# THE INFLUENCE OF CANVA APPLICATION ON STUDENT'S CREATIVITY IN MAKING BUSINESS PRESENTATION POWER POINT DESIGN

Silvia Damayanti
English Literature

silviadamayanti@gmail.com

**Abstract**

Creativity is one of the soft skills in the 21st Current Century Skills. To support students in developing their creativity, a place is needed to hone their creativity. Learning media is an important aspect to developing student creativity, especially in the field of design. Canva is a solution for students to develop their creativity and creative thinking. Especially when students take business presentation courses where they have to make presentations to practice their speaking skills in English and need to convey points through power points. This study aims to determine students' perceptions of whether the Canva application can influence their creativity in making power point designs in business presentation courses. This study used a descriptive qualitative method and collecting data through a questionnaire the sample of 2022/2023 academic writing students at Universitas Teknokrat Indonesia who already taken Business Presentation course. The results of this study show that students agree that Canva application can increase their creativity in making power point designs in business presentation courses with a percentage 100%.

**Key words:** Creativity, Learning Media, Speaking, Business Presentation, Canva Application

---

## INTRODUCTION

Creativity is an important aspect in learning and developing something [1], [2], [3]. With creativity, people can produce a product or end result that is interesting and has a uniqueness that can attract the interest of other people who see it [4], [5], [6]. According to Alena (2019) Creativity is considered an integral trait [7], [8], [9]. Its main characteristics are the ability to generate original ideas, direction of results, ability to solve real problems, originality [10], [11], [12] and speed of thinking, openness to new experiences, tolerance for uncertainty [13], [14], [15]. This means that someone who has creativity is able to produce something new and is able to innovate on something [16], [17], [18].

According to [19], [20], [21], students' creative thinking ability is considered a very important asset for the nation. The education system (formal, informal and casual learning) must develop the quality of students' thinking so that cognitive [22], [23], [24] and psychomotor development is balanced [25], [26], [27]. Basically everyone is creative, but actually creative people in children consist of two sides [28], [29], [30], namely creative

children and less creative children [31], [32], [33]. The ability to think creatively is also very important in today's global development and intelligence [34], [35], [36]. The ability to think creatively is one aspect of the abilities contained in 21st Century Skills [37], [38], [39].

To develop student creativity, of course, tools or media are needed that can be used to develop skills [40], [41], [42]. Learning media is very necessary in this case [43], [44], [45]. Learning media is a tool used to help [46], [47], [48] and support the learning process with learning media so students can express their ideas to create something new [49], [50], [51]. According to Teni (2018) Learning media is a tool that can support the teaching [52], [53], [54] and learning process in such a way that the meaning of the message to be conveyed is clear [55], [56], [57] and the goals of education and learning can be achieved effectively and efficiently [58], [59], [60]. The learning media used is one of the factors that influence student learning outcomes [61], [62], [63]. Learning media according to Newby, Stepich, Lehman [64], [65], [66], and Russel is anything that can convey information to achieve learning goals, namely facilitating communication and improving learning outcomes [67], [68], [69].

With the development of technology to hone students' creative thinking abilities, internet-based learning media is available where students can develop their creativity [70], [71], [72], one of which is by making power points [73], [74], [75]. The media that is widely used by students as a forum for channeling their creativity [76], [77], [78] and interesting ideas in designing is called the Canva application [79], [80], [81]. Canva is a design application where users can create their own designs according to their needs and desires [82], [83], [84], such as PowerPoint, Posters, Infographics, Videos, Stickers, Portfolios and many more [85], [86], [87].

According to Ardhita (2022) the Canva application is a web-based application that teachers can use to create interesting learning materials [88], [89], [90], this application can insert images or patterns with different transitions and add lots of colors to make students happy [91], [92]. Not only that, this application also provides lots of types of templates that can be used for free in making Power Point designs, Posters, Infographics, Videos, Stickers, Portfolios and others making it easier for students to create the designs they want and need.

This application can be accessed via cellphones, laptops, tablets that provide the application in the Play Store and iOS applications [93], [94], [95]. In implementing the power point designs made by students, they used the power point designs they made to make presentations [96], [97], [98]. One type of presentation made by students is the presentation in the Business Presentation course.

Business Presentation is a course which in its implementation contains a discussion of a business and how to manage it which is conveyed through presentations. According to Dan B Curtis, James J Floyd and Jerry L Winsor (1992: 219) states: Business presentation is a form of substantive communication that is presented in a business environment to a relatively homogeneous audience (more similarities than differences) from various levels. These presentations convey information and influence decision makers [99], [100]. Various multimedia tools are typically used via an interactive mode of delivery (ie, source and receiver communicate verbally).

The statement contains the characteristics of presentation, namely business presentation material is driven by the offer and presented to an audience which mostly consists of the same different backgrounds but in different levels. For example presentations because the products marketed will be known to the public Permanent staff, especially those involved in sales and marketing at different levels. Not only that, Business Presentations also learn something related to affairs and how to build a Business Plan business, how to manage a business well, how to behave towards colleagues, how to build business partnerships with other companies, how to solve business problems and many others. Business Presentation also supports students to have unlimited creativity to continue to make new innovations in making businesses that everyone can enjoy.

In studying business presentations, of course students need power points as a medium to write down what points they want to display and convey to the audience, in delivering business course presentation points students use their speaking skills in English or Speaking skills. According to Agung (2015) Speaking is a functional oral language skill in one's daily life, therefore speaking allows us to receive and convey information. English Speaking skill is one of the aspects contained in the English language where in practice one must master the points in it such as Pronunciation, Grammar, Lexical Resources and

Fluency to convey information properly. According to Ladousen (in Nunan, 1991:23) Speaking is an activity that is used to explain a certain situation to someone or an activity that is used to tell something. Meanwhile, according to Tarigan (1990:8) "Language is a communication tool that influences our daily lives". Speaking skills are needed in the business world, especially when speaking English because it will affect working relationships with other people and the information conveyed.

Junaedi (2021) conducted a similar research with the Canva application title as an online learning medium to improve students' creative abilities in the English for Information Communication and Technology course. In this study, previous researchers used Classroom Action Research. The research was carried out online through the Microsoft Teams meeting application at the Language and Culture Faculty of the University of 17 August 1945 Semarang, located on Jl. Seteran Dalam No.09 Miroto Semarang. This research was conducted on Students in semester 2 of the English Language Study Program.

The results of this study show that the use of Canva as an online learning medium has succeeded in increasing students' creative abilities and also helps a lot in completing assignments, because this application provides a variety of options that are easy to process in English for communication and information technology courses. Student learning and creativity in each cycle. This study aims to determine students' perceptions of the Canva application whether it can influence their creativity in making power point designs in business presentation courses.

**METHOD**

This Research used qualitative descriptive research method which aims to know is canva application can increase student's creativity in designing power point. The object of this research is students's perception creating power point design design in canva application. Meanwhile, the subject of this research were students in English Education study program at University in Bandar Lampung as populations and the sample were 23 students of English Education Study Program at even semester academic year 2022/2023 who took Academic Writing Course and already taken Business Presentation Course. The data collecting instrument was a Questionnaire in which there were 8 questions relating to The

Influence of Canva Application of on Student's Creativity in Making Business presentation Power Point Designs. The procedure in this study was to start with distributing the questionnaire to academic writing students on December 30, 2022, then students filled out the questionnaire, after the questionnaire was filled out by the respondents or students the writer reported the data or results of the questionnaire in an article.

**RESULTS AND DISCUSSION**

Based on the results of research conducted by researchers, 22 respondents who are academic writing students in 2022/2023 have filled out questionnaires from all 23 students. This questionnaire consists of 8 questions related toThe Influence of Canva Application of on Student's Creativity in Making Business presentation Powerpoint Designs. Based on the answers obtained from the respondents, the results were as follows:

Questions about, Have you ever used the Canva application?



1. Apakah kamu pernah memakai aplikasi canva?
14 jawaban
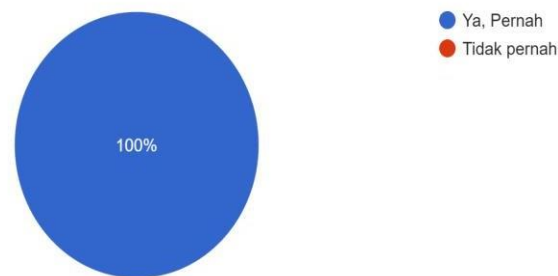
The Pie Chart shows the respondents' answers related to "have you ever used the Canva application?", based on the questionnaire questions there are 2 types of answer choices namely, Yes, Ever, and Never. Based on the pie chart, it shows that 100% of academic writing students have used the Canva application by answering the option "Yes, I have" as answer.

Question about, Have you ever designed a power point in the Canva application for business presentation courses?

2. Apakah kamu pernah mendesain power point pada aplikasi canva untuk mata kuliah business presentation?
22 jawaban
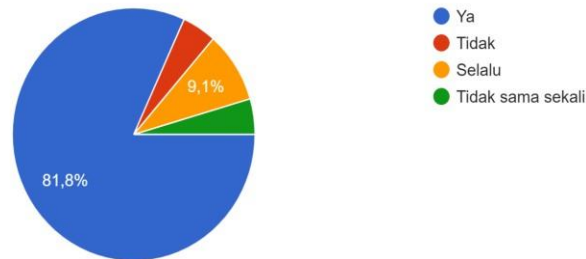


The second pie chart shows the questionnaire questions, namely "Have you ever designed a power point on the Canva application for business presentation courses?" based on the questionnaire questions there are 4 answer choices namely "Yes, No, Always, and Not at all". Where the blue Pie chart shows the answer "Yes", the orange Pie chart shows the answer "always", the red pie chart shows the answer "no" and the green Pie chart shows the answer "not at all". Based on the pie chart data, the biggest data is 81.8% of students answered "Yes", they have designed power points on the Canva application for business presentation courses. While the smallest data amounted to 4.5% of students answered no, and not at all. And the largest percentage of data is 9.1% of students answering "always".

Question about, Did you make your own powerpoint design in the application?

3. Apakah kamu membuat desain power pointmu sendiri pada aplikasi tersebut?
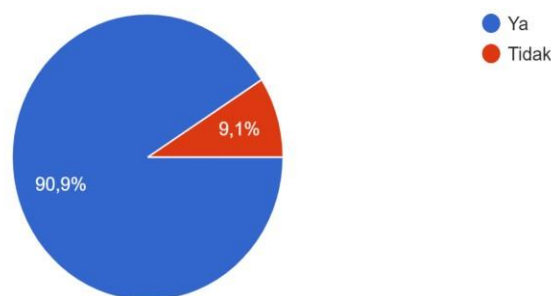22 jawaban
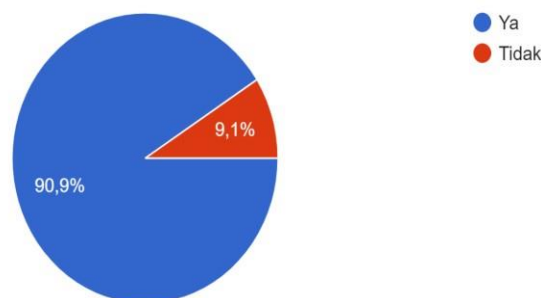
The Pie Chart shows data regarding the questionnaire question "Did you make your own PowerPoint design in the application?". Based on the questionnaire pie chart, there are 2 answer choices, namely "Yes and No". In these data the blue color on the pie chart indicates the answer "Yes" while the red color indicates the answer "no". Based on the pie chart, the largest percentage of data was achieved by the answer "Yes" with a total of 90.9%, while the smallest data amounted to 9.1% with students answering No.

Questions about, Do you think having the Canva application makes it easier for you to make power points in business presentation courses?

4. Apakah menurutmu dengan adanya aplikasi canva memudahkan kamu untuk membuat power point pada mata kuliah business presentation?

22 jawaban



● Ya
● Tidak

9,1%

90,9%

The Pie Chart shows data regarding the questionnaire questions "Do you think having the Canva application makes it easier for you to make power points in business presentation courses?". Based on the questionnaire pie chart, there are 2 answer choices, namely "Yes and No". In these data the blue color on the pie chart indicates the answer "Yes" while the red color indicates the answer "no". Based on the pie chart, the largest percentage of data was achieved by the answer "Yes" with a total of 85.7%, while the smallest data amounted to 14.3% with students answering No.

Question about, Why did you choose the Canva application as a medium for making power points in business presentation courses?



5. Mengapa kamu memilih aplikasi canva sebagai media untuk membuat power point pada mata kuliah business presentation?

22 jawaban

The Pie Chart shows data regarding the questionnaire question "Why did you choose the Canva application as a medium for making power points in business presentation courses". There are 4 possible answers to this question, namely, Provides many templates that can be used, Can make according to your own wishes, Because the Canva application has free access, has many features that can be used to make designs more attractive. The blue color on the pie chart shows the answers Provides lots of templates that can be used, the red color shows the answers You can make according to your own wishes, the orange color shows the answers because the Canva application has free access, and finally the green color shows the answer data where students choose the answer choices because they have many features that can be used to make the design more attractive.

Based on the Pie Chart, the largest percentage of data is 77.3% with students answering choices. % is held by 2 answer choices, namely Can make according to your own wishes, and Because the Canva application has free access.

Question about, How long does it take you to design a power point in the Canva application?

6. Berapa lama waktu yang kamu butuh kan untuk mendesain power point pada aplikasi canva?
22 jawaban



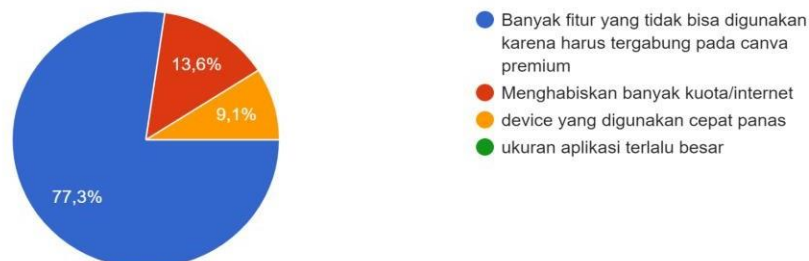- Kurang dari 1 jam
- 1 jam
- 2 jam
- Lebih dari 3 jam
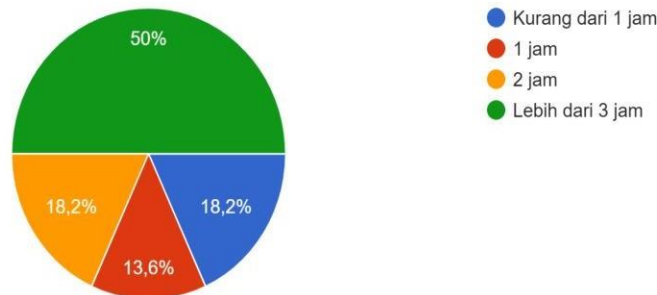
The Pie Chart shows data regarding the question "How long did it take you to design power points in the Canva application?". There are 4 answer choices, namely less than 1 hour, 1 hour, 2 hours, and more than 3 hours. The green color on the pie chart shows answers that students answered more than 3 hours, the red color shows 1 hour answers, the orange color shows 2 hours answer choices, and finally the blue color shows the answer choices less than 1 hour. Based on the Pie Chart, the largest percentage of data is 50% where students choose answers more than 3 hours, while the smallest percentage of data amounts to 13.6% where students answer 1 hour, while 18.2% of students choose less than 1 hour and 2 hours of their time. need to make a power point in the Canva application

Questions about, what problems did you experience while making power points in the Canva application?

7. apa kendala yang kamu alami selama membuat power point pada palikasi canva?
22 jawaban



- Banyak fitur yang tidak bisa digunakan karena harus tergabung pada canva premium
- Menghabiskan banyak kuota/internet
- device yang digunakan cepat panas
- ukuran aplikasi terlalu besar

The Pie Chart shows the answers to the questionnaire with the question "what problems did you experience while making power points in the Canva application?". There are 4 answer choices in the questionnaire, namely, many features cannot be used because they have to be joined to Canva premium, Spends a lot of quota/internet, the device used heats up quickly, the application size is too large. In the pie chart above, the blue color shows answers where students answered that many features cannot be used because they have to be joined to Canva Premium, the red color shows information that students chose the answer. Spending a lot of quota/internet, the orange color shows the answer the device used heats up quickly.

Based on the Pie Chart, the largest percentage of data was 77.3% where students answered that the obstacles they experienced were Many features could not be used because they had to be integrated into Canva premium, while based on the smallest data pie chart it had a percentage of 9.1% where they answered that the device used it heats up fast, and the percentage with a total of 21.4% was answered by students that the obstacle they experienced was spending a lot of quota/internet.

Questions about, Are you being more creative with the Canva application in making power point designs in business writing courses?



8. Apakah dengan adanya aplikasi canva kamu semakin kreatif dalam membuat desain power point pada mata kuliah business writing?
22 jawaban
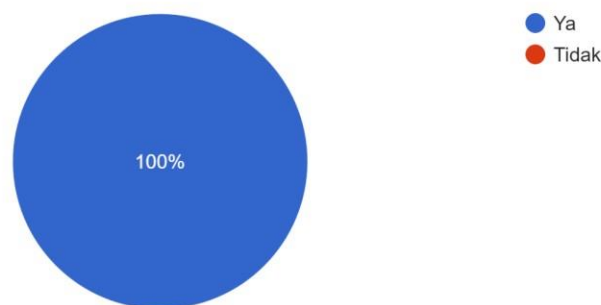
The pie chart shows the percentage of answers regarding the questionnaire question "Are you more creative with the Canva application in making power point designs in business writing courses?". There are 2 answer choices, namely Yes and No. Pie Chart for this question 100% of students agree with the question by answering "Yes" which has a blue description on the pie chart showing that with the Canva application students are getting more creative in making power point designs.

Based on the results of the research above which discusses The Influence of Canva Application of on Student's Creativity in Making Business presentation Powerpoint Designs. In this study, researchers conducted research with a questionnaire of 8 questions which had been answered by 22 Academic Writing students at the Indonesian Technocrat University for the 2022/2023 academic year. The results of this study show that 100% of academic writing students agree that with the Canva application they are more creative in designing power points in business presentation courses.

This is supported and proven by the question in the last questionnaire, namely "Are you being more creative with the Canva application in making power point designs in business writing courses?" and 100% of academic writing students who have answered the questionnaire totaling 22 students agree that the Canva Application can increase their Creativity in making power point designs by answering "Yes" in the Questionnaire Answer option.

Similar research related to this research regarding The Influence of Canva Application of on Student's Creativity in Making Business presentation Powerpoint Designs. which has been done by a previous researcher named Junaedi (2021) with the Title Canva Application as an online learning medium to improve students' creative abilities in English for Information Communication and Technology courses. In this study, previous researchers used Classroom Action Research. The research was carried out online through the Microsoft Teams meeting application at the Language and Culture Faculty of the University of 17 August 1945 Semarang, located on Jl. Seteran Dalam No.09 Miroto Semarang. This research was conducted on Students in 2 semester of the English Language

Study Program. The results of this study show that the use of Canva as an online learning media has succeeded in increasing students' creative abilities and also helps a lot in completing assignments, because this application provides a variety of options that are easy to process in English for communication and information technology courses. Student learning and creativity in each cycle.

The similarities in this study with previous research are that both studies yielded results that the Canva application can increase student creativity both in making power points and making designs, this is shown by previous research 78.57% of students get an increase in grades while studying using the Canva application while The results in this study were supported by 100% of the answers from students who said that they agreed that the Canva application could increase their creativity in designing power points for the Business Presentation course.

The difference between this study and the research mentioned above is that in this study the researcher focused on students' perceptions of their opinions in making power point designs in business presentation courses starting from the reasons they had, the problems they had and so on, while the previous research was focuses on the step-by- step improvement carried out by students, how their process of learning uses the Canva application, how the percentage increase in student learning is forever whether it is significant or not. This is the difference between this research and previous research conducted by Junaedi (2021) in his research. The Canva application as an online learning medium to increase students' creative abilities in the English for Information Communication and Technology course.

As in the purpose of this study to find out students' perceptions whether with the Canva application they can become more creative in making power point design business presentation courses, the specificity of this research is to focus and discuss deeply about all their perceptions in making power point designs on the Canva application for the business presentation course they studied and took prior to taking the academic writing course. Researchers get the results of students' opinions in accordance with what they experience and feel in each of them. Another specificity is that this study describes in detail based on

the pie chart results from the questionnaire on the Google form that has been filled in by students.

The weakness of this research compared to previous studies is that this research does not show how significant the increase in students' creativity is in percentages or data which can make a more detailed belief that the Canva application can improve their ability to make power point designs in the Business Writing course, whereas in previous research the results were given the percentage increase in student scores in percentages and tables that are more accurate that student creativity can increase while learning to use the Canva application and their scores increase in English for Information and Technology courses.

However, of course, every research has advantages as well as this research. This research has advantages where in this research it provides results of what difficulties students experience when making designs using the Canva application and how long it takes them to make the power point design. And this was not presented and carried out by previous researchers which made this an advantage point in this study that was not has by previous researchers. In the results of this study the most answered by students is why they do or make designs using the Canva application because this application provides lots of free templates that they can use to make power point design.

The researcher's hope for furthur researchers who will conduct similar research is to make and develop more perfect research if they make similar research, because each study certainly has its own uniqueness that describes the researcher. The researcher hopes that future researchers can discuss in more detail the progress of students' progress in learning to use the Canva application and what they think about it.

**CONCLUSION**

The conclusion from this study is that the Canva application influences student creativity in making power point designs in the Business Presentation course. This is shown in the results of the questionnaire that has been answered by respondents or Academic Writing students who have taken the Business Presentation course at Universitas Teknokrat Indonesia, totaling 22 students out of 23 students for the 2022/2023 Academic Year. Based on the results of the questionnaire, the results of the pie chart showed that 100% of

students agreed that the Canva application affected their creativity in making power point designs in business presentation courses. In addition, student creativity is supported by the existence of free templates that are provided by the Canva application, making it easier for students to develop power point designs according to what they need, this relates to one of the questionnaire questions relating to why they chose the Canva application as a medium for making power point design in business presentation courses and 77.3% of them answered because of the free templates provided and more than 13% of students answered because there are many features that can be used to make designs.

## REFERENCES

[1]    B. R. Utami and A. Y. Wahyudin, "DOES SELF-ESTEEM INFLUENCE STUDENT ENGLISH PROFICIENCY TEST SCORES ?," vol. 3, no. 2, pp. 16–20, 2022.

[2]    M. D. Winaldo and L. Oktaviani, "INFLUENCE OF VIDEO GAMES ON THE ACQUISITION OF THE ENGLISH LANGUAGE," vol. 3, no. 2, pp. 21–26, 2022.

[3]    U. T. Indonesia, "UNDERGRADUATE STUDENTS ' MOTIVATION ON ENGLISH LANGUAGE LEARNING AT UNIVERSITAS TEKNOKRAT INDONESIA Wulandari Pranawengtias In this section , the results of data analysis from the questionnaire are explained in the form of tables and descriptive explanati," vol. 3, no. 2, pp. 27–32, 2022.

[4]    Y. Ardesis, "POST-TRAUMATIC STRESS DISORDER IN THE STATIONERY SHOP NOVEL BY MARJAN KAMALI," vol. 3, no. 2, pp. 33–44, 2022.

[5]    S. Suprayogi, S.- Samanik, E. A. Novanti, and Y.- Ardesis, "EFL Learner's Literary Competence Mapping through Reader-Response Writing Assessed using CCEA GCSE Mark Scheme," *Celt A J. Cult. English Lang. Teach. Lit.*, vol. 21, no. 1, p. 1, 2021, [Online]. Available: http://journal.unika.ac.id/index.php/celt/article/view/2871

[6]    M. A. Akhdan and D. Aminatun, "THE CORRELATION BETWEEN ANXIETY AND STUDENT GPA & EPT SCORE DURING COVID 19 PANDEMIC," vol. 3, no. 2, pp. 45–51, 2022.

[7]    S. Gultom and L. Oktaviani, "THE CORRELATION BETWEEN STUDENTS ' SELF-ESTEEM AND THEIR ENGLISH PROFICIENCY TEST RESULT," vol. 3, no. 2, pp. 52–57, 2022.

[8]    W. M. Seyoum, A. Yigzaw, and H. K. Bewuketu, "STUDENTS ' ATTITUDES AND P ROBLEMS ON Q UESTION-BASED," vol. 3, no. 2, pp. 58–63, 2022.

[9]    A. Aprilia, D. Aminatun, and U. T. Indonesia, "Investigating Memory Loss: How Depression Affects S tudents' Memory Endurance 1,2," vol. 3, no. 1, pp. 1–11, 2022.

[10] E. Elbes and L. Oktaviani, "CHARACTER BUILDING IN ENGLISH FOR DAILY CONVERSATION CLASS," vol. 3, no. 1, pp. 36–45, 2022.

[11] M. Hestiana, "THE ROLE OF MOVIE SUBTITLES TO IMPROVE STUDENTS ' VOCABULARY," vol. 3, no. 1, pp. 46–53, 2022.

[12] M. Melinda, R. I. Borman, and E. R. Susanto, "Rancang Bangun Sistem Informasi Publik Berbasis Web (Studi Kasus: Desa Durian Kecamatan Padang Cermin Kabupaten Pesawaran)," *J. Tekno Kompak*, vol. 11, no. 1, pp. 1–4, 2018.

[13] N. Noviana and L. Oktaviani, "THE CORRELATION BETWEEN COLLEGE STUDENT PERSONALITY TYPES AND ENGLISH PROFICIENCY ABILITY AT UNIVERSITAS TEKNOKRAT," vol. 3, no. 1, pp. 54–60, 2022.

[14] L. Oktaviani, Y. Fernando, R. Romadhoni, and N. Noviana, "Developing a web-based application for school councelling and guidance during COVID-19 Pandemic," *J. Community Serv. Empower.*, vol. 2, no. 3, pp. 110–117, 2021, doi: 10.22219/jcse.v2i3.17630.

[15] S. Crisianita and B. Mandasari, "THE USE OF SMALL-GROUP DISCUSSION TO IMRPOVE STUDENTS '," vol. 3, no. 1, pp. 61–66, 2022.

[16] M. D. Ariastuti and A. Y. Wahyudin, "EXPLORING ACADEMIC PERFORMANCE AND LEARNING STYLE OF," vol. 3, no. 1, pp. 67–73, 2022.

[17] F. Amin and A. Y. Wahyudin, "THE IMPACT OF VIDEO GAME : ' AGE OF EMPIRES II ' TOWARD STUDENTS ' READING COMPREHENSION ON NARRATIVE TEXT," vol. 3, no. 1, pp. 74–80, 2022.

[18] R. W. Agustin and M. Ayu, "THE IMPACT OF USING INSTAGRAM FOR INCREASING VOCABULARY AND LISTENING SKILL," *J. English Lang. Teach. Learn.*, vol. 2, no. 1, pp. 1–7, 2021.

[19] R. Risten and R. Pustika, "Exploring students' attitude towards English online learning using Moodle during covid-19 pandemic at SMK Yadika Bandarlampung," *J. English Lang. Teach. Learn.*, vol. 2, no. 1, pp. 8–15, 2021, [Online]. Available: http://jim.teknokrat.ac.id/index.php/english-language-teaching/index

[20] S. Nurmala Sari, D. Aminatun, S. N. Sari, D. Aminatun, S. Nurmala Sari, and D. Aminatun, "Students' Perception on the Use of English Movies to Improve Vocabulary Mastery," *J. English Lang. Teach. Learn.*, vol. 2, no. 1, pp. 16–22, 2021, [Online]. Available: http://jim.teknokrat.ac.id/index.php/english-language-teaching/index

[21] N. R. Putri and F. M. Sari, "INVESTIGATING ENGLISH TEACHING STRATEGIES TO REDUCE ONLINE TEACHING OBSTACLES IN THE SECONDARY SCHOOL," *J. English Lang. Teach. Learn.*, vol. 2, no. 1, pp. 23–31, 2021.

[22] A. Yuliansyah and M. Ayu, "The Implementation of Project-Based Assignment in Online Learning during Covid-19," *J. English Lang. Teach. Learn.*, vol. 2, no. 1, pp. 32–38, 2021.

[23] A. H. Rahmania and B. Mandasari, "STUDENTS'PERCEPTION TOWARDS THE USE OF JOOX APPLICATION TO IMPROVE STUDENTS'PRONUNCIATION," *J. English Lang. Teach. Learn.*, vol. 2, no. 1, pp. 39–44, 2021.

[24] rusliyawati rusliyawati, A. D. Suryani, and Q. J. Ardian, "Rancang Bangun Identifikasi Kebutuan Kalori Dengan Aplikasi Go Healthy Life," *J. Teknol. dan Sist. Inf.*, vol. 1, no. 1, pp. 47–56, 2020, [Online]. Available: http://jim.teknokrat.ac.id/index.php/sisteminformasi/article/view/51

[25] N. Putri and D. Aminatun, "USING FACEBOOK TO PRACTICE WRITING SKILL: WHAT DO THE STUDENTS THINK?," *J. English Lang. Teach. Learn.*, vol. 2, no. 1, pp. 45–50, 2021.

[26] W. I. Erya and R. Pustika, "THE USE OF DESCRIBING PICTURE STRATEGY TO IMPROVE SECONDARY STUDENTS'SPEAKING SKILL," *J. English Lang. Teach. Learn.*, vol. 2, no. 1, pp. 51–56, 2021.

[27] A. Fiddiyasari and R. Pustika, "STUDENTS ' MOTIVATION IN ENGLISH ONLINE LEARNING DURING COVID-19 PANDEMIC AT SMA MUHAMMADIYAH," vol. 2, no. 2, pp. 57–61, 2021.

[28] S. Isnaini and D. Aminatun, "DO YOU LIKE LISTENING TO MUSIC?: STUDENTS ' THOUGHT ON," vol. 2, no. 2, pp. 62–67, 2021.

[29] A. M. Kiswardhani and M. Ayu, "MEMORIZATION STRATEGY DURING LEARNING PROCESS : STUDENTS ' REVIEW," vol. 2, no. 2, pp. 68–73, 2021.

[30] H. T. Yudha and B. Mandasari, "THE ANALYSIS OF GAME USAGE FOR SENIOR HIGH SCHOOL," vol. 2, no. 2, pp. 74–79, 2021.

[31] D. A. Hafidz and F. S. Amalia, "Pengembangan Sistem Informasi Edukasi dan Pemasaran Hasil Pertanian di Tulang Bawang," *J. Cyberarea.id*, vol. 1, no. 2, pp. 1–10, 2021, [Online]. Available: http://www.pusdansi.org/index.php/cyberarea/article/view/40

[32] E. Afriyuninda and L. Oktaviani, "THE USE OF ENGLISH SONGS TO IMPROVE ENGLISH STUDENTS '," vol. 2, no. 2, pp. 80–85, 2021.

[33] Z. Nadya, R. Pustika, and U. T. Indonesia, "THE IMPORTANCE OF FAMILY MOTIVATION FOR STUDENT TO STUDY ONLINE DURING THE COVID-19," vol. 2, no. 2, pp. 86–89, 2021.

[34] D. Aminatun, "STUDENTS ' PERSPECTIVE TOWARD THE USE OF DIGITAL

COMIC," vol. 2, no. 2, pp. 90–94, 2021.

[35] Y. Gustanti and M. Ayu, "the Correlation Between Cognitive Reading Strategies and Students ' English Proficiency Test," vol. 2, no. 2, pp. 95–100, 2021.

[36] R. Risten, F. Sinaga, and R. Pustika, "EXPLORING STUDENTS ' ATTITUDE TOWARDS ENGLISH ONLINE LEARNING USING MOODLE DURING COVID-19 PANDEMIC AT," vol. 2, no. 1, pp. 8–15, 2021.

[37] C. Wahyudi and A. R. Utami, "EXPLORING TEACHERS ' STRATEGY TO INCREASE THE MOTIVATION OF THE STUDENTS DURING ONLINE," vol. 9, no. 3, pp. 1–9, 2021.

[38] D. Apriyanti and M. Ayu, "Think-Pair-Share: Engaging Students in Speaking Activities in Classroom," *J. English Lang. Teach. Learn.*, vol. 1, no. 1, pp. 13–19, 2020, doi: 10.33365/jeltl.v1i1.246.

[39] E. Putri, D. T. Erlangga, and E. Literature, "A STUDY OF THE DAILY PRACTICES OF CODE MIXING," vol. 2, no. 10, pp. 1–10, 2022.

[40] M. Lestari and A. Y. Wahyudin, "Language learning strategies of undergraduate EFL students," *J. English Lang. Teach. Learn.*, vol. 1, no. 1, pp. 25–30, 2020.

[41] E. T. Handayani and D. Aminatun, "STUDENTS ' POINT OF VIEW ON THE USE OF WHATSAPP GROUP," vol. 1, no. 2, pp. 31–37, 2020.

[42] M. Ayu and Z. F. Pratiwi, "THE IMPLEMENTATION OF ONLINE LEARNING IN ENGLISH LANGUAGE TEACHING DURING PANDEMIC: THE TEACHERS'VOICE," *J. Res. Lang. Educ.*, vol. 2, no. 2, pp. 93–99, 2021.

[43] A. Y. Wahyudin, R. Pustika, and M. W. Simamora, "Vocabulary Learning Strategies of Efl Students At Tertiary Level," *J. English Lit. Educ. Teach. Learn. English as a Foreign Lang.*, vol. 8, no. 2, pp. 101–112, 2021, doi: 10.36706/jele.v8i2.15647.

[44] R. Ambarwati and B. Mandasari, "THE INFLUENCE OF ONLINE CAMBRIDGE DICTIONARY TOWARD STUDENTS'PRONUNCIATION AND VOCABULARY MASTERY," *J. English Lang. Teach. Learn.*, vol. 1, no. 2, pp. 50–55, 2020.

[45] O. A. Sasalia and F. M. Sari, "UTILIZING NOVEL IN THE READING CLASS TO EXPLORE STUSasalia, O. A., & Sari, F. M. (2020). UTILIZING NOVEL IN THE READING CLASS TO EXPLORE STUDENTS'VIEWPOINT OF ITS EFFECTIVENESS. Journal of English Language Teaching and Learning, 1(2), 56–61.DENTS'VIEWPOIN," *J. English Lang. Teach. Learn.*, vol. 1, no. 2, pp. 56–61, 2020.

[46] S. Suprayogi and P. B. Eko, "The Implementation of Virtual Exhibition Project in

English for Tourism Class for University Students," *Acad. J. Perspect. Educ. Lang. Lit.*, vol. 8, no. 2, pp. 87–97, 2020.

[47]  Samanik, "Fable for Character Building," *J. Univ. Teknokr. Indones.*, 2019.

[48]  I. Gulö, "How Nias Sees English Personal Pronouns Used as Preposition Objects," *Ling. J. Bhs. dan Sastra*, vol. 18, no. 2, pp. 147–156, 2018.

[49]  L. U. Qodriani and M. Y. Kardiansyah, "Exploring Culture in Indonesia English Textbook for Secondary Education," *JPI (Jurnal Pendidik. Indones.*, vol. 7, no. 1, pp. 51–58, 2018.

[50]  L. Septiyana and D. Aminatun, "the Correlation Between Efl Learners'Cohesion and Their Reading Comprehension," *J. Res. Lang. Educ.*, vol. 2, no. 2, pp. 68–74, 2021.

[51]  M. A. Masyhur, M. Fithratullah, and E. N. E. W. Kasih, "A Psychoanalysis on Internal Conflict of Bruce Wayne as Seen in Matt Reeves' The Batman (2022) Movie," *Teknosastik*, vol. 21, no. 1, p. 8, 2023, doi: 10.33365/ts.v21i1.2285.

[52]  A. Afrianto and A. Restika, "FUNGSI PEMARKAH WACANA: SEBUAH KASUS DI KELAS BERBICARA PADA LEVEL UNIVERSITAS," *LITERA*, vol. 17, no. 1, 2018.

[53]  T. Yulianti and A. Sulistyawati, "ENHANCING PUBLIC SPEAKING ABILITY THROUGH FOCUS GROUP DISCUSSION," *J. PAJAR (Pendidikan dan Pengajaran)*, vol. 5, no. 2, pp. 287–295.

[54]  D. Amelia, A. Afrianto, S. Samanik, S. Suprayogi, B. E. Pranoto, and I. Gulo, "Improving Publlic Speaking Ability through Speech," *J. Soc. Sci. Technol. Community Serv.*, vol. 3, no. 2, p. 322, 2022, doi: 10.33365/jsstcs.v3i2.2231.

[55]  D. Amelia and F. D. Dintasi, "Ephebophilia suffered by the main character," *Teknosastik*, vol. 15, no. 2, pp. 81–86, 2019.

[56]  H. Kuswoyo *et al.*, "PENINGKATAN KETERAMPILAN TEST TOEIC BAGI SISWA / SISWI BERBASIS TEKNOLOGI DI SMKN 1 LABUHAN MARINGGAI , LAMPUNG TIMUR Pendahuluan," vol. 1, no. 2, pp. 44–50, 2023.

[57]  L. Oktaviani, B. Mandasari, and R. A. Maharani, "IMPLEMENTING POWTOON TO IMPROVE STUDENTS'INTERNATIONAL CULTURE UNDERSTANDING IN ENGLISH CLASS," *J. Res. Lang. Educ.*, vol. 1, no. 1, 2020.

[58]  L. Oktaviani and B. Mandasari, "Powtoon: Presenting SQ3R Implementation in Reading Class through A Web-Based Medium," *Proc. Univ. PAMULANG*, vol. 1, no. 1, 2019.

[59]  B. Maulana, E. N. E. W. Kasih, and S. Suprayogi, "Genetic Structuralism Analysis On The Color Out Of Space By H.P. Lovecraft," *IDEAS J. English Lang. Teach.*

*Learn. Linguist. Lit.*, vol. 10, no. 1, pp. 648–656, 2022, doi: 10.24256/ideas.v10i1.2788.

[60] M. Fithratullah, "Globalization and Culture Hybridity; The Commodification on Korean Music and its Successful World Expansion," *Digit. Press Soc. Sci. Humanit.*, vol. 2, no. 2018, p. 00013, 2019, doi: 10.29037/digitalpress.42264.

[61] K. Nurhandayani and M. Rivai, "Sistem Kontrol Pengering Makanan Berbasis LED Inframerah," *J. Tek. ITS*, vol. 7, no. 2, 2019, doi: 10.12962/j23373539.v7i2.30921.

[62] Y. P. Utami, K. Aqillamaba, D. Alan, and D. Cahyono, "IMPLEMENTASI MINAT BELAJAR SISWA TERHADAP PELAJARAN MATEMATIKA DENGAN METODE COOPERATIVE LEARNING TYPE STUDENTS TEAMS-ACHIEVEMENT DIVISION ( STAD ) PENDAHULUAN Pada dasarnya setiap siswa memiliki potensi , namun kemampuan berpikir siswa serta minat belaja," vol. 3, 2013.

[63] A. Wahyudi, R. D. Agustin, and M. Ambarawati, "PENGEMBANGAN MEDIA APLIKASI GEOTRI PADA MATERI," vol. 3, no. 2, pp. 62–70, 2022.

[64] N. Jusniani, L. Nurmasidah, and U. Suryakancana, "PENERAPAN MODEL PEMBELAJARAN GENERATIF UNTUK," vol. 2, no. 2, pp. 12–19, 2021.

[65] R. Wijayanti and P. B. Lestari, "DENGAN MIND MAPPING BAGI MAHASISWA PENDIDIKAN," vol. 3, no. 2, pp. 81–87, 2022.

[66] D. Avianty, R. K. Sari, and U. T. Indonesia, "PADA MATERI ARITMATIKA SOSIAL KELAS VII SMP," vol. 3, no. 2, pp. 88–93, 2022.

[67] D. Milenia, N. C. Resti, and D. S. Rahayu, "Kemampuan siswa smp dalam penyelesaian soal matematika berbasis hots pada materi pola bilangan," vol. 3, no. 2, pp. 100–108, 2022.

[68] A. . G. O. Wisnumurti, I. M. W. Candranegara, D. K. Suryawan, and I. G. N. Wijaya, "Collaborative Governance: Synergity Among the Local Government, Higher Education, and Community in Empowerment of Communities and Management of Potential Tourism Village," vol. 154, no. AICoBPA 2019, pp. 112–115, 2020, doi: 10.2991/aebmr.k.201116.024.

[69] L. Saparwadi, "TIDAK BEKERJA PADA ANALISIS DATA KUALITATIF DAN," vol. 2, no. 2, pp. 20–24, 2021.

[70] S. N. Hikmah, S. Maskar, and U. T. Indonesia, "PEMANFAATAN APLIKASI MICROSOFT POWERPOINT PADA," vol. 1, no. 1, pp. 15–19, 2020.

[71] Y. P. Utami, D. Alan, D. Cahyono, and U. T. Indonesia, "STUDY AT HOME : ANALISIS KESULITAN BELAJAR," vol. 1, no. 1, pp. 20–26, 2020.

[72] N. Meutia, "Analisis kesulitan belajar siswa smp kelas vii pada materi bilangan

terhadap kemampuan pemecahan masalah matematis siswa," vol. 3, no. 1, pp. 22–27, 2022.

[73] A. Fazariyah, P. S. Dewi, and U. T. Indonesia, "STUDI PENDAHULUAN : KONTRIBUSI FASILITAS BELAJAR DAN TINGKAT SOSIAL EKONOMI ORANG TUA TERHADAP HASIL BELAJAR MATEMATIKA," vol. 3, no. 1, pp. 36–41, 2022.

[74] S. Maskar, N. D. Puspaningtyas, C. Fatimah, and I. Mauliya, "Catatan Daring Matematika: Pelatihan Pemanfaatan Google Site Sebagai Media Pembelajaran Daring," *Community Dev. J. J. Pengabdi. Masy.*, vol. 2, no. 2, pp. 487–493, 2021, doi: 10.31004/cdj.v2i2.1979.

[75] A. Efendy and U. T. Indonesia, "DARING DAN PEMBELAJARAN MATEMATIKA SECARA LURING TERHADAP HASIL BELAJAR MATEMATIKA SISWA," vol. 2, no. 1, 2021.

[76] C. Fatimah and N. D. Puspaningtyas, "STUDI LITERATUR : KEJENUHAN BELAJAR PADA PEMBELAJARAN DARING SELAMA PANDEMI COVID-19," vol. 3, no. 1, pp. 42–49, 2022.

[77] F. Siwi and N. D. Puspaningtyas, "PENERAPAN MEDIA PEMBEMBELAJARAN KOGNITIF DALAM MATERI PERSAMAAN GARIS LURUS MENGGUNAKAN VIDEO DI ERA 4.0," *J. Ilm. Mat. Realis.*, vol. 1, no. 1, pp. 7–10, 2020.

[78] L. Parnabhhakti, M. Ulfa, and U. T. Indonesia, "PERKEMBANGAN MATEMATIKA DALAM FILSAFAT," vol. 1, no. 1, pp. 11–14, 2020.

[79] S. N. Hikmah and S. Maskar, "Pemanfaatan aplikasi microsoft powerpoint pada siswa smp kelas viii dalam pembelajaran koordinat kartesius," *J. Ilm. Mat. Realis.*, vol. 1, no. 1, pp. 15–19, 2020.

[80] Y. P. Utami and S. Maskar, "ANALISIS KESULITAN BELAJAR MATEMATIKA MODEL ASYNCHRONOUS PADA SISWA SMKN 9 BANDAR LAMPUNG," vol. 3, no. 1, pp. 12–21, 2022.

[81] U. Habibah, R. Santika, P. Setiono, N. Yuliantini, and U. Bengkulu, "Analisis kesulitan belajar siswa sd dalam pembelajaran matematika secara daring," vol. 2, no. 2, pp. 1–6, 2021.

[82] M. Syahdan, "KURANGNYA MOTIVASI BELAJAR MATEMATIKA SELAMA PEMBELAJARAN DARING DI MAN 2 KEBUMEN," vol. 2, no. 2, pp. 7–11, 2021.

[83] D. Renadli and U. T. Indonesia, "PERSEPSI PESERTA DIDIK PADA MEDIA POWERPOINT," vol. 2, no. 2, pp. 25–31, 2021.

[84]  S. Mahmuda, A. Sucipto, and S. Setiawansyah, "Pengembangan Sistem Informasi Pengolahan Data Tunjangan Karyawan Bulog (TKB)(Studi Kasus: Perum Bulog Divisi Regional Lampung)," *J. Ilm. Sist. Inf. Akunt.*, vol. 1, no. 1, pp. 14–23, 2021.

[85]  R. R. Anderha and S. Maskar, "PENGARUH KEMAMPUAN NUMERASI DALAM MENYELESAIKAN MASALAH MATEMATIKA TERHADAP PRESTASI BELAJAR MAHASISWA PENDIDIKAN MATEMATIKA," *J. Ilm. Mat. Realis.*, vol. 2, no. 1, pp. 1–10, 2021, [Online]. Available: http://jim.teknokrat.ac.id/index.php/pendidikanmatematika/article/view/774

[86]  D. Parinata, N. D. Puspaningtyas, and U. T. Indonesia, "STUDI LITERATUR : KEMAMPUAN KOMUNIKASI METEMATIS," vol. 3, no. 2, pp. 94–99, 2022.

[87]  L. Parnabhakti, N. D. Puspaningtyas, and U. T. Indonesia, "PENGARUH MEDIA POWER POINT DALAM GOOGLE CLASSROOM," vol. 1, no. 2, pp. 8–12, 2020.

[88]  K. Margi S and S. Pendawa W, "Analisa Dan Penerapan Metode Single Exponential Smoothing Untuk Prediksi Penjualan Pada Periode Tertentu," *Pros. SNATIF*, no. 1998, pp. 259–266, 2015.

[89]  C. Fatimah, P. M. Asmara, I. Mauliya, and N. D. Puspaningtyas, "Peningkatan Minat Belajar Siswa Melalui Pendekatan Matematika Realistik Pada Pembelajaran Berbasis Daring," *Mathema J. Pendidik. Mat.*, vol. 3, no. 2, pp. 117–126, 2021.

[90]  W. T. Wiriani and U. T. Indonesia, "Pengaruh kemandirian belajar terhadap hasil belajar siswa pada pembelajaran online," vol. 2, no. 1, pp. 57–63, 2021.

[91]  S. Maskar and R. R. Anderha, "Pembelajaran transformasi geometri dengan pendekatan motif kain tapis lampung," *Mathema J. Pendidik. Mat.*, vol. 1, no. 1, pp. 40–47, 2019.

[92]  L. Parnabhakti, N. D. Puspaningtyas, and U. T. Indonesia, "PERSEPSI PESERTA DIDIK PADA MEDIA POWERPOINT," vol. 2, no. 1, pp. 18–25, 2021.

[93]  W. Saputra and U. T. Indonesia, "Pengaruh kreativitas siswa terhadap hasil belajar matematika siswa kelas xi," vol. 1, no. 2, pp. 13–16, 2020.

[94]  Y. S. Novitasari, Q. J. Adrian, and W. Kurnia, "Rancang Bangun Sistem Informasi Media Pembelajaran Berbasis Website (Studi Kasus: Bimbingan Belajar De Potlood)," *J. Teknol. dan Sist. Inf.*, vol. 2, no. 3, pp. 136–147, 2021, [Online]. Available: http://jim.teknokrat.ac.id/index.php/JTSI

[95]  L. A. Putri and P. S. Dewi, "Media Pembelajaran Menggunakan Video Atraktif pada Materi Garis Singgung Lingkaran," *MATHEMA J. Pendidik. Mat.*, vol. 2, no. 1, pp. 32–39, 2020.

[96]  R. Istiani and D. Puspita, "Interactional Metadiscourse used in Bloomberg International Debate," *Linguist. Lit. J.*, vol. 1, no. 1, pp. 13–20, 2020.

[97]  J. Fakhrurozi and D. Puspita, "KONSEP PIIL PESENGGIRI DALAM SASTRA LISAN WAWANCAN LAMPUNG SAIBATIN," *J. PESONA*, vol. 7, no. 1, pp. 1–13, 2021.

[98]  T. Yulianti and A. Sulistiyawati, "The Blended Learning for Student's Character Building," in *International Conference on Progressive Education (ICOPE 2019)*, 2020, pp. 56–60.

[99]  H. Kuswoyo and A. Rido, "Process types of transitivity system in engineering lecture introduction: A pedagogic discourse," *Ling. J. Bhs. dan Sastra*, vol. 19, no. 2, pp. 85–96, 2019.

[100]  J. Fakhrurozi, D. Pasha, J. Jupriyadi, and I. Anggrenia, "Pemertahanan Sastra Lisan Lampung Berbasis Digital Di Kabupaten Pesawaran," *J. Soc. Sci. Technol. Community Serv.*, vol. 2, no. 1, p. 27, 2021, doi: 10.33365/jsstcs.v2i1.1068.