

EXPLORING STUDENTS' PERCEPTIONS OF POWERPOINT, YOUTUBE, CANVA, AND QUIZIZZ INTEGRATION IN FACE-TO-FACE EFL CLASSROOMS

¹Afritya Khairunisah, ²Titi Rokhayati, ³Abdul Ngafif

^{1,2,3}English Education Department, Faculty of Teacher Training and Education
Universitas Muhammadiyah Purworejo, Indonesia

*Corresponding Author

Email: afriyakhnrsh@gmail.com

Received:
23 April 2026

Revised:
16 June 2026

Accepted:
28 June 2026

Published:
29 June 2026

How to cite (APA 7th style): Khairunisah, A., Rokhayati, T., & Ngafif, A. (2026). Exploring Students' Perceptions of PowerPoint, YouTube, Canva, and Quizizz Integration in Face-to-face EFL Classrooms. *FRASA: English Education and Literature Journal*, 7(2), 224–242. <https://doi.org/10.47701/frasa.v7i2.6052>

Abstract

This study examined how PowerPoint, YouTube, Canva, and Quizizz are used by an English teacher in face-to-face classroom instruction and how tenth-grade students perceive the impact of each platform on their interest, comprehension, motivation, and activeness in learning English. Drawing on Mayer's Cognitive Theory of Multimedia Learning and Self-Determination Theory, a descriptive qualitative design was employed, with data collected through classroom observations and semi-structured interviews involving eight purposively selected tenth-grade students at SMA Muhammadiyah Purworejo and SMA Muhammadiyah Kutoarjo, Purworejo Regency. Data were analyzed using the interactive model of Miles and Huberman through inductive coding and thematic analysis. The findings reveal that each platform served a distinct instructional function: PowerPoint for structured content delivery, YouTube for audiovisual input and pronunciation modeling, Canva for visual vocabulary instruction, and Quizizz as a gamified assessment tool. All eight students (8/8) reported increased interest and comprehension, seven of eight (7/8) reported motivational gains, and critical perceptions also emerged among four students (4/8) regarding internet disruption, alongside cognitive overload, time-pressure anxiety, and passive engagement during video viewing. The main contribution of this study is that the effectiveness of digital media integration depends on the alignment between platform affordances, pedagogical purpose, learner needs, and infrastructural support, not merely on the use of technology.

Keywords: Digital Media Integration, EFL Classroom, Students' Perceptions, Face-to-face instruction

INTRODUCTION

English proficiency has become an essential competency for students in the 21st century because it enables access to global knowledge, communication, and educational opportunities (Elisa, 2023; Masykuri & Basuki, 2022). In Indonesia, English is taught as a compulsory subject across different levels of education, including senior high schools (Rahmah & Qamariah, 2023). However, many senior high school EFL learners continue to face challenges such as limited vocabulary, insufficient exposure to authentic English input, limited opportunities for communicative practice, and difficulties in understanding complex grammatical structures (Tukan, 2024). These challenges often reduce students' confidence, participation, and motivation in learning English (Pratiwi et al., 2022).

To address these challenges, the role of teachers is crucial in designing effective and engaging learning environments. Teachers are not only responsible for delivering content but also for facilitating learning by adapting instructional strategies to students' needs and characteristics (Muna et al., 2024). In this regard, students' perceptions are particularly important, as their acceptance, engagement, and learning experiences largely determine the effectiveness of instructional practices, including the integration of digital media in the classroom. Teachers are expected not only to understand teaching methods but also to be technologically proficient in designing learning experiences that are interactive, engaging, and meaningful (Utami et al., 2023). One increasingly relevant approach is the integration of digital media in teaching. The use of digital media allows teachers to present materials in a more varied, interactive, and contextualized manner, which can enhance students' attention, motivation, and active participation (Suganda, 2022).

Among the wide range of digital media available for English language learning, this study focuses on four platforms that have been widely adopted in face-to-face EFL classrooms in Indonesia: PowerPoint, YouTube, Canva, and Quizizz. PowerPoint remains one of the most frequently used tools for structured content delivery in classroom settings (Ledy & Syafryadin, 2023). YouTube has gained increasing popularity as a source of authentic video-based input for language learners (Dizon, 2022). Canva has emerged as an accessible visual design tool that supports creative learning activities (Anggraeni & Pentury, 2022). Quizizz has been widely recognized as an effective gamified assessment platform that enhances student engagement and motivation (Zhao, 2019). Each platform serves a distinct instructional function: PowerPoint for structured content presentation, YouTube for video-based learning, Canva for visual content creation, and Quizizz for gamified assessment (Dheasari & Ciptaningrum, 2024). These technologies provide broader and more flexible access to learning materials, allowing students to explore content not only within the classroom but also independently according to their own learning pace (Sari & Sulisty, 2022). Due to the rapid development of technology, teachers can further utilize these tools to create a more enjoyable and collaborative classroom learning environment (Srivani et al., 2022).

Several previous studies have investigated students' perceptions of digital media in English language learning, yet each carries notable limitations. Prabawati et al. (2021) found that students responded positively to platforms such as Google Classroom, YouTube, and WhatsApp, reporting better comprehension and increased comfort in learning; however,

their study focused only on online environments and did not examine digital media in face-to-face instruction. Similarly, Syam et al. (2021) concluded that e-learning effectively supports learning, but findings were limited by internet access problems and reduced student concentration. Fajar et al. (2024) found that YouTube can enhance motivation and broaden access to learning resources; however, the study focused on a single platform without considering how other digital tools might offer different affordances. Critically, these studies tend to treat digital media as a broad instructional category, rarely distinguishing how specific platforms differ in their pedagogical functions, benefits, and limitations for EFL learners. As a result, little is known about how distinct tools such as PowerPoint, YouTube, Canva, and Quizizz each contribute differently to students' learning experiences, particularly in face-to-face classroom settings.

This gap calls for a study that moves beyond treating digital media as a unified category and instead examines the specific affordances, benefits, and challenges of individual platforms in a single EFL classroom context. To address this gap, the present study investigates how PowerPoint, YouTube, Canva, and Quizizz are used by an English teacher in face-to-face EFL classrooms and how senior high school students perceive the impact of each platform on their learning. The novelty of this study is threefold. First, it focuses specifically on four distinct digital tools rather than digital media in general, allowing for a comparative analysis of how each platform serves different instructional purposes. Second, it examines these tools exclusively within a face-to-face classroom setting, a context that remains underexplored compared to online or hybrid learning environments. Third, it centers students' perspectives as the primary lens, recognizing that student perception is a critical determinant of whether digital media integration succeeds in practice. By doing so, this study offers a more granular and contextually grounded understanding of how PowerPoint, YouTube, Canva, and Quizizz each contribute to students' interest, comprehension, motivation, and activeness in learning English.

To provide a conceptual foundation for understanding how these four platforms contribute to students' learning experiences, this study draws on two complementary theoretical frameworks. The first is Mayer's Cognitive Theory of Multimedia Learning (CTML), which posits that students gain deeper understanding when information is presented through multiple representations, such as text, images, audio, and video (Mayer, 2021). CTML holds that the human cognitive system processes verbal and visual information through separate channels, and learning is optimized when both are engaged simultaneously without exceeding cognitive load. In English language learning, this theory supports the use of multimedia tools such as PowerPoint, YouTube, and Canva to deepen comprehension. However, CTML primarily accounts for comprehension and does not fully explain students' motivation, activeness, and engagement. To complement CTML, this study also draws on Self-Determination Theory (SDT), which explains motivation through the fulfilment of three basic psychological needs: autonomy, competence, and relatedness. Interactive tools such as Quizizz can foster students' sense of competence and autonomy through immediate feedback and game-like competition, while platforms such as YouTube and Canva can strengthen relatedness by connecting learning materials to real-world contexts and collaborative tasks. Together, CTML and SDT provide a comprehensive framework for understanding both the cognitive dimension

(comprehension) and the motivational dimension (interest, motivation, and activeness) of digital media use in English language learning.

Empirical evidence from previous studies supports the theoretical relevance of these frameworks in classroom contexts. Rokhayati & Widiyanti (2022) found that technology-based media can create a more active classroom atmosphere, increase participation, and help teachers deliver materials more effectively. The integration of visual and auditory elements further improves comprehension as students process information through multiple sensory channels simultaneously Alfian et al. (2023), supporting diverse learning styles and making learning more inclusive. Digital media also enables interactive activities such as quizzes, educational games, and simulations, which encourage active participation (Aulia et al., 2024). Despite its potential benefits, digital media implementation in learning presents several challenges. Technology that is not properly managed may lead to distraction and affect students' concentration (Pérez-Juárez et al., 2023). Limited technological facilities and differences in teachers' digital competence may also influence the effectiveness of media integration in classroom instruction (Tzafilkou et al., 2021). Furthermore, many students still perceive learning as monotonous even when digital media is used, particularly in conventional classroom environments (Majid et al., 2025). These conditions indicate that successful implementation depends not only on technological availability but also on teachers' pedagogical ability to integrate technology effectively.

Based on the above discussion, this study aims to examine how PowerPoint, YouTube, Canva, and Quizizz are used by the English teacher in face-to-face classroom instruction, and to analyze how tenth-grade students at SMA Muhammadiyah Purworejo and SMA Muhammadiyah Kutoarjo, Purworejo Regency, perceive the impact of these digital media on their interest, comprehension, motivation, and activeness in learning English. This study is expected to contribute to the development of more effective, innovative, and contextual learning strategies through the use of digital media, thereby improving the quality of English language learning in schools. To address the identified gap, this study is guided by the following research questions: (1) How are PowerPoint, YouTube, Canva, and Quizizz used by the English teacher, and what benefits and challenges are reported for each? (2) How do students perceive the impact of digital media on their interest, comprehension, motivation, and activeness in learning English?

METHOD

This study employed a descriptive qualitative research design to explore how PowerPoint, YouTube, Canva, and Quizizz are used by English teachers in face-to-face classroom instruction and how students perceive the impact of each platform on their learning. A qualitative approach was selected because it allows an in-depth exploration of students' experiences, meanings, and interpretations within real classroom contexts (Creswell & Creswell, 2017). The study was conducted in March 2026 at two SMA Muhammadiyah schools in Purworejo Regency, namely SMA Muhammadiyah Purworejo and SMA Muhammadiyah Kutoarjo. These two schools were selected because both had actively integrated digital media into English instruction during the previous academic year. English teachers in both schools regularly used various forms of digital media in classroom learning, making the schools relevant sites for

exploring students' experiences and perceptions of digital media integration. Furthermore, their location in different sub-districts provided perspectives from two comparable educational contexts within the same Muhammadiyah school system.

The participants were tenth-grade students in the 2025/2026 academic year selected through purposive sampling based on their direct experience with digital media in English learning activities and their active participation in classroom instruction (Tambunsaribu et al., 2026). A total of eight students participated in this study, consisting of three males and five females aged 15–16 years, with four students from each school. Although the number of participants was limited, this is appropriate in qualitative research, which prioritizes depth of understanding over generalization (Creswell & Creswell, 2017). The eight participants were considered sufficient for this study because they shared relatively homogeneous characteristics, namely the same grade level, exposure to similar forms of digital media used by their English teachers, and comparable classroom learning conditions. These shared characteristics increased the likelihood that meaningful patterns could be identified within a small sample. Data collection was conducted until data saturation was achieved, indicated by the repetition of similar responses across participants and the absence of new themes or codes emerging from the final interviews.

The researcher acted as the primary instrument in data collection and analysis, maintaining a reflective journal to ensure credibility and reflexivity. Data were collected through four 90-minute classroom observation sessions in total, with two observation sessions conducted at each school (SMA Muhammadiyah Purworejo and SMA Muhammadiyah Kutoarjo). Observations were documented through checklists and field notes covering teacher practices in using PowerPoint, YouTube, Canva, and Quizizz, student engagement, interaction patterns, and classroom dynamics. Each interview lasted 15–20 minutes, was conducted in Indonesian, audio-recorded with participants' consent, and transcribed verbatim.

Prior to data collection, school permission and participant informed consent were obtained. Participants were informed of the study's purpose, voluntary participation, and their right to withdraw without penalty. Trustworthiness was ensured through methodological triangulation of observation and interview data, and member checking whereby summarized interpretations were returned to participants for validation.

The data were analyzed using the interactive model proposed by Miles & Huberman (1994), which consists of four stages: data collection, data reduction, data display, and conclusion drawing. Following transcription, the interview and observation data were read repeatedly to gain familiarity with the content. Relevant statements related to students' experiences and perceptions of digital media were identified and assigned initial codes describing their meanings. Similar codes were then grouped into sub-themes representing recurring patterns across participants, which were subsequently categorized into broader final themes. Through this process, six final themes were identified: teacher's use of digital media platforms, ease of understanding, interest in learning, learning motivation, students' activeness, and critical perceptions.

To illustrate the coding procedure, one participant stated, "I enjoy learning through videos because the audio and visual explanations make the lesson easier and more interesting." This statement was coded as follows: "I enjoy learning through videos because

the audio and visual explanations make the lesson easier and more interesting” (raw quote) → Engagement through audiovisual input (initial code) → Increased engagement via multimedia (sub-theme) → Interest in learning (final theme). The same coding procedure was applied consistently across all transcripts to derive the remaining themes.

The analysis was conducted iteratively throughout the research process, with codes and themes continuously refined as new data were collected. Data saturation was reached by the sixth interview, as no new codes or themes emerged from the data. The final two interviews served to confirm and strengthen the existing thematic categories without generating additional themes.

The semi-structured interview guide comprised five questions: (1) How do you feel when your teacher uses digital media in the lesson? (2) Which type of digital media do you find most helpful for understanding the material, and why? (3) How does digital media affect your motivation and activeness in learning English? (4) Have you encountered any difficulties or distractions during digital media-based lessons, and how did they affect your learning? (5) What do you think could be improved in the way digital media is used in your English lessons?

RESULTS

This section presents findings from classroom observation and semi-structured interviews (n = 8). The findings are organized according to the two research questions of the study. The first subsection directly addresses RQ1 by presenting observational findings on how PowerPoint, YouTube, Canva, and Quizizz were used by the English teacher, including the reported benefits and challenges of each platform. The second subsection addresses RQ2 by presenting students' perceptions of the impact of these digital media on their interest, comprehension, motivation, and activeness in English learning.

Digital Media used by the English Teacher

Based on classroom observation, four types of digital media were consistently used by the English teacher: Microsoft PowerPoint, YouTube, Canva, and Quizizz. Each tool served a distinct instructional function, and students responded differently to each platform. Table 1 below provides a comparative summary of each tool's function, reported benefits, and reported challenges, followed by detailed findings for each medium.

Table 1. Comparative Summary of Digital Media Used in the Classroom

Digital Media	Primary Instructional Function	Reported Benefits	Reported Challenges (Frequency)
PowerPoint	Content organization & structured delivery	Clarity of material, step-by-step following, key point retention	Cognitive overload when slides are too dense – 2/8

Digital Media	Primary Instructional Function	Reported Benefits	Reported Challenges (Frequency)
YouTube	Contextualized audiovisual input	Pronunciation & listening practice, multimodal explanation	Unstable internet connection disrupts sessions – 4/8
Canva	Visual vocabulary learning & aesthetic engagement	Vocabulary retention through images, increased attention	Excessive decoration reduces content focus – 1/8
Quizizz	Formative assessment & motivation	Immediate feedback, competitive motivation, active participation	Time pressure causes anxiety – 1/8

PowerPoint

Microsoft PowerPoint was used by the teacher to present learning materials in a structured and visual form through slides. Students generally responded positively to this tool, particularly valuing its ability to organize content clearly. The following student responses illustrate a range of experiences:

"PowerPoint is very helpful because the material is presented clearly in slides, so it is easier for me to follow the explanation given by the teacher." (S1)

"In my opinion, PowerPoint makes learning easier because the teacher can explain the material in a structured way, and I can follow each point shown on the slides during the lesson." (S2)

"The slides help me understand the lesson step by step because the points are organized clearly." (S3)

"When there are too many slides with too much text, I feel overwhelmed and I do not know where to focus." (S5)

The findings show that PowerPoint helped students understand materials more easily through clear and structured content presentation. Students emphasized that slides allowed them to follow explanations step by step and identify key points. Two out of eight students reported difficulty concentrating when slides contained excessive information, as reflected in S5's response and a similar concern raised during interview follow-up.

YouTube

YouTube was used as a video-based learning medium to deliver instructional materials through audiovisual content. Students particularly valued this platform for its ability to provide contextualized listening and pronunciation input, which distinguished it from other tools used in the classroom.

"YouTube videos used by the teacher make learning more interesting because the explanations are presented through both audio and visual forms." (S3)

"I understand the material more easily when the teacher uses YouTube videos because the explanations are clearer and more detailed." (S4)

"The YouTube videos help me improve my pronunciation and listening because I can hear how English is spoken directly." (S7)

"Sometimes the learning process is interrupted when the internet connection becomes unstable during the video session." (S8)

Additionally, passive engagement during video sessions was reported directly in this subsection. One student noted:

"Sometimes I just watch the video without really understanding. I copy the notes but I am not sure I have learned anything." (S2)

The findings indicate that YouTube supported students' comprehension through audiovisual explanations and provided direct exposure to spoken English, which students found useful for listening and pronunciation practice. Unstable internet connectivity was identified as a challenge by four out of eight students (4/8). Passive engagement during video viewing was also noted, in which students copied notes without achieving genuine understanding (S2; S8).

Canva

Canva was used to design visually appealing learning materials such as presentations and infographics. Students found this tool distinctive for its aesthetic appeal and its role in facilitating vocabulary retention through image-text associations.

"Canva helps make learning materials more attractive because the design is colorful and visually appealing, which makes me more interested in paying attention to the lesson." (S5)

"Canva makes the learning materials more engaging because the design is well-structured, and the visual elements help me understand the content more clearly." (S6)

"The visuals in Canva-designed materials help me remember new vocabulary because the pictures match the words." (S2)

"Too many visual decorations in the material can make me focus more on the design than on the lesson content." (S4)

Classroom observation also recorded that during Canva-based group tasks, students were observed discussing design choices, assigning roles, and sharing vocabulary meanings with peers. This collaborative dynamic was further supported by student accounts:

"Group activities using Canva made us discuss together and share ideas. I became less passive." (S3)

The findings show that Canva made learning materials more visually engaging and supported vocabulary retention through the pairing of images and words. Evidence from both classroom observation and student interviews indicates that Canva-based group activities also encouraged peer discussion and reduced passivity (S4; observation notes). One student (1/8) noted that excessive decorative elements could distract from lesson content.

Quizizz

Quizizz was used as an interactive quiz-based assessment tool that incorporated game-like features such as scoring, rankings, and time limits. Students consistently identified Quizizz as the most motivating and participation-promoting tool compared to the other media observed.

"Quizizz makes learning more fun because it feels like playing a game while answering questions, so I am more motivated to participate." (S7)

"I prefer Quizizz because it helps me practice the material interactively, and I can immediately see my score after finishing the quiz." (S8)

"I used to be shy about answering questions in class, but with Quizizz, answering feels more like a game so I am not afraid of being wrong." (S1)

"The time limit in Quizizz sometimes makes me feel nervous when answering the questions." (S5)

A concern regarding superficial engagement was also observed during Quizizz sessions. Classroom observation noted that several students appeared to submit answers rapidly without reading the full question, focusing primarily on the countdown timer rather than the content. This behavioral pattern was further reflected in one student's account:

"I enjoy Quizizz, but I worry that we spend more time playing the quiz than actually practicing writing or speaking." (S6)

The findings show that Quizizz increased student participation and motivation through its competitive, game-like structure and immediate feedback mechanism. Among the four tools, Quizizz was most frequently associated with active learning and reduced fear of making mistakes. However, classroom observation suggested that the time-pressured format may have led some students to prioritize speed over comprehension, a pattern warranting attention in practice. One student (1/8) also reported time pressure-induced anxiety.

Students' Perception of the use of Digital Media by English Teacher

This section presents findings from students' perceptions obtained through semi-structured interviews (n = 8) regarding the use of digital media by the English teacher, thereby addressing RQ2. To ensure analytical transparency, Table 2 presents the thematic coding framework derived from interview data, showing how codes were grouped into themes and their frequency across participants.

Before turning to these results, it is important to clarify three conceptually related themes in Table 2: interest refers to students' affective attention and enjoyment toward the learning material; motivation refers to students' willingness and drive to engage in learning;

and activeness refers to students' behavioral participation, such as discussing, answering questions, and completing tasks. These distinctions are maintained throughout the analysis to avoid overlap.

Table 2. Thematic Coding Summary (n = 8)

Theme	Sub-theme / Code	Frequency (n=8)	Participans
Interest in Learning	Increased engagement via multimedia	8/8	S1, S2, S3, S4
	Reduced boredom	8/8	S1, S2, S3, S4
Ease of Understanding	Multimodal input aids comprehension	8/8	S3, S4, S5, S6
	Simplified complex material	6/8	S3, S4, S5
Learning Motivation	Attractive presentation increases enthusiasm	7/8	S5, S6, S7, S8
	Enjoyable atmosphere reduces anxiety	7/8	S6, S7, S8
Students' Activeness	Interactive activities boost participation	8/8	S7, S8, S1, S4
	Encourages peer collaboration	5/8	S4, S7, S8
Critical/Negative Perceptions	Technical difficulties / network issues	4/8	S2, S5, S6, S8
	Over-reliance on media reduces writing focus	1/8	S6
	Cognitive overload from excessive slides	2/8	S5

Interest in Learning English

All eight students (8/8) emphasized that the use of digital media made English learning more interesting and enjoyable. They consistently described how the integration of videos, images, and interactive materials created a more engaging and less monotonous classroom environment.

"I feel that learning English becomes more interesting when using digital media because it provides videos, images, and interactive materials that make the learning process more engaging and less boring. The use of media also helps me stay focused and understand the material more easily." (S1)

"Digital media makes learning English more enjoyable because it creates a pleasant atmosphere in the classroom. The variety of learning activities supported by media increases my interest and encourages me to actively participate during the learning process." (S2)

"Before using digital media, I often felt sleepy during English class. Now, with Quizizz and YouTube videos, I look forward to the lesson." (S3)

"The visuals and sounds in the videos make the class feel alive. It is very different from reading from the textbook alone." (S4)

All participants reported increased interest and reduced boredom (8/8). Static media such as PowerPoint and Canva were associated with visual clarity and aesthetic engagement, whereas interactive media such as Quizizz and YouTube were more strongly linked to reduced monotony and spontaneous participation.

Ease of Understanding the Materials

All eight students (8/8) highlighted that digital media facilitated their understanding of learning materials through the combination of visual, audio, and textual elements. This combination was perceived as particularly helpful for complex grammatical or vocabulary topics.

"Digital media makes it easier for me to understand the lesson because the materials are presented visually and accompanied by explanations that are easier to follow, so I do not feel confused when learning." (S3)

"The use of digital media helps me comprehend the materials better since it combines text, audio, and visuals, which support my learning process and make complex topics easier to understand." (S4)

"When the teacher shows a YouTube video alongside the PowerPoint slides, I can see and hear the explanation at the same time, which helps things stick in my memory." (S5)

"Canva presentations use a lot of color and images, which helps me remember vocabulary better than plain text notes." (S6)

Students consistently reported that the combination of visual, audio, and textual elements supported comprehension (8/8). Canva was associated with vocabulary retention, while YouTube was linked to listening comprehension and pronunciation practice.

Learning Motivation

Seven of eight students (7/8) reported that the use of digital media increased their motivation to learn English. They perceived that attractive and interactive materials encouraged them to be more enthusiastic and actively involved in the learning process.

"Digital media increases my motivation to learn because the materials are presented in an attractive way, such as videos and interactive activities, which make me more interested in participating in the lesson." (S5)

"Learning media motivates me to study English since it creates a more enjoyable learning environment and reduces boredom, so I feel more encouraged to follow the lesson actively." (S6)

"Quizizz makes me competitive in a good way. I want to answer quickly and correctly, so I pay more attention during the lesson." (S7)

"Seeing my score on Quizizz immediately after the quiz motivates me to do better next time." (S8)

The findings indicate that digital media generally increased students' motivation, with Quizizz most frequently cited as a motivating tool due to its immediate feedback and competitive scoring. Seven of eight students explicitly reported increased motivation, while one student's response described a heightened sense of enjoyment and engagement rather than a direct increase in motivation to learn, suggesting that interest and motivation, though related, may not always co-occur.

Students' Activeness in Learning

All eight students (8/8) perceived that digital media increased their activeness during the learning process. Interactive activities encouraged them to participate more actively in discussions, answer questions, and complete assigned tasks.

"Digital media makes me more active in learning because it encourages me to participate in discussions, answer questions, and complete tasks given during the lesson." (S7)

"Learning media increases my activeness in the classroom since the activities are more interactive, so I feel more motivated to engage, ask questions, and contribute during the learning process." (S8)

"I used to be shy about answering questions in class, but with Quizizz, answering feels more like a game so I am not afraid of being wrong." (S1)

"Group activities using Canva made us discuss together and share ideas. I became less passive." (S4)

Students perceived that digital media increased classroom activeness, with Quizizz and Canva most strongly associated with participation and peer interaction. Importantly, these two tools supported activeness in qualitatively distinct ways: Quizizz supported individual participation, as each student responded to questions independently on their own device, whereas Canva supported group collaboration, as students worked together to design and discuss materials. Quizizz supported individual participation, as each student responded to questions independently on their own device, whereas Canva supported group collaboration, as students worked together to design and discuss materials.

Distractions and Challenges in Digital Media Use

Critical and negative perceptions constitute a substantive finding of this study and are treated here as an equally important dimension of RQ2, alongside interest, motivation, and activeness. Understanding the challenges students encountered provides a completer and more balanced picture of how digital media functions in real face-to-face EFL classrooms. Although the overall pattern of responses was positive, four of eight students (S2, S5, S6, S8) volunteered critical observations that emerged organically during probing follow-up questions, indicating that these concerns were genuine rather than prompted.

"Sometimes the internet connection in class is slow, so the video takes a long time to load and we lose time. It is frustrating when this happens in the middle of a lesson." (S2)

"When the teacher uses too many slides, I feel overwhelmed. There is so much information on the screen that I do not know where to focus." (S5)

"I enjoy Quizizz, but I worry that we spend more time playing the quiz than actually practicing writing or speaking." (S6)

"Sometimes I just watch the video without really understanding. I copy the notes but I am not sure I have learned anything." (S8)

Three main challenges were identified: (1) unstable internet connectivity disrupting YouTube-based sessions (4/8); (2) cognitive overload from information-dense PowerPoint slides (2/8); and (3) passive engagement during video viewing and game-based activities without achieving genuine understanding (S8). One student (S6) expressed concern that over-reliance on digital media might reduce opportunities for writing and speaking practice, pointing to a potential imbalance between media-supported activities and skill-based tasks. Social desirability bias should also be noted as a limitation, as students may have felt encouraged to report predominantly positive experiences.

DISCUSSION

The findings suggest that digital media integration becomes effective only when platform affordances align with instructional objectives. This study identified four digital media tools those are PowerPoint, YouTube, Canva, and Quizizz used in face-to-face English language instruction at SMA Muhammadiyah in Purworejo Regency, and examined how each tool was used by the English teacher (RQ1) and how students perceived the impact of each platform on

their interest, comprehension, motivation, and activeness in learning English (RQ2). A central contribution emerging from these findings is a hierarchy of perceived interactivity that runs consistently across all four themes: Quizizz occupied the most participatory position, YouTube offered high comprehension value with moderate interactivity, Canva bridged aesthetic appeal and vocabulary cognition, and PowerPoint provided the clearest structural support but generated the least affective engagement. This hierarchy is elaborated across each thematic section below and directly underpins the practical recommendations presented in the Conclusion, where tool selection is mapped against instructional goals, desired engagement types, and infrastructural conditions such as internet reliability.

Regarding interest, all eight students (8/8) reported that digital media made English learning more engaging, directly addressing RQ2. However, the degree of interest differed systematically according to media type, which constitutes a key contribution of this study. Students referencing Quizizz and YouTube expressed stronger affective responses than those mentioning PowerPoint alone, indicating that interactivity and multimodality, rather than mere media presence, are the primary drivers of student interest. This finding extends Shafa et al. (2023) by demonstrating that engagement varies systematically across tool types, and confirms that comparable engagement benefits are achievable in face-to-face settings, unlike Prabawati et al. (2021) and Syam et al. (2021), whose findings were situated in online environments. In terms of the interactivity hierarchy, Quizizz and YouTube occupied the more interactive end, while PowerPoint anchored the less interactive end, a distinction that recurs consistently across all four themes examined in this study.

Concerning comprehension, unanimous agreement (8/8) supports Mayer (2021) Cognitive Theory of Multimedia Learning, as students reported that combining text, audio, and visuals deepened their understanding of English materials. Each tool contributed differently to comprehension, which further addresses RQ1 regarding the distinct instructional functions of each platform: PowerPoint aided structured sequential understanding, YouTube supported listening and pronunciation through authentic spoken input, and Canva strengthened vocabulary retention through image-text associations. This extends Fajar et al. (2024), who examined YouTube in isolation, by demonstrating that no single tool addresses all dimensions of comprehension and that each platform serves a distinct cognitive purpose. However, S5's experience of cognitive overload from information-dense slides highlights that multimedia richness must be balanced with deliberate content curation, consistent with CTML's coherence principle. Within the interactivity hierarchy, YouTube and Canva occupied a middle position, offering rich comprehension support through multimodal input without the competitive participation mechanics of Quizizz.

Seven of eight students (7/8) reported motivational gains through distinct mechanisms, which can be understood through the lens of Self-Determination Theory Ryan & Deci (2020), further addressing RQ2. Quizizz fostered students' sense of competence through immediate scoring and performance feedback, while also supporting autonomy by allowing students to respond at their own pace within a self-directed quiz format. YouTube and Canva, by contrast, strengthened relatedness by connecting learning materials to real-world contexts, YouTube through authentic spoken English input and Canva through visually meaningful image-text associations. However, one student's response focused primarily on increased

interest rather than motivation to learn, suggesting that interest and motivation, though related, may not always co-occur. Furthermore, anxiety under Quizizz's time pressure was reported by one student (S5), indicating that competitive game mechanics do not motivate all learners uniformly, consistent with Jiang & Dewaele (2019), who identified competitive activities as a primary source of foreign language anxiety. This motivational pattern reinforces the interactivity hierarchy: Quizizz's competitive mechanics generated the strongest motivational response, while PowerPoint, despite its structural clarity, was least associated with motivational arousal.

Regarding activeness, all students (8/8) perceived increased participation through qualitatively different forms, which addresses both RQ1 and RQ2 by showing how each tool's design shaped the type of student engagement it produced. Quizizz promoted simultaneous individual responses, reducing the uneven participation typical of teacher-directed question-and-answer sessions, while Canva facilitated collaborative peer discussion during group design tasks. This supports Prasetya et al. (2025) while adding that tool selection should align with whether individual accountability or collaborative engagement is the instructional priority. Within the hierarchy, Canva supported collaborative activeness and YouTube supported receptive engagement, both positioned between Quizizz's high interactivity and PowerPoint's structured but comparatively passive delivery.

Despite predominantly positive perceptions, critical challenges emerged that are equally important in addressing RQ2 comprehensively. Internet instability disrupted YouTube sessions (4/8), dense slides caused cognitive overload (2/8), and passive engagement during video viewing raised concerns about surface-level learning. One student (S6) further noted that media-heavy lessons reduced opportunities for writing and speaking practice, suggesting a potential gap between perceived engagement and actual language skill development. These challenges indicate that the effectiveness of digital media depends not only on platform affordances but also on the teacher's ability to manage technical conditions and design tasks that promote genuine understanding rather than surface participation. The possibility of social desirability bias should also be acknowledged, given that the tools were introduced by students' own teachers and that positive perceptions may partly reflect students' tendency to align with their teacher's instructional choices.

Overall, the findings from both RQ1 and RQ2 converge on a consistent pattern: digital media can meaningfully enhance English language learning when selection is purposeful and instructional design is deliberate. The hierarchy of perceived interactivity that emerged across all four themes, with Quizizz as the most participatory, followed by YouTube, Canva, and PowerPoint, provides a practical framework for teachers in selecting tools that match their instructional goals and student engagement needs. In contexts where internet connectivity is unreliable, low-dependency tools such as PowerPoint and Canva should be prioritized, with YouTube and Quizizz reserved for sessions with stable access. These distinctions suggest that tool selection should align not only with instructional objectives but also with the desired type of student engagement, whether individual, competitive, collaborative, or receptive.

CONCLUSION

This study examined how PowerPoint, YouTube, Canva, and Quizizz were used by English teachers in face-to-face classroom instruction and how tenth-grade students at SMA Muhammadiyah Purworejo and SMA Muhammadiyah Kutoarjo perceived the impact of each platform on their English learning. In response to RQ1, classroom observation revealed that each tool served a distinct instructional function: PowerPoint for structured content delivery, YouTube for audiovisual and pronunciation input, Canva for visual vocabulary learning, and Quizizz for gamified formative assessment. Reported benefits included clarity of presentation, multimodal comprehension support, vocabulary retention, and increased participation, while challenges included unstable internet connectivity, cognitive overload from dense slides, time-induced anxiety, and passive engagement during video-based sessions. In response to RQ2, students generally reported positive perceptions across all four dimensions those are interest, comprehension, motivation, and activeness though the degree of impact varied by platform. Building on these findings, this study contributes the argument that digital media should not be selected based on availability or novelty alone, but rather on the alignment between pedagogical purpose, learner needs, and classroom infrastructure, including internet reliability and access to devices.

Each medium contributed differently to the learning process. Quizizz was perceived as the most engaging and motivating medium, while YouTube and PowerPoint supported multimodal comprehension and Canva facilitated vocabulary retention through visual learning. Challenges included unstable internet connectivity, cognitive overload from dense slides, time pressure in Quizizz, and passive engagement during video-based learning.

This study has three key limitations. First, the small sample size ($n=8$) limits transferability; future studies should engage at least 15–20 participants per school. Second, only two observation sessions were conducted per school, which may not capture the full variability of digital media use. Third, self-reported data introduces social desirability bias, given that the tools were introduced by students' own teachers; future research should triangulate perceptual data with learning outcome measures or video-recorded classroom analysis. Despite these constraints, the findings offer meaningful insights into students' experiences with digital tools in face-to-face EFL instruction. Teachers are encouraged to limit PowerPoint slides to six to eight key points with guided note-taking; precede YouTube sessions with a viewing worksheet; apply minimalist design in Canva; and adjust Quizizz time settings for higher-anxiety learners with a brief post-quiz reflection. At least one non-digital activity per lesson is also recommended to protect writing and speaking practice.

Future research should involve larger samples and mixed-methods designs. Comparative studies on how specific media such as YouTube affect listening comprehension or how Quizizz influences vocabulary retention would extend the present findings, as would longitudinal studies tracking the sustained effects of digital media on English proficiency.

REFERENCES

- Alfian, W., Rasyid, M. A. N., & Abubakar, M. (2023). Students' Perceptions On The Instructional Media Used By Teacher In Teaching English. In *Journal homepage* (Vol. 2, Number 2). <https://doi.org/10.30604/ajelt.v2i2.1410>
- Anggraeni, A. D., & Pentury, H. J. (2022). Empowering Students' 21st Century Skills through Canva Application. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 8(1), 50. <https://doi.org/10.33394/jk.v8i1.4391>
- Aulia, H., Hafeez, M., Usman Mashwani, H., Deen Careemdeen, J., & Mirzapour, M. (2024). *The Role of Interactive Learning Media in Enhancing Student Engagement and Academic Achievement* (Vol. 1). <http://journal.ummat.ac.id/index.php/issrestec>
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.)*.
- Dheasari, H. A., & Ciptaningrum, D. S. (2024). Utilization Of Digital Media In English As A Foreign Language (Efl) Classess At The Junior High School Level In The "Program Sekolah Penggerak. *Journal of Education, Teaching, and Learning*, 9, 133–140. <https://dx.doi.org/10.26737/jetl.v9i1.6022>
- Dizon, G. (2022). YouTube for second language learning: What does the research tell us? *Australian Journal of Applied Linguistics*, 5(1), 19–26. <https://doi.org/10.29140/ajal.v5n1.636>
- Elisa, L. (2023). Students' Perceptions of Using Digital Media in English Language Learning. *Journal of Social Work and Science Education*, 4(3), 937–949. <https://doi.org/10.52690/jswse.v4i3.525>
- Fajar, Moh. I., Aminah, Mashuri, & Kamaruddin, A. (2024). IDEAS Journal of Language Teaching and Learning, Linguistics and Literature Students' Perception on The Use of YouTube Video to Improve Learning Motivation at Junior High School. *Journal of Language Teaching and Learning, Linguistics and Literature*, 12(2), 3125–3142. <https://doi.org/10.24256/ideas.v12i2.5881>
- Jiang, Y., & Dewaele, J.-M. (2019). How unique is the foreign language classroom enjoyment and anxiety of Chinese EFL learners? *System*, 82, 13–25. <https://doi.org/10.1016/j.system.2019.02.017>
- Ledy, N. M., & Syafryadin, S. (2023). STUDENTS' PERCEPTIONS OF USING POWERPOINT AS LEARNING MEDIA IN ENGLISH LANGUAGE TEACHING AT JUNIOR HIGH SCHOOL. *Wiralodra English Journal*, 7(1), 123–132. <https://doi.org/10.31943/wej.v7i1.218>
- Majid, F. F. D. N., Rahman, A., & Anwar, S. (2025). EFL Student's Perception on Digital Learning Media Technology: The Case of Secondary School in Indonesia. *English Language Teaching Methodology*, 5(2), 139–151. <https://doi.org/10.56983/eltm.v5i2.1862>
- Masykuri, E. S., & Basuki, B. (2022). Students' perception of digital media for English teaching learning. *Teaching English as a Foreign Language Journal*, 1(1), 64–73. <https://doi.org/10.12928/tefl.v1i1.171>

- Mayer, R. E. (2021). *The Cambridge Handbook of Multimedia Learning* (R. E. Mayer & L. Fiorella, Eds.). Cambridge University Press. <https://doi.org/10.1017/9781108894333>
- Miles, B. M., & Huberman, A. M. (1994). *Qualitative Data Analysis*.
- Muna, Aisyah, N., & Rahmadani, N. (2024). Students' Perception Of Media Used By Teacher In Teaching English Sketch Journal Students' Perception Of Media Used By Teacher In Teaching English. In Sketch Journal. In *SKETCH JOURNAL: Journal of English Teaching, Literature and Linguistics* (Vol. 4). <https://jurnalstairakha.com/index.php/SKETCH/article/view/346>
- Pérez-Juárez, M. Á., González-Ortega, D., & Aguiar-Pérez, J. M. (2023). Digital Distractions from the Point of View of Higher Education Students. *Sustainability*, 15. <https://doi.org/10.3390/su15076044>
- Prabawati, A., Am, S. A., & Am, S. A. (2021). The Students' Perception Of The Online Media Used By Teacher In Learning English. *English Language Teaching Methodology*, 1(3), 169–181. <https://jurnal.fkip.unismuh.ac.id/index.php/eltm/article/view/49>
- Prasetya, R. N., Budiman, R. D. A., Astuti, A., Friani, D. A., & Siradjuddin, S. (2025). Student Perceptions of the Use of Interactive Digital Media in Improving Learning Motivation. *Juwara: Jurnal Wawasan Dan Aksara*, 5(1), 32–41. <https://doi.org/10.58740/juwara.v5i1.313>
- Pratiwi, A. W., Atmowardoyo, H., & Salija, K. (2022). *The Use of Indonesian In Teaching English As the Foreign Language Penggunaan Bahasa Indonesia dalam Pengajaran Bahasa Inggris sebagai Bahasa Asing* (Vol. 2, Number 3). <https://ojs.unm.ac.id/PJAHSS/article/view/33957>
- Rahmah, A. A., & Qamariah, Z. (2023). Evaluation Of The Importance Of English As A Foreign Language In Elementary Schools In Indonesia. *Jurnal Ilmiah Jurusan Pendidikan Bahasa*, 03(01). <https://doi.org/10.23971/jflit.v3i1.6894>
- Rokhayati, T., & Widiyanti, A. (2022). Using Technology-Based Media for Teaching Speaking in Intercultural Education. *Lingua Cultura*, 16(1), 9–15. <https://doi.org/10.21512/lc.v16i1.7752>
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61, 101860. <https://doi.org/10.1016/j.cedpsych.2020.101860>
- Sari, N., & Sulisty, T. (2022). *EFL Teachers' Perspectives On Mobile-Assisted Language Learning (Mall) Resources For Vocational High School Students* (Vol. 5, Number 1). <https://doi.org/10.33503/journey.v5i1.524>
- Shafa, Paramma, M. A., Noor, W. N., & Kordja, B. (2023). Exploring Digital Learning Support to Foster EFL Student Interests in Indonesian Higher Education UIN Sultan Aji Muhammad Idris Samarinda, Indonesia 2 Poltekkes Kemenkes Makassar, Indonesia. In *Indonesian Tesol Journal* (Vol. 5, Number 2). Online. <https://doi.org/10.24256/itj.v5i2.4198>

- Srivani, V., Hariharasudan, A., Nawaz, N., & Ratajczak, S. (2022). Impact of Education 4.0 among engineering students for learning English language. *PLoS ONE*, *17*(2 February). <https://doi.org/10.1371/journal.pone.0261717>
- Suganda, P. I. (2022). The Use Of Digital Media To Improve Students' Literacy In English Learning In Junior High School. *Journal of English Development*, *02*(02), 99–108. <https://journal.iainnumetrolampung.ac.id/index.php/jed/article/view/2517>
- Syam, L. A. S., Hamid, R., & Jumiati, A. A. (2021). Issue2 Students of SMP Islam Athirah 1 Makassar. In *Journal of Computer Interaction in Education* (Vol. 4, Number 2). <https://jurnal.fkip.unismuh.ac.id/index.php/jcie/article/view/962>
- Tambunsaribu, G., Sianipar, Y. O., & Prasetyo, T. (2026). The Perspective Of The Students Of Universitas Kristen Indonesia Regarding Online Learning Method During The Covid-19 Pandemic. *DIALEKTIKA JURNAL BAHASA SASTRA DAN BUDAYA*, *12*, 172. <https://doi.org/10.33541/dia.v12i2.7524>
- Tukan, F. M. E. (2024). The Difficulties And Strategies Of Efl Students In Improving Their English Skills. *IJIE (International Journal of Indonesian Education and Teaching)*, *8*(1), 101–113. <https://doi.org/10.24071/ijiet.v8i1.3375>
- Tzafilkou, K., Perifanou, M., & Economides, A. A. (2021). Negative emotions, cognitive load, acceptance, and self-perceived learning outcome in emergency remote education during COVID-19. *Education and Information Technologies*, *26*(6), 7497–7521. <https://doi.org/10.1007/s10639-021-10604-1>
- Utami, S., Jayanti, & Selegi, S. F. (2023). *Pengaruh Media Pembelajaran Interaktif Animasi Terhadap Minat Belajar Pada Mata Pelajaran Ips Di Sd Negeri 3 Tanjung Lago*. <https://doi.org/10.26737/jpdi.v8i1.3758>
- Zhao, F. (2019). Using Quizizz to Integrate Fun Multiplayer Activity in the Accounting Classroom. *International Journal of Higher Education*, *8*(1), 37. <https://doi.org/10.5430/ijhe.v8n1p37>