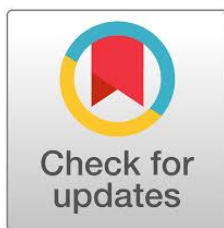


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Improving Students' Engagement Using Collaborative Canva Storyboard

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Abstract

Implementing the Collaborative Canva Storyboard will equip the students with integrated skills. However, some people have not recognized Collaborative Canva Storyboard as a way to improve students' engagement in classroom activities. This study explores a lecturer's experiences and challenges in using Collaborative Canva Storyboard and identifies how Collaborative Canva Storyboard would be implemented to enhance university students' engagement and integrate 4Cs skills. Under the design of action research, the study was conducted in four stages: reconnaissance, planning, action and observation, and reflection. The study involved 45 undergraduate students in an Accounting Education Department taking English classes in their first semester. Based on the results of students' interviews and students' work, the use of Collaborative Canva Storyboard can be a means to improve students' engagement. In addition, the study found that Collaborative Canva Storyboards were beneficial for building up students' communication, collaboration, creativity, and critical thinking skills.

Keywords: 4Cs; authentic learning experience; classroom action research; Collaborative Canva Storyboard; students' engagement

Introduction

In an authentic learning experience, it is crucial to encourage students to think more deeply and raise hard questions (Laur, 2013). Based on the High School Survey on Student Engagement (Yazzie-Mintz, 2010), it was discovered that 49% of students in grades 9 through 12 claimed they were sick of attending one class a day. Every day, another 17% were bored in each class. When asked why they were bored, the pupils responded with various explanations. The following were the top three responses: the subject matter was uninteresting (81%), the subject matter was unconnected (42%), and there was no educator interaction (35%). Students are expected to take the lead in all aspects of teaching and learning in the classroom as they encounter complicated issues and obstacles that must be overcome. Instead of educators being the focal point of learning, they would only be facilitators.

Educators must be able to pique the student's incentives and interests. Students then cultivate them into creativity. In the era of technology, students need to be proficient in the "4Cs": communication, collaboration, critical thinking, and creativity. In secondary school, creativity is a quality that is occasionally undervalued (Green, 2013). Students can prepare for college, the workplace, and other aspects of life by learning these four abilities. Students get the opportunity to see their education from a global perspective.

As an educator, we must believe that each student has uniqueness. Each student deserves an opportunity to learn in a way that suits their learning style. Educators, especially in English as a Foreign Language, struggle to create a more appealing manner to draw students to the classroom. If the given task is too simple, the students will become disengaged. Conversely, it can frustrate educators when the task is too difficult for students. Students can be fed up with worksheets, exercises, or other traditional teaching methods.

Therefore, by applying collaborative Canva Storyboard, it is hoped that students could maximize their potential and enhance their engagement in following classroom activities. A storyboard is a means to organize a narration and all of its images, words, and sounds. A visual representation of a verbal story is created via storyboarding, which helps filmmakers understand the entire narrative by moving from the abstract to the concrete. When developing a storyboard, it is important to consider how the picture looks visually and determine what problems must be

resolved before the idea can be understood. Concepts can be simplified and made clearer by translating action into visual form.

Storyboards are a fantastic tool for visually presenting ideas and activity sequences. Additionally, a storyboard could aid students in forming their thoughts. Students can employ various reading skills with storyboards, including previewing, visualizing, illustrating, applying prior knowledge, summarizing, understanding sequences, identifying primary ideas and details, and recognizing crucial information. Finally, as students must describe their pictures in great depth, storyboarding encourages the integration of reading and writing during classroom instruction (Denison, 1995).

As Albert Einstein once said, everyone is a genius, but if you judge a fish on its ability to climb a tree, it will live its whole life believing it is stupid. This saying goes to all learners, including learners in Indonesia, who have different abilities that need to be accommodated by educators. Students' focus of study might shift easily, and implementing Collaborative Canva Storyboard would not be easy. The result of this study is expected to give the following benefits: (1) It can be a beneficial reference for other educators and lecturers as a consideration of using Collaborative Canva Storyboard in the teaching and learning process. (2) It can be a beneficial reference for school administrators or policymakers to overcome the challenges of using Collaborative Canva Storyboard in EFL Classroom.

Students who are highly engaged in the teaching and learning process are more likely to participate actively in class discussions and use their feelings and senses to further the learning goals. Several earlier research studies by Krause (2008) have shown evidence for the impact of participation on students' academic performance, including learning accomplishment and the teaching-learning process. The engagement goals were to help students meet their learning objectives by devoting their time and energy to tasks that directly advance their understanding. Hence, this study aims to reveal educators' experiences and challenges in implementing Collaborative Canva Storyboard to enhance students' engagement in classroom activities.

This study aims to explore a lecturer's experiences and challenges in using Collaborative Canva Storyboard and identify how Collaborative Canva Storyboard would be implemented to

enhance university students' engagement with the Accounting Education Department, Faculty of Economics of UNY.

Literature Review

This part presents theories and principles related to students' engagement, storyboarding in an EFL Classroom, using Canva to implement storyboarding techniques and the 21st Century Skills. Storyboarding engages students in critical and creative thinking while displaying the visual blueprints of any project planning (Walker & Hallinger, 2015). Students collaborate and use images to illustrate their thoughts. Storyboarding is a cooperative learning strategy that may be used to teach and develop organizing skills in the field of education and to create educational programs of any imaginable size (Wijayanti, 2022).

Storyboards are a means to graphically express information layout, structure, content, and linkages to establish a conceptual picture of the information, location, meaning, and appearance (Knauf & Jantke, 2006). One storyboarding inspires each team member's active learning, creativity, and innovation while generating various innovative ideas. Online and offline classes are mostly educators-centered and traditional. However, some educators are constructivist; they evaluate their teaching approaches and adapt their styles to meet the learners' needs and growth.

Storyboarding is one of the techniques that can help educators fulfill their teaching goals as it makes the classroom interesting, engaging, and reflective and assists students in growing. At the same time, it also develops teamwork, responsibility, creativity, and critical thinking ability among university students. Therefore, using storyboarding to improve student engagement is a powerful tool for developing collaborative learning.

According to Knauf and Jantke (2006), didactic skills are not always present in education. The storyboard concept clarifies didactic skills through the visualizing method. Based on previous studies, a storyboard is a tool that helps learners think critically, analytically, and artistically by visually outlining their story in a series. With the help of this method, students

develop and present their stories from beginning to end. Additionally, they provide the words or phrases used as illustrations in each drawing or image. The storyboard's final draft can then be framed. Andersson et al. (2011) asserts that the storyboard is an effective instrument for fostering creativity, especially because it enhances the creation of new projects by considering the earlier experience of making storyboards. Storyboarding is also seen by Balzotti (2016) as a tool for inclusion and inventiveness in multi-modal writing workshops. Students who struggle to transition from fundamental (argumentative) writing assignments to more specialized (media) writing responsibilities may find storyboarding helpful. Through drawing, picturing, and producing a documentary on concepts, students can relate their past knowledge and build a new writing model in an improved and collaborative method (Tanrikulu, 2020).

Storyboarding can be done with the help of various tools. One such tool is Canvas, a graphic design tool created in 2012 by Australian entrepreneur Melanie Perkins. It utilizes a drag-and-drop format familiar to the average user and design professionals. It features fonts, graphics, vectors, and templates, and in 2019, the company purchased free stock photo sites Pixabay and Pexels, giving users access to a diverse array of free photos in the program itself. The website also offers photo filters, millions of images, free icons and shapes, and hundreds of fonts. In addition, users can choose various available templates.

One of the features that students and educators can utilize is the collaboration feature, where students and educators can create pictures or other graphic products together by accessing a specific link. If the students can access the link, they can compose graphic products.

Schools must change to teach children the 21st-century skills they will need to succeed in school and life, including critical thinking, collaboration, communication, and creativity (Erdogan, 2019). Schools are the primary educational setting and can effectively carry out the learning process. Educators must develop ways to include these outlined abilities in their lessons. For pupils to have time to practice and perfect abilities in their everyday routine tasks, this is highly helpful.

Students no longer view other students as competitors but rather as colleagues in their development as individuals. The art of conveying or sending intelligible messages, ideas, inquiries, and directions is a communication skill practiced during learning. Students with strong communication abilities can formulate comprehensive and understandable ideas, receive

messages from other communicators, provide information, and ensure that recipients are well-informed (Chalkiadaki, 2018).

According to Trowler (2010), students' engagement with active participation was carried out during their time in the classroom. It is also found that there is a substantial correlation between student engagement and language proficiency. According to Kuh (2009), student engagement may be utilized to gauge the progress of the individual and the learning process. Accordingly, the more students participate in the teaching and learning process by practicing and receiving feedback, the more they learn. A high level of student involvement in the teaching and learning process can also increase student achievement. Canva can be one tool to encourage student engagement in the classroom (Al Khoeri et al., 2021; Fauziah, 2022).

Canva is a versatile graphic design platform offering various tools for creating visual content, including storyboards. The features in Canva have been found to benefit teachers in making learning material and improving the learning process (Elsa & Anwar, 2021). Canva offers a variety of storyboard templates to choose from, ranging from simple layouts to more complex designs. In addition, teachers can easily share what they make in Canva with the students (Elsa & Anwar, 2021). Teachers can invite students to collaborate on the storyboard by sharing a link or adding them as team members. Collaborative features allow students to work together in real time, making edits, adding content, and providing feedback to each other. Once the storyboard is complete, teachers can review the project with their students and provide feedback on the content, design, and overall presentation.

Method

This part explains the research methodology, including the research type, research setting and participants, data collection techniques, and data analysis techniques employed in the study.

Research Design

This research is classroom action research. The purpose of this action research was to improve students' engagement. This study is a classroom action research conducted in collaboration with an English lecturer of the Accounting Education Department at the

Economics Department at Universitas Negeri Yogyakarta (UNY). This research aimed to improve student engagement with the help of the Collaborative Canvas Storyboard tool.

This research was conducted in the Accounting Education Department, Faculty of Economics of UNY, and involved 45 undergraduate students in the Accounting Education Department. The researchers conducted action research in the first semester of the Academic Year of 2022/2023. Before the action was implemented from November to December 2022, the researchers conducted classroom observations to find various problems in teaching English for Accounting Education Students. The classroom observations were conducted on 15 and 22 November 2022. In conducting the actions, the researchers followed the schedule of an English Class for the Accounting Education Department.

Data Collection and Analysis

The data were collected qualitatively by employing classroom observation using an observation guide and interview using an interview guideline. Before conducting the action, the researchers did a preliminary data collection as part of the planning stage to identify the problems during the teaching and learning process. The preliminary data collection was conducted by observing the classroom. Interviews, photographs, and students' collaborative writing using Canva Storyboard supported the data analysis. The researcher acquired data analysis through the reflection of the research cycle. This reflection was useful for the researcher to interpret the data. The result of the reflection was used as the base to determine the follow-up to the next cycle to achieve the purpose of action research.

The research consists of four stages: reconnaissance, planning, action and observation, and reflection. The description is as follows:

1. *Reconnaissance*

The researchers observed the teaching and learning process and interviewed the educators and students about the problems in the classroom. Based on the observation and interview results, the researchers found and identified the problem. Based on the identified problem, it was found that students' lack of engagement during classroom activities is a crucial problem that needs to be addressed. The lack of student engagement was obvious during the classroom presentation. The other students did not pay attention when a group of students presented. The

educators tried to ask students to pay attention, but the students did not follow the instructions properly.

2. *Planning*

After the problem was identified, the researchers made some planning to determine the actions that could be implemented in the action research. In planning the actions, the researchers cooperated with the English lecturer. In this step, the researchers and the English educators, as collaborators, prepared the teaching-learning lesson plan (a method considered suitable to solve the problems, the material to teach, and the instruments to collect the data).

3. *Action and Observation*

After the plan was constructed, the actions were implemented in the class. The actions were implemented in one cycle based on the agreement between the researchers and collaborators. During the implementation, the educators asked the students to note what presenters were presenting while they accessed the Canva storyboard link provided before the class began. The researchers observed and obtained some documentation. After the action was completed, the researchers interviewed some students to check whether they were engaged during class.

4. *Reflection*

In this last step, the researchers and the collaborator facilitated reflection of the action implemented. The researchers and the collaborator discussed the interview result and the educators made a list of reflections concerning improving students' engagement.

Findings

Students' engagement is an essential part of the teaching and learning process. When students are not engaged with the classroom activities, the result of the teaching and learning process will be doubtful. In this study, students' engagement is the problem that needs to be addressed based on the result of preliminary observations. Using a vignette, here is the student's lack of engagement description.

09.20: The educators started the class and asked about the students' condition. The students responded to the educators's questions. The educators then asked the presenting group to come forward and start their presentation. While the presenting group was preparing the slides, the students started to talk to each other.

09.30: *The group started their presentation. During the presentation, the educators did not give any specific tasks to the other students. Some students were paying enough attention to the presentation, while others were chatting. Students chatting was quite noisy, sometimes interfering with the presentation. When so, the educators would remind the students to pay attention.*

10.00: *The educators conducted an ice-breaking activity After the presentation ended. The ice-breaking activity lasted for almost 30 minutes. During the ice-breaking activity, the students were highly involved.*

10.30: *After the ice-breaking activity ended, the educators explained grammatical concepts. During the explanation, the students were not fully paying attention. Some of the students were busy with their smartphones instead of paying attention. Others tried to take notes, but most students were not fully engaged with the activity.*

Based on the result of the preliminary observation, it can be concluded that students' engagement during teaching and learning activities must be improved. The researchers used the collaborative storyboard technique to improve students' engagement quality. Andersson et al. (2011) asserted that the storyboard is an effective instrument for fostering creativity, especially because it enhances the creation of new projects by considering the earlier experience of making storyboards. Thus, with the help of this method, students could develop and present their stories from beginning to end by taking information from the presenting group. Also, by taking notes as the source information for their storyboard, the students would be engaged better and pay attention to the presenter.

Students' works

Before the presentation, all students were asked to sit with their group and given the link to access the Canva storyboard template. The template is displayed in Figure 1.



Figure 1. The storyboard template by Canva

The templates were then distributed to each group, and they took notes of the presentation being delivered. After taking notes, the information they gathered was visualized using the template. The students tried to picture the material they had learned during the presentation. This activity guaranteed that the students would be attentive during the lecture. When completing projects using Canva storyboards, students showed increased motivation and enthusiasm. Based on the interview results with the students, it was found that they valued the possibility of creative expression and group projects, which improved their interest in the course material. The fact that students actively participated in creating and disseminating their ideas through Canva storyboards led many to express that they had a better feeling of ownership over their learning process.

The results emphasized the value of social interaction in the development of cognition. Social interaction was facilitated using collaborative Canva storyboards, which helped students become more engaged and understand the course material better. Their motivation was increased by the realization that they were actively collecting and creating material on Canva storyboards rather than just consuming it. Students enthusiastically and passionately described how they approached tasks with renewed curiosity and enthusiasm, frequently going above and beyond the minimal requirements to investigate and include extra information. Their increased

involvement resulted from their intrinsic drive from their ability to tailor their educational experience.

The samples of students' works are shown in Figure 2 and Figure 3.



Figure 2. The storyboard created by Group 5

The students gained greater insights and experiences with group Canva storyboards based on the interviews with the research participants. Students frequently mentioned in interviews how much they valued the learning process's newly discovered participatory and creative components. Many people reported visualizing complicated ideas through group work on Canva storyboards led to a stronger comprehension of the subject. One student said, "Creating these storyboards made me feel like an active participant in my learning journey rather than a passive observer." Students also underlined the sense of pride and independence they had after using collaborative Canva storyboards. They valued the chance to personalize their assignments and incorporate their distinctive viewpoints into the course materials. "It felt like we were building something together, not just finishing another assignment," said one student. Working together on Canva was enjoyable.

Furthermore, when given the chance to present their Canva storyboards to the class, students reported feeling more engaged. They were inspired to put out more effort when they presented

their creative work to their peers, and it also helped them feel more responsible for the caliber of their contributions. The student who made this observation said, "Knowing that my peers will see my work encouraged me to perform my best. It inspired me to outdo my classmates and the educators".

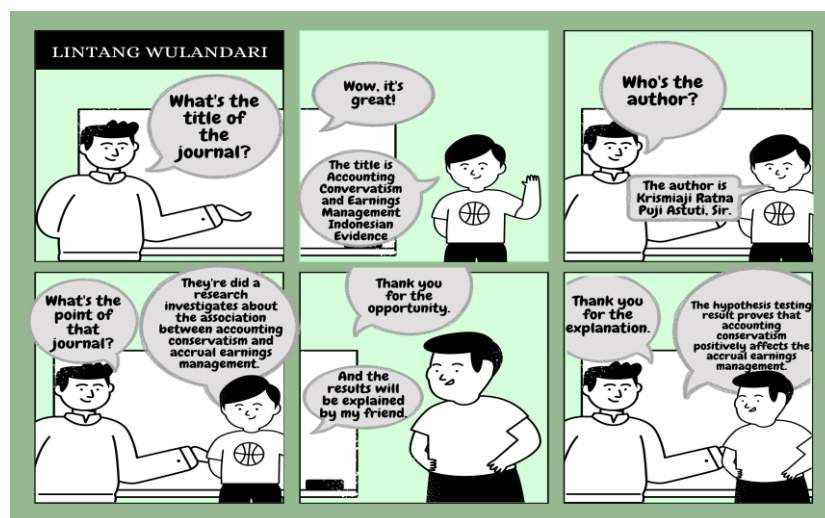


Figure 3. The storyboard created by Group 13

A greater sense of drive and accountability for their learning outcomes resulted from this sense of agency. "I felt like I was learning for my comprehension and improvement, not just for a grade," another student said. The students found Canva storyboards to be a welcome change from the usual classroom exercises, praising the platform's engaging and visually appealing features. The qualitative data revealed several major themes, including the tremendous influence of collaborative Canva storyboards on student engagement and collaboration. Students regularly stated how creating Canva storyboards with one another facilitated active teamwork and peer connection. They discussed how they divided the work, generated ideas, and worked together to create visually beautiful storyboards.

Students frequently reported improved communication and teamwork skills from working together on these visual projects. They described how negotiation, compromise, and sharing ideas within their groups led to a more collaborative and supportive classroom environment. Such findings underscored the social and interpersonal benefits of integrating

collaborative Canva storyboards into the educational setting. The findings provide a comprehensive understanding of how collaborative Canva storyboards improved students' engagement, motivation, and learning experiences in the classroom. They shed light on how this innovative tool positively influenced individual and group dynamics within the learning environment.

Students who participated in the study described how the technology allowed them to communicate meaningfully with their peers, even in virtual learning environments. They were inspired to collaborate by Canva storyboards' collaborative features to exchange concepts, develop creative solutions, and advance shared objectives. This collaborative element promoted a sense of community and support among young people while enhancing participation. Additionally, students underlined how the creation of storyboards together facilitated successful communication. They talked about how they needed to express their ideas in detail in order for them to be faithfully portrayed on the canvas. By using Canva storyboards, students improved their communication skills, which was considered a beneficial outcome and favorable to their interaction and general engagement with the course material.

Discussion

Discussion of the result of the observation

Based on the observation results, the students could pay attention to the presentation, meaning that students were better engaged compared to the previous session. During the presentation, the students actively took notes within their group to identify the key points presented. They sometimes were actively discussing the point of the presentation if they did not understand one or more things. After taking notes, the students were busy creating their storyboards by providing essential information about the presentation. Kuh (2009) asserted that engagement is an important antecedent of learning achievement, meaning that students' engagement is a departure of improved achievement of the students in the aspects of cognitive and non-cognitive.

Discussion of the result of the interview

Based on the interview results, it is shown that the students felt happy and motivated as a result of using Canva Storyboards. Previous studies have also found that students felt motivated in writing when the teacher used Canva in the writing lesson (Utami & Djamdjuri, 2021). Students' interest, attention, and indication of happy feelings during a lesson using Canva have also been found in a previous study by Wahyuni et al. (2022). The following excerpt shows how the students felt while implementing Canva Storyboard to improve student engagement.

“I think such an activity encouraged us to pay more attention to the presentation. We usually did not pay enough attention because the educators (lecturer) did not give us anything to do. She only asked us to listen and write new vocabulary down.”

The students interviewed also stated that it is better if the educators give such an assignment in future classes, as the students will get engaged better, as shown by the following

exerp.

“It will be better and more effective if the lecturer provides such an activity for the upcoming classes, as all students will more likely pay attention to the presentation. They will not keep chatting with one another.”

Discussion on the result of the study concerning 21st Century Skills

In addition, using Canva storyboard also helped them to improve the 4Cs (communication, collaboration, critical thinking, and creativity) as described in the following part.

Communication

In terms of improving students' communication skills, using Canva storyboard will require them to communicate their ideas within their groups after taking notes about the presentation. Based on the result of the observation checklist, the students tried their best to propose their ideas to help other members develop a good storyboard based on the notes they took. Also, based on the interview results, the respondents agreed that their communication skills would improve if given such activities in every meeting. The following excerpt shows how storyboards will help them improve their communication skills. Canva in an EFL classroom can encourage communication skills since students are generally required to tell or communicate a story (Nuroh et al., 2021).

Collaboration

As mentioned above, collaboration is necessary to help students compete in this era. Composing a storyboard in a group also required them to work together in good management, making them know how to distribute the work and be responsible for the assignment. The storyboard will not be complete if collaboration does not go as planned. Based on the result of the classroom observation, the students were actively managing their assignments by distributing work to every group member. Composing a storyboard in a group can improve students' collaboration.

Critical Thinking

During the presentation, the students had to synthesize what the presenters were talking about and then take some notes about it. Right after the presentation, all group members will share their notes, and they will compare the result of the note-taking before they summarize it into a storyboard. Based on the interview result, one of the participants felt disorganized at the beginning of the treatment, but later, she started to understand the topics of the presentation. Her understanding got better after the group started the discussion. Even though students did experience challenges, they were comfortable and engaged when using Canva (Al Khoeri et al., 2021). This experience also shows a practice of critical thinking skills. This finding aligns with what Alshaye (2021) found in an experimental study where digital storytelling can significantly improve students' critical thinking.

Creativity

Canva is a web-based application that allows users to create graphic products. In this study, the researchers considered that Canva provides a feature that allows users to create the storyboard. As mentioned above, as students were required to develop a storyboard, they were challenged to produce a graphic display showing the presentation's content. When doing the storyboard, the students tried to be as creative as possible to develop the best product without neglecting the presentation's content. Based on the observation of the result of the student's work, each group showed a different way of composing the storyboard. The indications of students' creativity and criticality during the use of Canva have also been shown in another study, for example, from the students' interpretation of stories (Fauziah, 2022), their imagination in

their creative writing (Jumami, 2021), and the development of their digital stories based on the images they took (Nuroh et al., 2021).

Conclusion and Implication

Based on the results of students' interviews and work, the use of Collaborative Canva Storyboard is one of the means to improve students' engagement. Based on the observation, student interviews, and reflection, there is a great change in how the students engage in the classroom. Previously, the students were not engaged in the lesson when the other group members did the presentation. After implementing the Collaborative Canva Storyboard, students were more engaged in following the presentation. The storyboard was attractive, especially in creating meaningful summaries from their friends' presentations.

Furthermore, using Collaborative Canva Storyboard is very beneficial for students in building up their creativity and critical thinking skills. Another aspect of the use of Canva Storyboard is that the template of the storyboard consists of some dialogue boxes in which students could develop their ideas in the form of comic strips. The storyboard is also a very valuable aspect of developing students' creativity. Thus, using Collaborative Canva Storyboard to improve students' engagement can also enhance students' major skills (Communication, Collaboration, Critical Thinking, and Creativity).

The students agree that the storyboard could improve their engagement in following the presentations during the English Class. The students would also be active and enthusiastic. Two limitations could be considered for future research. First, the research participants in this study are only taken from one school that used Canva Collaborative Storyboard to engage students. Future researchers might have more samples of students from more than one school as participants. They might explore the students' engagement and the opinions of educators who used Collaborative Canva Storyboard in their teaching-learning activities. Second, the instruments used in this research are limited to Classroom Action Research. Future researchers might explore using Questionnaires and Interviews to know the opinions of more educators from many more schools on using Collaborative Canva Storyboard.

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