Optimizing Students' Reading Skills through Microlearning with Canva: A Digital Approach in ELT

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Sections Info	ABSTRACT
	Objective: Microlearning is sufficiently flexible to support various learning modalities and can be tailored to individual student needs. By making it easily accessible, teachers enable students to select concise, desired, necessary, and relevant information. Using microlearning enhances students' comprehension and retention, particularly in vocabulary development. Through Canva, analysis shows that this technology is beneficial for delivering microlearning. This research aims to assess the effectiveness of using the interactive visual design application Canva in English learning through microlearning. **Method:** The research subjects consist of 18 SMP Alam Nurul Furqon ninth-grade students. The study used qualitative methods with several instruments, including Google Forms, observation, and literature review. **Results:** The study reveals that students, by a percentage of 3.94, preferred using Canva as a learning medium compared to conventional teaching methods, and a percentage of 3.22 felt an increase in reading skills. This demonstrates that digital technology significantly influences various elements, including education, in today's era. **Novelty:** These results serve as a valuable reference for educators, indicating the students` high motivation levels and guiding efforts to enhance reading skills in English education in the future.

INTRODUCTION

Globalization has significantly transformed the social order of life. These changes have been driven by advances in science and technology (S&T), impacting various fields, including education. The dynamics of the transition in learning towards globalization and digitalization require teachers to take on dual roles in their duties, competencies, and responsibilities to create an interactive, active, creative, effective, and enjoyable teaching and learning environment. In the context of learning, teachers are expected to enhance learning opportunities for students while significantly improving the quality of their teaching to maximize their impact on the development of students' competencies (Blömeke et al., 2022; Fawait et al., 2024; Munna & Kalam, 2021; Syarif et al., 2024; Yang & Kaiser, 2022). The aim is to ensure that technology facilitates skill exploration, particularly in enhancing the abilities of students learning foreign languages. Students will become more creative in using media if technological tools are utilized as teaching aids, as these tools provide opportunities for students to analyze and obtain information effectively (Sobandi et al., 2023).

The process of designing learning media today is no longer limited to the use of tangible objects found in daily life but has also embraced digital platforms (Tri & Adam, 2022). Learning media are essential to the teaching process, aimed at acquiring knowledge, mastering specific competencies, and shaping students' attitudes. Achieving successful learning aims to broaden students' insights and shape their

character. The success of a learning process can be observed through the use of appropriate learning media. When used effectively, learning media can serve as efficient tools to support the achievement of learning objectives. According to Warliati and Khalim (2024), teaching methods refer to how teachers interact with students during the learning process. Therefore, learning media in teaching methods can facilitate communication between teachers and students.

Technology integration in education refers to using computer-based learning media incorporated into daily learning processes, particularly in English language learning. While preparing students for the current digital era, teachers are regarded as the primary key to utilizing technological media in everyday classrooms (Biletska et al., 2021; Boonmoh et al., 2021; Dimitriadou & Lanitis, 2023; Nguyen et al., 2022; Singh, 2021). This is due to the ability of digital technology to provide a dynamic and proactive teaching and learning environment. Integration aims to enhance and improve the quality, accessibility, and cost-efficiency of delivering instruction to students. It also highlights the benefits of learning community networks in addressing the challenges of globalization.

Canva application offers exciting opportunities to meet the demands of modern digital learning. Canva is an online-based digital platform that teachers can utilize and develop to create learning media through a microlearning or micro-learning approach. According to research by Yuniarsih et al. (2022), using microlearning-based media is an effective teaching strategy to foster students' interest and creativity in independent learning. Canva provides many engaging features, including themes, templates, and fonts. In addition to offering appealing elements for creating presentation slides, Canva also provides various graphic design options, such as posters, brochures, charts, presentation slides, and more (Tanjung & Faiza, 2019). Thus, Canva can assist teachers in designing technology-based learning media. Several journals and studies have highlighted Canva's effectiveness in various types of learning. On the other hand, Canva and Microlearning can complement each other as a method and medium of instruction. However, there has been no discussion on whether this combination effectively improves English reading skills. Based on existing research, this study attempts to describe the effectiveness of utilizing Canvas features in learning media based on a microlearning approach to enhance reading skills.

The research problem is the primary reason why research must be conducted. Without an apparent problem, research cannot be carried out, as problem formulation serves as the primary source for the research elements of the study to be executed. Clearly and simply identifying the problem aims to transform the topic into a manageable form, aligning it with the researcher's capabilities and the constraints of available resources. Without a problem, research cannot proceed, as the problem formulation is the key source for the research elements to be conducted. Problem formulation must be carried out to ensure that the problem is straightforward and does not lead to errors in identifying the studied conditions. The problem raised is the foundation for proposing theories and hypotheses, collecting and gathering data, selecting analytical methods, and drawing conclusions. In other words, problem identification is one of the most critical processes in research, arguably more important than other steps. Researchers highlight several points based on the sources of problems that can be used as research topics. First, Observational Research, where the researcher directly engages in the field to conduct brief exploratory activities. Second, Bibliographic Sources can be derived from journals, theses/dissertations, and

textbooks. Third, personal experiences can reveal issues that require empirical answers to gain a deeper understanding.

This overview presents a comprehensive analysis to explore essential reading skills and microlearning theories, as well as empirical studies, specifically within the context of English learning using Canva. The objective is to find out Canva's effectiveness in microlearning. Today, microlearning represents the integration of technology, content, and learning. It is often associated with mobile and digital technologies, emphasizing the simultaneous design and development of micro-content and micro-activities (content). Microlearning is a learning solution that can be accessed instantly, anytime, anywhere (Sobandi et al., 2023). This trend began with the emergence of the internet and the remarkable growth of social media, making people accustomed to having information at their fingertips and finding answers within minutes. This phenomenon has also facilitated the development of microlearning. Small segments of learning content enable learners to access information on the internet more easily and quickly. Microlearning strategies can stimulate and motivate students. Microlearning as a method of instruction improved their learning abilities by 18% compared to traditional approaches. Therefore, microlearning is a 21st-century educational approach that is claimed to enhance students' learning capabilities.

Using Canva to create learning materials successfully increases students' interest in learning and boosts their motivation through visually engaging content delivery. This statement aligns with the views in a biology journal (Fitri et al., 2023), which highlights several benefits of using Canva to create learning media. These benefits include creating various types of designs, simple animations, using templates, and employing pagination. These advantages can stimulate the creativity of both teachers and students while saving time due to the many available features. Another advantage of the Canva application, as revealed by Warliati & Khalim (2024) to learning, is that it makes information delivery less monotonous, enhances the creativity of teachers and students, is practical and time-saving, and allows design creation across various technological devices, including PCs, laptops, tablets, mobile phones, and other devices.

Studies on technology in ELT have been declared by Wulandari et al. (2024); Tonapa et al. (2024); Al-Aziz et al. (2023); Retno et al. (2023), Harman et al. (2024) portrayed these followings; Exploring bamboozle as games-based learning media to support students' vocabulary: its application in the classroom, and another is the application of flashcards to use English as a medium of instruction to enhance pre-kindergarten learners' English language proficiency. Additionally, the influence of using Animaker media in teaching recount text is the use of flashcard games to improve students' reading comprehension in tenth-grade students. The study also contributes to pedagogical innovation by exploring how microlearning principles can break down complex reading tasks into manageable segments, making learning more effective and accessible. The new research value lies in its emphasis on technology-enhanced literacy development and its potential to reshape digital pedagogy in ELT.

Explanations of technology application as the teaching media on ELT have been revealed by Riswalastika et al. (2023); Affini et al. (2022); Mawarni et al. (2021); Cahyadi et al. (2021) stated that some previous studies Using pop-up book in e-learning to improve student's vocabulary mastery student, and then An analysis of students' speaking descriptive ability between photo and short video. Moreover, the effectiveness of the fun game Kahoot as a medium in the teaching of vocabulary is another of the Obstacles and challenges of information technology application in online lecturing

during the COVID-19 pandemic outbreaks. Additionally, it explores the cognitive and motivational impacts of digital learning, addressing the gap between traditional reading pedagogy and modern educational technology. The research also contributes to innovative teaching strategies, offering educators a scalable, adaptable model to integrate edtech tools in ELT classrooms. This research brings the novelty that declares through its objectives; that is, scrutinizing a digital approach to utilizing Canva features as a visual design learning medium in English language learning with a Microlearning approach to enhance reading skills. Based on several considerations, the urgency of using Canvas within microlearning on ELL has been formulated into a research problem: "What is the impact of using Canva features as a visual design learning medium in English language learning with a Microlearning approach to enhance reading skills?" Based on several considerations, the formulated research problem is: "What is the impact of using Canva features as a visual design learning medium in English language learning with a Microlearning approach to enhance reading skills?"

RESEARCH METHOD
According to Gall et al. (2014), methodological decisions are important and will also impact bias in research because they shape the nature of the data and how it is collected, analyzed, and interpreted. This research examines students in English classes at JHS Alam Nurul Furqon in Rembang. It subsequently explores and contrasts the effectiveness of Canva in Microlearning. The data is extracted in this research through primary data obtained through direct observation and survey and secondary data. Secondary data is also used in this study as supporting data, and data validation is collected through journal sources and other literature.

The research design used in this study is descriptive qualitative. A descriptive research approach is chosen for its flexibility and straightforward depiction of an experience (Power et al., 2022). This research design aims to explore, comprehend, and portray an experience by closely aligning with participants' accounts. Research requires data and information in the form of descriptions to reveal the meaning behind the description or description of the informant (Sugiyono, 2019). Moleong explains that qualitative research methods are research methods that create word-by-word story information from many people on the attitudes observed. Qualitative approach research, in this case, is intended so that the author obtains information and data related to the focus of the researcher's study. The most important qualitative information used in the research is explanatory; it cannot be realized in numbers.

The data was collected using a survey method. Survey research is "gathering information from a subset of individuals based on their responses to inquiries." This form of research permits diverse methods to enlist participants, gather data, and employ various instruments for measurement. It is helpful for a researcher to collect data on phenomena that cannot be observed directly. The type of this research survey is cross-sectional. It is used to gather information simultaneously, briefly, and quickly. There are three main survey research methods divided based on the medium of conducting survey research: online survey, phone, and face-to-face. However, this research uses online survey research, which is currently the most popular survey research method. The survey costs required in online survey research are minimal, and the responses collected are pretty accurate.

The object of this research is the students of JHS Alam Nurul Furqon. The sampling method employed in this study is a non-probability sampling technique, specifically

purposive sampling. As defined by Sugiyono (Sugiyono, 2019), purposive sampling involves selecting samples based on predetermined considerations. In this case, the selection criteria are individuals or students who have progressed to the 9th English class. To support this method, the writer used the flowchart of this study, likely in Figure 1.
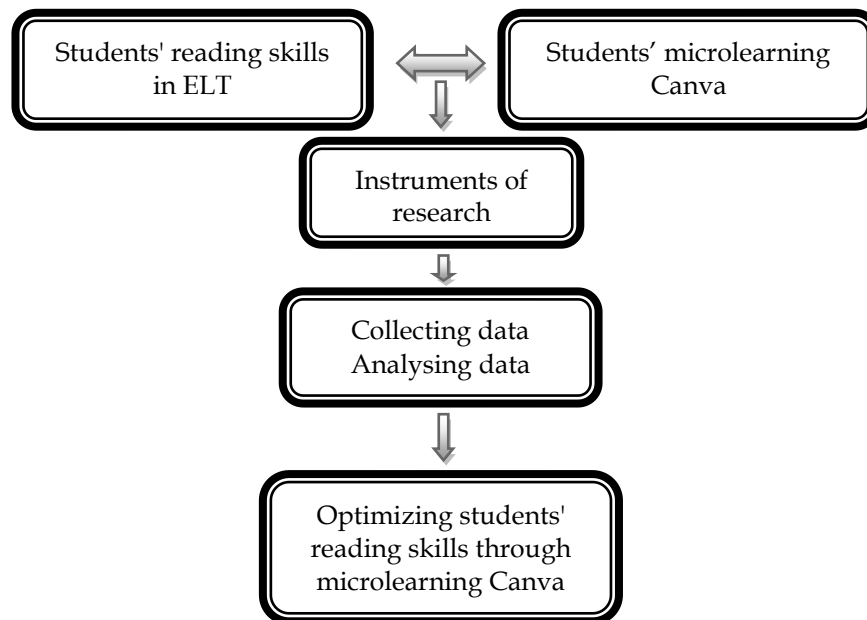

Figure 1. Research Flowchart

In this study, a questionnaire was used for data collection. The questionnaire was developed by incorporating items related to students` motivation in English learning, especially concerning students' reading skills when utilizing Canva. The questionnaire was designed with a 5-point Likert Scale and adapted from the Likert Scale format ranging from strongly agree to disagree, as outlined strongly. The students were tasked with responding to the questions by selecting the corresponding categories, and the scores were then interpreted based on Table 1.

Table 1. Likert Scale Rating

Scale	Score
Strongly Agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (D)	2
Strongly Disagree (SD)	1

The questionnaire's questions were derived from collecting information concerning students` intrinsic and extrinsic motivation (Husna & Martini, 2019). The questionnaire comprises a total of four questions, details in Table 2.

Table 2. Question Lists

No.	Question	SA	A	N	D	SD
1.	Fun learning English with Canva					
2.	Understanding the features of the Canva					

No.	Question	SA	A	N	D	SD
	application					
3.	Using the features in the Canva application to do the task					
4.	Increasing English reading skills					

Data analysis is the middle stage of a series of stages in research, and it has a very important function. The data collected from the surveys underwent analysis through mean calculations for each question, which was then processed using Microsoft Excel 2021. The scale, incorporated into the questionnaire, helped determine the degree of agreement or disagreement according to the following criteria. It applied a scale to delineate them as categorized by the following classification.

Thematic analysis identifies, analyzes, and reports patterns (themes) within qualitative data collected from observations, interviews, and student performance records. The steps include: a) Familiarization with data like Reviewing transcripts from interviews with students and teachers, Reading observation notes and students' reflections on using Canva for reading practice, and Examining students' progress in reading comprehension tasks. b) Generating initial codes; Coding segments of data related to students' experiences, challenges, and learning improvements; assigning labels to meaningful text chunks (e.g., "engagement," "motivation," "difficulty understanding the text," etc.).

Table 3. Score Range

Score	Interpretation
3.68 – 5.00	High degree
2.34 – 3.67	Moderate degree
1.00 – 2.33	Low degree

RESULTS AND DISCUSSION
Results
This research investigated whether students in the 9th English Class at Alam Nurul Furqon Junior High School Rembang exhibit enhanced reading skills in learning English using Canva. Alam Nurul Furqon was chosen as the research site due to its unique learning environment that integrates nature-based education with digital learning innovations. The school emphasizes student-centered, experiential learning, making it an ideal setting to explore the impact of Canva-based microlearning on reading skills. The institution's commitment to technology-enhanced education aligns with the study's objective of integrating digital tools in ELT classrooms. The diverse student backgrounds also provide valuable insights into microlearning's effectiveness, challenges, and adaptability in different learning contexts. Moreover, the school's willingness to collaborate in research further supports the feasibility and success of this study. The findings regarding points are presented in four statements, including their mean scores and corresponding degrees of degree, as in Table 4.

Table 4. Survey Results

No.	Statements	Mean	Rating's Level
1.	Fun learning English with Canva	3.94	High
2.	Understanding the features of the Canva application	4.50	High

No.	Statements	Mean	Rating's Level
3.	Using the features in the Canva application to do the task	3.67	Moderate
4.	Increasing English reading skills	3.22	Moderate
	Mean	3.07	**Moderate**

According to Table 4, the outcomes of the questionnaire about students` learning using Canva reveal that the overall mean rating for the level of intrinsic motivation is moderate, with a total score of 3.07. Additionally, all of the statements in these questions have a balanced position. Potential and limitations of this survey responses are: Students may provide answers they think are expected rather than their actual opinions (e.g., exaggerating their engagement with Canva). Teachers might overstate the method's effectiveness to align with positive educational trends. On the other hand, Surveys primarily collect quantitative or structured qualitative responses, which may not capture deeper insights into student challenges and experiences; open-ended responses may be brief or vague, limiting interpretability.

The 1st statement (Fun learning English with Canva) had a high mean score of 3.94. It proves that most of the students were motivated to learn English to improve their English reading skills through Canva-based microlearning modules, which used interactive visuals, chunked texts, and engaging exercises to enhance reading engagement, retention, and comprehension strategies. Note that the teacher uses engaging learning media. It could be any learning medium. However, the application being tested here is Canva. The 2nd statement (Understanding the features of the Canva application) and the 3rd (Using the features of the Canva application to do the task) had high mean and moderate mean scores, 4.50 and 3.67. Both of that statements are related to each other's. The second statement is quite interesting. This is the highest point compared to the others. Students confidently admit that they are quick to explore new features in the application. This is not a difficult thing for future generations. However, globalization forces people to master technology quickly.

On the other hand, even though they master the features in Canva, not all of them are able to make assignments when given by the teacher. This is related to each student's creativity, which is different when facing assignments. It will show him where his assignments lead and how he is creative with his assignments. Last, the average mean score of the 4th statement is 3.22; it is reasonable in this learning. It is evident that, somehow, students are still honing their reading skills even though it's not that significant. This is reasonable because the Microlearning method only requires a little time. Especially when it is only used as a warm-up before learning; however, microlearning is only a tiny segment and cannot summarize the heavy things from the learning material.

Discussion
The discussion indicates that integrating Canva-based microlearning modules significantly enhances students' reading comprehension and engagement. This aligns with previous research emphasizing the effectiveness of Canva and microlearning in educational settings. Compared with Past Studies on Enhancing Reading Comprehension, the SQ3R model, supported by Canva, improved fourth-grade students' reading comprehension. The average scores increased from 71.11% in the first cycle to 93.33% in the second cycle, underscoring Canva's role in facilitating better text understanding. The current study's outcomes are consistent with existing literature,

reinforcing Canva's efficacy in enhancing reading skills through microlearning approaches. These findings suggest that Canva's interactive and visual features effectively support language learning and can be tailored to various educational contexts.

Figure 2 reveals that the level of understanding feature of the Canva application is the highest among others. The total score for that point is 4.50, and I almost got a perfect score, while the total score for increasing reading skills is only 3.22. This indicates that most of the next generation of students understand the features of an application and do not hesitate to explore them. Unfortunately, this does not immediately improve their reading skills comprehension test drastically. The obstacle is the learning method, namely Microlearning, which makes time seem limited.
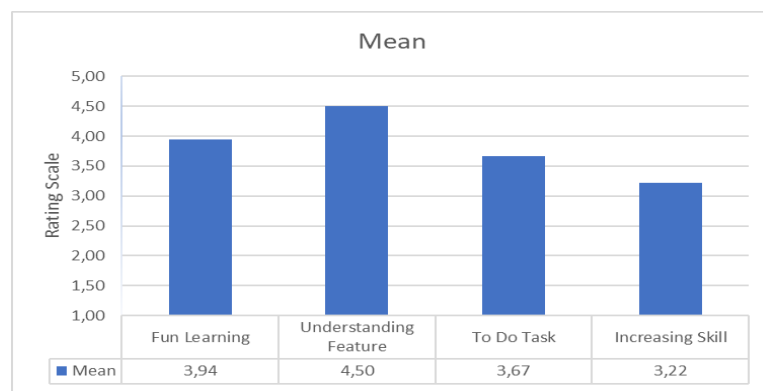

Figure 2. Rating Scale

Using Canva for reading skill development presents several challenges, including technical, pedagogical, and learner-related barriers. Technical issues such as limited internet access, device compatibility, and Canvas premium feature restrictions can hinder accessibility. Pedagogically, teachers may lack the necessary training to create effective reading materials, and students might focus more on visuals rather than comprehension. Additionally, assessing reading progress through Canva can be challenging. On the learner's side, distractions, cognitive overload, and varying motivation levels or English proficiency may affect engagement and comprehension. To overcome these challenges, educators can provide offline alternatives, implement teacher training programs, design balanced text-visual content, integrate external assessment tools, and offer scaffolded learning experiences. By addressing these barriers, Canva can be optimized as an engaging and effective tool for enhancing reading skills in ELT. Moreover, the students also exhibited a high level of fun learning with Canva. They took pleasure in learning English. Students nowadays always get bored quickly and are not interested in the same learning methods. They pursue something that challenges their creativity and active behavior.

CONCLUSION
Fundamental Finding: Based on research conducted in December 2024, the study results indicate that enhancing reading skills using Canva with Microlearning is quite effective. The total score of increasing skill is relatively low compared to other points. Although it is relatively low, this article proves and supports other theories that regardless of the learning method, the use of Canva in education is indeed effective as a teaching medium in the present day. This benefits both educators and students in the teaching and learning process. **Implication:** This study can assist students in

discovering their creativity and stimulate an improvement in their English language acquisition for a brighter future, especially in reading skills. Additionally, at JHS Alam Nurul Furqon, which attempts to compete on a global scale and resonate with its "Different" slogan, the findings from this research are crucial. Furthermore, the study has proven useful for teachers as it helps identify students` interests in learning English. With this knowledge, teachers can refine their teaching methods and enhance their teaching skills. **Limitation:** A limitation of this study is the lack of chance. There is something called Canva for Education, which is affiliated with the government and the Indonesian Dapodik (Basic Education Data) system. This unique feature offers unlimited templates and designs for free. Unfortunately, student accounts have encountered issues, so some could not take advantage of the opportunity to develop their creativity with free and more engaging designs. This issue is likely related to school administration. **Future Research:** Considering the limitations and implications, it would be advisable to conduct this study in another place with another application suitable for Microlearning. And use Canva for Education as well. This study enhances digital learning theories by demonstrating how Canva-based micro-learning supports Cognitive Load Theory through bite-sized content, Multimodal Learning Theory with visual-text integration, and Self-Determination Theory by boosting student motivation. It bridges microlearning and ELT pedagogy, offering a practical model for tech-enhanced reading instruction. Additionally,

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