecturer was given the sixth semester students the deadline for their assignment. The deadline is within 12 hours. It is started when the class was ended until at 12.00 pm at that day. Most of the sixth semester students thought that this time is enough for them to make their assignment because by using *Canva* application, they feel it is so easy to make. *(See appendix 6, p. 189).*

2) Work Setting

Based on the interview that the researcher was conducted to know the work setting that was given by the lecturer to the sixth

semester students' in using *Canva* application to make their TOEFL assignment, the researcher was found that the lecturer was given the sixth semester students, the work setting in form of individual assignment for every week infographic, and in form of group assignment for those who are become the presenters. Most of the sixth semester students thought that this social setting is appropriate for them to make their assignment because by using *Canva* application, they feel it is so easy to make. *(See appendix 6, p. 187).*

3) Social Setting

Based on the interview that the researcher was conducted to know the social setting that was given by the lecturer to the sixth semester students' in using *Canva* application to make their TOEFL assignment, it is seems like the work setting, where the researcher was found that the lecturer was given the sixth semester students, the social setting in form of individual assignment for every week infographic, and in form of group assignment for those who are become the presenters. In making their assignment, students usually make their own design, except when they got the turn to presentation, they will make their TOEFL assignment with their group. The sixth semester students thought that this social setting is appropriate for them to make their assignment because by using *Canva* application, they feel it is so easy to make. *(See appendix 6, p. 187).*

Based on some factors that exist in the situation above, all of them can cause the sixth semester students who joining the TOEFL

class have a positive perception to the use of *Canva* application as media assignment in the TOEFL class. It can be known from most of the students who thought that the time was given by the lecturer is enough for them, and also the work setting and the social setting that appropriate with students need.

2. **The Use of *Canva* Application by the Sixth Semester Students in the TOEFL Assignment at TBI IAIN Madura**

The sixth semester students use *Canva* application by using infographic design features to make their assignment. They use *Canva* application in the TOEFL assignment by followed their lecturer suggestion, which they should make an infographic dealing with a review of material that was discussed in the class. This definition was relate with the statement from Tilburgs who stated that infographic is a graphic form that use as visualizations of information that will help people to convey the message to their audience by changing the information into graphic design.[149]

While, based on the observation that the researcher conducted, the researcher found that most of the students' result assignments already fulfill and suitable with the characteristic of infographic if it is look from the design of their infographic itself. As stated by Marabella, a design can called as infographic if fulfill some characteristic of infographic, such as use some design elements and bullet points for dividing and highlight some point in

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[149] Robin Tilburgs, "What Makes A Good Infographic?: How Designers' Choices Lead to Attractive and Comprehensible Infographics for Their Lay Audience" (Thesis, Tilburg University, Tilburg, 2018), 6-7.

the design of infographic *(See appendix 5, p. 128-177)*.[150] While, if the result of students' assignment is look from the content, it cannot fulfill the characteristic of infographic which it is should use short sentences and paragraphs that can convey the materials or message which want to shared. As stated by Marabella, a design can called as infographic if fulfill some characteristic of infographic, such as use short sentences and paragraphs.[151] Therefore, based on the design that how the infographic is should look like, most of the students' result assignments can called as infographic, but for the content of their infographic, it is incomplete.

Based on the interview session that the researcher was conducted, the researcher found that most of the sixth semester students use infographic design feature that provide in *Canva* application. This design feature actually provide for education needs, it can see from the design feature that exist in the education section of design feature in *Canva* application. As mentioned in the *Canva* application official website, that in education section, there are some features that can use by users, such as lesson plans, weekly schedules, class schedules, explainer videos, report cards, name tags, bookmarks, yearbooks, certificates, flashcards, worksheets, and infographics.[152] Therefore, based on the result of students' assignment, the researcher can found that from all of the design features that provide in

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[150] Amber Marabella, "Communication Theories: An Infographics Development" (Thesis, Southern Utah University, Utah, 2014), 16-18.
[151] Ibid.
[152] Official Website of Canva Application: Features-Create, "What Do You Want to Design?," accessed from https://www.canva.com/create/, on May 25th 2022, 17.06 pm.

Canva application, most of the students choose to use infographic design feature to make their TOEFL assignment.