

CHAPTER 2

LITERATURE REVIEW

In this chapter, an in-depth explanation of the theories utilized for the study will be presented. Theories related to Emotional Intelligence, Social and Emotional Learning, Dimensions of Emotions, and relevant research studies

A. Theoretical Framework

1. Behavioral Engagement

Behavioral engagement refers to students' observable actions in learning, such as attending class, completing assignments, participating in discussions, and collaborating with peers. Fredricks, Blumenfeld, and Paris (2004) define behavioral engagement as involvement in academic, social, and extracurricular activities, which includes effort, attention, and participation. Similarly, James et al. (2019) describe behavioral engagement as one of the three dimensions of student engagement, reflected through actions such as consistency of effort, attendance, and ethical classroom behavior. Istiara et al. (2023) emphasized that behavioral engagement is a critical factor in determining how actively students participate in classroom activities. When students show initiative, attention, and involvement, it can be an indicator that the learning process is effective and the instructional methods are appropriate. Therefore, observing behavioral engagement is one way to evaluate the success of learning strategies or tools, such as the integration of Canva in language learning.

According to Raake et al. (2022), Several indicators of behavioral engagement, including help-seeking behavior and persistence in completing tasks, have been shown to increase students' attendance and participation in class. Therefore, Nguyen (2018) explains several sub-indicators of behavioral engagement described in the following table:

Table 1. Sub-Indicators of Students' Behavioral Engagement

Sub-Indicators:	Description	Example:
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Participation	Active involvement in tasks and discussions.	Frequency of answering questions and group work.
Task completion	Timely submission of assigned work or responsibilities.	Percentage of completed assignments.
Collaboration	Ability to work with peers effectively	Peer feedback, group project scores.

Based on the table above, there are three sub-indicators of behavioral engagement, namely participation, task completion, and collaboration. Participation refers to the active participation of students in learning activities such as actively discussing, answering teacher questions, and asking questions to the teacher. Task completion refers to the timeliness and completeness of students in doing the tasks given by the teacher. This reflects students' responsibility for the assigned tasks. Meanwhile, collaboration refers to students' involvement in working together with their colleagues, especially in doing tasks and group activities.

Based on the three sub-indicators of behavioral engagement above, researchers can examine the examples of real activities in the classroom more closely, such as:

a. Active Participation in Class Discussion

A student contributes ideas or asks questions during a discussion. It is a behavioral engagement as the student is actively participating in verbal communication, sharing thoughts, and engaging with peers, demonstrating their involvement in the learning process.

b. Completing Assignments on Time

A student consistently submits their tasks, essays, or projects before the deadline, following guidelines for each task. It is a behavioral indicator of engagement, as completing assignments demonstrates that the student is committed to their learning, meets deadlines, and takes responsibility for their progress.

c. Group Work and Collaboration

During a group reading activity, a student actively collaborates by reading aloud, contributing ideas, or helping peers understand new vocabulary. It is a behavioral engagement, as engaging with peers in group work and contributing to shared tasks is a clear indicator of behavioral engagement, as it demonstrates interaction with both the content and fellow learners.

2. Mobile-Assisted Language Learning

MALL is one of the teaching strategies in English Language Learning. Burston & Giannakou (2022) stated that Mobile-assisted Language Learning (MALL) is a strategy for language learning that is assisted or enhanced through the use of a handheld mobile device. According to Jasmine (2014), Mobile-Assisted Language Learning is a self-paced learning approach that is supported or facilitated by a mobile device, such as a smartphone, which can be utilized during language instruction. In addition, Gholami and Azarmi (2012) MALL is a type of technology-based learning that can be implemented in online, remote, and in-person modalities. Mobile-assisted language Learning (MALL), according to Parsons & Ryu (2006; Inggita et al., 2019), is the delivery of learning materials to students using devices such as cell phones, tablets, or MP3 players.

In the language learning context, MALL has advantages that can help student in their learning process. The main advantages of MALL lie in the ease of accessing relevant information, the ability to adapt to personal habits, flexibility in terms of place and time, and wider opportunities to practice language in daily activities such as walking, traveling, or waiting (Saragih & Jaelani, 2020). Amalia (2023) MALL, which facilitates language learning through the use of mobile devices, has garnered significant attention in educational research.

The advantages of Mobile-Assisted Language Learning (MALL), flexible learning activities are no longer limited by time or location thanks to this tool. To make learning more interesting and dynamic, students can also access a variety of content, including text, photos, and videos (Putri,

2021). According to Rawashdeh (2021), Flexible learning activities are no longer limited by time or location thanks to this tool. Therefore, considering the adaptability of the MALL, this tool is quite helpful. According to Gael and Elmiana (2021), mobile-assisted language learning (MALL) has provided numerous effective benefits for students learning English, as they can utilise various applications related to speaking, listening, writing, and reading.

The integration of MALL in language learning is not only effective but also helps overcome the challenges students often experience in learning English. Easy access to MALL resources through various technology platforms provides a seamless learning experience.

MALL has several principles to help teachers apply them properly. Meishar-Tal & Pieterse (2017) state that the tenets of MALL include instructional usage, leniency for mistakes, equitable use, and flexible use.

a. Equitable use

People with a wide range of abilities and in various contexts should be able to access the course material. It describes tasks and resources available on multiple devices.

b. Flexible

In this case, individual preferences, timetables, connectivity levels, and content choices should all be taken into account in the design of the course. The mobile application can facilitate learning in both formal and informal contexts, as claimed by Rinanda et al. (2019). Because this program offers a range of educational resources, students can also learn English vocabulary through mobile technology (Aminatun & Oktaviani, 2019). MALL may be utilized anywhere and at any time because it contains several crucial materials.

c. Lenience for mistakes

In this situation, building language learning environments for mobile phones should allow for mistakes. Additionally, students can feel

more comfortable during the learning process because learning environments and software can lessen this inaccuracy.

Instructional

The term "instructional" refers to the way that students are taught in a course using a mobile device. For example, Canva is used to assist students, especially in online TELL classrooms, with quizzes, games, and notifications.

Some previous scholars have researched the use of Canva in conjunction with the MALL concept. First, Pratama and Hikmat (2024) conducted a qualitative study at SMP Muhammadiyah 7 Surakarta, revealing that integrating Canva into English classes significantly boosted students' motivation and learning outcomes. Students reported increased engagement and enthusiasm when creating visual content, aligning with MALL's emphasis on personalized and context-rich learning experiences. Second, Ilyas et al. (2023) developed English language learning media using Canva for elementary school students in Pekanbaru. The study employed a 4D development model and found that Canva-based media effectively addressed low learning outcomes, enhancing teachers' ability to create engaging materials and reflecting MALL's goal of utilizing mobile tools to enrich learning environments. Lastly, Wijaya (2024) conducted a thematic analysis of 30 studies to assess Canva's impact on the writing proficiency of Indonesian EFL learners. The analysis concluded that Canva effectively facilitated smoother idea transitions and enhanced students' writing skills, aligning with MALL's emphasis on mobile tools to support continuous language development.

3. Canva as a Digital Media in the ELT Classroom

The use of digital media is found in any occasion and occupation, including the ELT Classroom. Digital media has become increasingly prevalent in English Language Teaching (ELT) classrooms, transforming traditional teaching methods into more interactive and engaging experiences. Ahmadi (2018) notes that digital media in ELT facilitates authentic language

exposure and creates opportunities for meaningful communication. Liu & Yuan (2024) emphasize that digital media tools enable teachers to present materials in multiple formats, accommodating different learning styles and preferences. Furthermore, Hadjer (2024) notes that the integration of digital media in ELT classrooms has led to increased student participation and improved language acquisition outcomes through features such as interactive exercises, immediate feedback, and multimedia content delivery.

One digital media tool that can be used in the classroom is Canva. Canva is an easy-to-use digital media tool that utilises a drag-and-drop interface and offers access to a vast range of photos, vector images, graphics, and fonts. Learning activities using Canva enable students to easily select a template and edit pictures and text, allowing them to focus on effectively expressing their knowledge (Eka Widiastuti, 2024). Canva offers various features that can be utilized in educational settings, making it a versatile platform for teachers and students.

Canva is very beneficial and flexible to use. Studies have demonstrated that Canva's versatility and accessibility are particularly helpful in educational contexts. Fikroh & Nisa (2024) highlight how the platform enables students to express their creativity while developing essential digital literacy skills. The platform's accessibility across various devices supports different learning styles and preferences. Furthermore, Widiastuti (2024) emphasizes that Canva's flexibility enables educators to create personalized and contextual learning materials, facilitating a deeper understanding of concepts through engaging visual representations.

There are several impacts of using Canva on the students' learning process. Research has documented several significant implications of Canva integration in the learning process. According to Budi & Anwar (2024), the effect of using Canva in the learning process is as follows:

- a. Enhanced student learning motivation through engaging design experiences

- b. Improved digital literacy and visual creativity skills, increased collaboration and teamwork through shared editing features
- c. Better comprehension of materials through visual representation
- d. Development of presentation and visual communication abilities.

To sum up, the use of Canva in the English classroom has a multi-dimensional impact on students, including making learning more engaging and student-centered, cultivating essential digital and design skills, and fostering collaboration, critical thinking, and effective communication. Together, these outcomes align perfectly with MALL (Mobile-Assisted Language Learning) principles, promoting language learning through accessible, technology-enhanced methods that are both practical and enjoyable.

B. Study of the Relevant Research

Several studies have examined student engagement in class using Canva. Fauzi (2024) tested the effectiveness of using Canva in improving students' writing skills. The results showed that Canva was effective in improving students' writing skills. However, the study only focused on one aspect of learning, namely writing skills, and did not examine its impact on overall student engagement collected using various data collection instruments, including tests and questionnaires.

Furthermore, research conducted by Ngoc and Huyen (2023) revealed that the use of Canva can increase students' learning motivation and enhance their visual communication skills. These findings indicate that Canva can have a positive impact on aspects of student engagement. However, the study did not specifically investigate the effect of Canva on students' behavioral engagement. In addition, Erden and Riedler (2024) investigated how Canva not only complements the learning experience but also enhances creativity and arouses student engagement through its various features. They stated that the efficacy of the tool increases when used in conjunction with active learning methodologies in a pedagogical environment. The purpose of this

study is to foster a different environment and encourage collaborative interactions between peers.

Previous research has focused on improving skills, and several studies have shown a positive impact on engagement. However, these studies do not specifically discuss the influence of Canva on students' behavioral engagement. To complete the picture, this study examines the integration of technology using the Canva platform to help students' behavioral engagement. Therefore, the purpose of this study is to determine whether integrating technology using Canva will support students' behavioral engagement at the junior high school level by conducting research actions in the classroom.