

Media Utilization of Google Sites and Canva: Improving the Quality of Students' Speaking Skills

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ABSTRACT

This study analyzes the effectiveness of the use of Google Sites and Canva media in improving the quality of speaking skills. The background of the problem stems from the low speaking ability of students due to monotonous conventional teaching methods and the lack of interactive media, as identified from preliminary surveys in the field. The research applied a quasi-experimental design with a mixed-methods approach, involving experimental and control groups through pretest-posttest, participatory observation, and in-depth interviews; The main instrument is a speaking assessment rubric that has been validated by experts following the ADDIE development model. The results showed a significant improvement in speech quality in the experimental group compared to the control group, especially in the aspects of fluency, pronunciation, intonation, and confidence, supported by qualitative data that

confirmed high student motivation and ease of use of media. The integration of Google Sites as a speaking recording portfolio platform and Canva as a presentation visual design tool has proven to be valid, practical, and effective in supporting project-based learning according to the Independent Curriculum, while filling in the gaps in previous research that was limited to separate studies of the two media. The conclusion of the study confirms that this combination of media is an innovative solution to overcome the challenges of speaking skills in the digital era. Suggestions include the implementation of learning modules by teachers through digital literacy training, as well as follow-up research with a longitudinal approach at various school levels.

Keywords: Google Sites; Canva; Speaking skills; Digital Media; Interactive Learning.

INTRODUCTION

In the era of the industrial revolution 4.0 and society 5.0, speaking skills are one of the essential competencies for students to adapt to the demands of 21st century education (Pristiwati, 2024). Speaking skills not only involve the ability to convey ideas orally, but also build confidence, critical thinking, and collaboration in a digital context (Permendikbud No. 37 of 2018 concerning Core Competencies and Basic Competencies). However, the reality on the ground shows that many students, particularly at the high school level, have difficulty developing these skills. Based on a preliminary survey of researchers in high schools in the 2025/2026 school year, 65% of students reported low confidence in speaking in front of the classroom, influenced by the lack of interactive media, the monotony of conventional teaching methods, and the lack of access to attractive visual aids.

The COVID-19 pandemic has further exacerbated this condition, where online learning requires students to speak through digital platforms, but only 40% of Indonesian language teachers make optimal use of technology (data from the Ministry of Education and Culture, 2024). As a result, the quality of students' speaking skills tends to stagnate, impacting academic achievement and job readiness. Previous research such as the one conducted by Sari (2023) shows that digital media integration can improve speaking skills by up to 25%, but it is still limited to a single application such as Zoom or PowerPoint, without a holistic collaborative approach.

The solutions offered in this study are the use of Google Sites as an interactive website creation platform and Canva as a user-friendly visual graphic design tool. Both media are free, easily accessible via mobile devices, and support project-based learning. Google Sites allows students to build a speaking portfolio online with multimedia elements, while Canva provides infographic templates, short videos, and animated presentations to practice articulation and verbal expression. The combination of the

two is expected to improve the quality of students' speaking skills through a blended learning approach, which is in line with the Independent Curriculum.

This research is relevant to the educational context in Indonesia where internet access reaches 70% (APJII, 2025), so it has the potential to be widely adopted. Thus, the use of Google Sites and Canva is not only a technological solution, but also a pedagogical innovation to address students' speech skills disparities.

LITERATURE REVIEW

Introduction to Digital Media Theory in Speaking Learning

Digital media such as Google Sites and Canva have proven to be effective in improving students' speaking skills through interactive and visual approaches that support the Independent Curriculum. Research shows that the integration of these tools facilitates project-based verbal exercises, where students record and review their own presentations. In general, digital storytelling platforms improved speaking fluency in elementary school students with an average increase of 23% through voice and video recordings.

Digital media refers to technology-based interactive content such as apps, videos, and online platforms that support the authentic learning process. Constructivist learning theory (Piaget & Vygotsky) emphasizes that this medium facilitates proximal development through instant feedback and collaboration, making it effective for speaking skills that require repetitive practice. In Indonesia, digital media overcomes the limitations of traditional methods with variations such as voice notes, animations, and storytelling, which improve aspects of pronunciation, intonation, and word choice.

Digital media such as videos, podcasts, and interactive platforms have been shown to be effective in improving speaking skills through visual and collaborative approaches. Studies show an increase in speaking scores from 68.75 to 83.25 after the use of

interactive media, especially on fluency and pronunciation. Additionally, tools like Flipgrid and audiovisuals encourage students' creativity in speech, with a focus on speech and intonation accuracy.

Google Sites enables the creation of interactive digital portfolios that support authentic speaking exercises. Case studies in Indonesia found that Google Sites is effective for public speaking, with students more confident in uploading multimedia content and practicing presentations. Its integration with e-portfolio also significantly improves learning outcomes (p -value <0.01), both online and offline. Canva, with its visual design features such as talking head presentations, improves speaking fluency through creative and animated elements. Classroom Action Research on junior high school students showed an increase in scores from 61.7 to 79.2, accompanied by confidence and active participation. 82.2% of students feel more motivated, despite technical challenges such as pronunciation. The combination of Google Sites with Canva produces valid (92.5%) and effective (91.8%) media for elementary school students' creativity, potentially extending to speaking via projects based on the Independent Curriculum. This integration creates a holistic learning portal, reducing anxiety and supporting blended learning.

Studies show a significant improvement in the speaking scores of elementary and junior high school students after digital media interventions, from an average of 68.75 to 83.25, especially on fluency and pronunciation. Media such as Cartoon Story Maker, podcasts, and audiovisuals allow students to record, review, and self-correct, reducing speech anxiety. Another study confirmed 8 types of effective digital media for elementary school students, including digital comics and digital storytelling, through a qualitative descriptive approach. Digital media is aligned with the Independent Curriculum which emphasizes project-based learning, where students create multimedia content for speaking exercises. For example, Canva's integrated Google Sites achieved

92.5% validity and 91.8% effectiveness in creativity, potentially extending to speaking through interactive portfolios. This supports blended learning in the post-pandemic era, with easy access via gadgets. (Prasetyo & Suryani, 2024)

The Effectiveness of Google Sites and Canva Integration

Canva's development of Google Sites-based learning media has been successful in increasing the creativity of grade V elementary students by up to 91.8% in the task of creating posters, which involve an oral presentation element to explain the work. Similar studies found that these media were valid (90-92% expert scores) and practical (94.5% teacher response), potentially extended to speaking skills because they support visual-verbal collaboration. While the focus is on creativity, this integration encourages students to practice oral narratives when designing and sharing content on Sites. The integration of Google Sites as a web platform with Canva for visual design resulted in a highly valid digital learning medium, with a media expert score of 92.5%, material 90.3%, and language 91.1%. The ADDIE model R&D study on elementary school students showed a student response of 93.2% and teachers 94.5% (very practical category), proving the ease of access and navigation interestingly. This media supports the Independent Curriculum through digital-based projects, overcoming the limitations of conventional teaching variations.

The effectiveness of integration can be seen in increasing the creativity of grade V elementary school students from low (39.6%) to very effective (91.8%) in making posters, through multimedia features such as images, videos, and animations. Students are more independent and motivated thanks to Canva's integration that makes it easy to practice hands-on, while Google Sites provides a portfolio structure. Teacher training also shows improved design skills, with full support for math and creative learning. Similar studies confirmed

effectiveness for learning interests and basic skills, with a significant increase in scores (t-count 14.84, $p < 0.05$) on the use of the software. This integration is relevant for project-based subjects, including speaking through interactive presentations, and is recommended for dissemination. The potential is wide in elementary to secondary schools, although it requires digital literacy for teachers.

The implementation of Google Sites specifically improves students' speaking skills through collaborative content management features, such as embedding presentation videos that facilitate peer feedback. A similar interactive digital platform raised elementary school students' speaking skills from 62% to 85%, with vocabulary expansion to 42 words per conversation and increased confidence. Digital technology-based media also supports speaking practice through voice recordings, which is effective in learning Bahasa Indonesia. The Canva app is used as a learning medium for visual design that supports oral presentations, although the main study focuses on digital literacy. Web-integrated Canva training improves teachers' skills in designing interactive materials, which indirectly improves students' speaking quality through engaging slides. This combination aligns with the digital transformation of education, where Canva's visuals motivate students to practice verbal expression.

The Impact of Digital Media on Speaking Skills

Digital media such as cartoon story makers, YouTube, podcasts, and audiovisual improve speaking skills by encouraging interactive practice and self-feedback. Students can record voices, play back for pronunciation and intonation correction, and practice speech, resulting in improved linguistic aspects such as speech accuracy and word choice. Research in junior high school showed that speaking scores rose from 68.75 to 83.25, with improvements in fluency, pronunciation, and more enthusiastic student

confidence. Digital technology facilitates contextual language exposure, learning motivation, and active engagement, especially in pronunciation, vocabulary, and public speaking skills. Social media and online platforms provide self-paced exercise through interactive videos, virtual simulations, and commentary, with consistent frequency of use as a key factor. Digital storytelling is also effective for elementary school students, supporting real context and progress monitoring. However, there is also a negative impact and mitigation of excessive use without assistance can reduce active speaking skills (30.77% of students experience a decrease) due to the lack of direct interaction, as well as obstacles in sentence structure in elementary school children. However, teacher guidance and the selection of educational content maximize benefits, such as improving vocabulary while practicing speaking. Multimodal technology has proven effective for formal adaptation, with constructive feedback.

Canva as a Visual Advocate for Verbal Communication

Canva's role in Canva Presentations as a graphic design app enables the creation of visual presentations that are effective, engaging, and easy to convey orally through templates, animations, and multimedia elements. Its use improves the communication skills of junior high school students with good results (medium-high, non-low category), because visuals support the delivery of clear and engaging, oral information. Intuitive features like drag-and-drop save time and allow beginners to produce professional content for public speaking. Impact on communication skills of quasi-experimental studies (Ardi, 2023; Jamaludin, 2023) shows Canva's significant influence on verbal communication in social studies learning, with students more confident thanks to visuals that support articulation and interaction. PAI students reported an improvement in the quality of presentation, motivation, and understanding of the material when delivering orally,

despite the challenges of internet access. Canva facilitates visual communication that stimulates audiences, such as infographics and videos, for more structured spoken presentations. The visual advantage for canva templates makes it easy to transform complex data into communication charts or illustrations, enriching verbal expression without high design skills. Canva training enhances employees/students' presentation skills professionally, with engaging visuals that support oral narrative and collaboration. This is in line with the principles of modern visual communication, where animation and multimedia content increase audience retention (Musannadah, 2022; Prasetyo & Suryani, 2024)

Research and Contribution Gap

Although studies show separate effectiveness (Google Sites for collaboration, Canva for design), there has been no comprehensive research on the integration of the two specifically for the speaking skills of high school students in Indonesia. This study fills the gap with the hybrid model of ADDIE R&D, based on the findings of 85-91% effectiveness at the elementary level. Previous research gap research has focused on Google Sites for e-portfolio writing or Canva for visual design, but rarely integrates the two holistically for spoken speaking exercises at the high school level. For example, the study by Sayekti et al. (2025) was effective for elementary school creativity (91.8%), but did not measure aspects of articulation, fluency, and confidence in speaking. Canva's research such as (2025) was successful in junior high school text procedures (score 79.2), but limited to procedural texts without an interactive Google Sites portfolio. The main gaps include: (1) the lack of combination studies in the Independent High School Curriculum, (2) the lack of quasi-experimental mixed-methods design in the context of Makassar, and (3) the absence of analysis of inhibiting factors such as students' digital literacy. (Ali, 2024; Febrian,

2024; Franco, 2022; Mardin, 2020; Nora, 2026; Piryanto, 2025; Pristiwati, 2025).

Theoretical Contribution This research fills the evidence gap and population gap with a project-based learning Google Sites-Canva integration model, enriching Vygotsky's constructivist theory through the proximal zone of digital development. The findings are hypothesized to confirm a 20-25% increase in speaking skills, complementing the post-pandemic Indonesian language education literature. It also expands the ADDIE framework with speaking-specific rubric elements. Contributing practically, the research provides free implementation guidance for high school Indonesian teachers in South Sulawesi, including Canva templates for oral presentations and Google Sites for voice recording portfolios. The results support blended learning for the Independent Curriculum, with recommendations for teacher training to address the internet access gap (70% in this region). This contribution encourages replication in other schools, increasing the readiness of 21st century working students (Aulia, 2021; Musannadah & Jannah, 2022).

MATERIALS & METHODS

The methodology of this research was designed based on previous literature reviews, adopting quasi-experimental design and mixed-methods from similar studies such as ADDIE R&D for digital media development. This approach measures the effectiveness of Google Sites and Canva on the speaking skills of high school students with high validity.

Research Type and Design

The study used a quasi-experimental non-equivalent control group pretest-posttest design to test the effect of interventions, in line with research on the effectiveness of digital media on speech. The mixed-methods approach combines quantitative (pre-post test) and qualitative (observation, interview), following the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model for media development.

Research Instruments

The quantitative research instrument used speaking rubrics (4 aspects: fluency, pronunciation, intonation, confidence; α -Cronbach 0.89), pretest-posttest (20 presentation scenario items), while the qualitative research instrument used participation observation sheets, semi-structural interviews (10 questions), and Google Sites portfolio analysis. The instrument was expertly validated (92.5% media, 90.3% material) such as the ADDIE study.

Research Procedure

1. Analysis & Design: Survey teacher/student needs, design 8 meeting modules (4x Google Sites portfolio, 4x Canva visual presentation).
2. Development: Create media (Google Sites for recording/uploading speaking videos, Canva for animated slides).
3. Implementation: Experimental group (4-week intervention), control (conventional method); Initial pretest, final posttest.
4. Evaluation: Limited trial, revision based on response (target >90% practical).

Data Analysis Techniques

The data analysis technique quantitatively used normality (Kolmogorov-Smirnov), homogeneity (Levene), independent/paired t-test (SPSS 26; significance $p < 0.05$), effect size Cohen's d. Meanwhile, qualitative data analysis uses Miles & Huberman thematic analysis (data reduction, display, verification), source triangulation. Ethics: Parental consent, data confidentiality.

RESULTS

The results showed a significant improvement in the quality of students' speaking skills through the integration of Google Sites and Canva, supported by statistical and qualitative data. The discussion relates the findings to the previous literature review. Description of Demographic Data that the sample consisted of 60 students (30 experiments, 30 controls; 55% females, 45% males; mean age 15.8 years). Internet access 92%, digital media experience 78%.

Normality and Homogeneity Test Results

The normal (Kolmogorov-Smirnov $p > 0.05$) and homogeneous (Levene $p = 0.214$) pretest-posttest data met the requirements of the t-test.

Table 1. Descriptive Results of Speaking Skills

Groups	Pretest (Mean \pm SD)	Posttest (Mean \pm SD)	N-Gain
Experiments	65.2 \pm 8.5	82.4 \pm 6.2	0.49 (Medium)
Controls	64.8 \pm 7.9	71.3 \pm 7.4	0.18 (Low)

Based on table 1, it shows that the results of the analysis of the experimental group show that the pretest obtained results This means that the initial score of students' speaking skills averages around 65.2 with the variation in scores between students around 8.5. This class is still in the sufficient or medium category, indicating that before the treatment, students' speaking skills were not optimal. In obtaining the results of learning with Google Sites and Canva media, the average score increased to 82.4 with a smaller variation in scores (SD 6.2). This shows that not only is the average rising, but the diversity of scores between students is also relatively shrinking, meaning that

learning outcomes are more consistent. So the increase index of 0.49 is in the medium category, which means that the use of Google Sites and Canva provides a noticeable but not too high increase. This increase was quite significant when compared to the control group, thus supporting the hypothesis that the digital media contributed to the improvement of speaking skills. Qualitatively, this improvement illustrates that the learning process with Google Sites and Canva (e.g.: creating presentation pages, composing content, practicing presentations in front of the class) has helped students organize the material, strengthen pronunciation, fluency,

and confidence when speaking. $65,2 \pm 8,5$, $82,4 \pm 6,2$ s

The results of the control group showed that the average initial score was almost the same as that of the experimental group (64.8), so that the two groups were initially relatively equal in terms of initial ability. The variation in score is also not too large (SD 7.9). This indicates that the initial conditions (homogeneity) are met, so that the comparison after treatment can be validly performed. After learning without Google Sites and Canva (e.g. with conventional methods), the average score increased to 71.3, but it was still much lower than in the experimental group. The standard deviation was relatively stable (7.4), indicating that the increase occurred but was not too large and did not significantly change the score spread. So that the increase index of 0.18 is included in the low category, meaning that conventional learning is only able to raise students' speaking skills within the minimum limit. Thus, the difference between the experimental NGain (0.49) and the control (0.18) suggests that the use of Google Sites and Canva makes a relatively large additional contribution to improving speaking skills

Based on table 1 shows that the highest improvement in fluency (24%) and confidence (28%) in the experimental group. After learning with Google Sites and Canva, experimental students experienced a 24% increase in speaking fluency (from the previous fluency aspect score to after). Fluency includes a reasonable speaking speed, minimal excessive pause, and the ability to speak without too much stuttering. This improvement shows that the process of compiling material and practicing presentations through these media has helped students "flow" sentences more naturally. The confidence aspect experienced the highest increase, at 28%. Confidence in the context of speaking skills includes readiness to speak in public, a relatively calm body posture, more stable eyes, and less nervousness or anxiety. The big improvement in this aspect indicates that Google Sites and Canva media are able to

make speaking activities feel more engaging, structured, and "safe" for students, so they dare to speak more and more steadily.

Overall, Table 1 shows that the experimental group experienced a greater increase in average scores ($65.2 \rightarrow 82.4$) and a higher NGain (0.49; moderate) than the control ($64.8 \rightarrow 71.3$; NGain 0.18; low). Meanwhile, the aspects of fluency and confidence are the two components of speaking skills that are most responsive to the use of Google Sites and Canva. Thus, the results of the analysis can be used as a basis to state that Google Sites and Canva media contribute significantly to improving the quality of students' speaking skills, especially in terms of fluency and confidence.

Hypothesis Test Results

Experimental t-paired test: $t=-12.45$, $df=29$, $p=0.000$ (significant). T-independent test: $t=7.82$, $p=0.000$, Cohen's effect size $d=1.98$ (very large). H_0 is rejected; effective media. The image shows a significant posttest improvement trend in the experimental group compared to the control group. Meanwhile, the qualitative results were observational: 87% of active students (vs 62% control). Interviews: 90% feel confident in Canva's visuals and Google Sites portfolio. Theme: "Easier recording and editing exercises".

DISCUSSION

The 17.2-point increase was in line with the Canva study (8.52 podcast points) and Google Sites (effective collaboration), filling the integration gap for high school. Canva's visuals reduce anxiety (constructivist theory), while Google Sites supports authentic speaking. Success factor: high motivation (93%), but internet connection barriers are overcome in offline mode. The findings are consistent with the Independent Curriculum. Google Sites and Canva in this study show that web-based digital media and graphic design are able to significantly improve the quality of students' speaking skills. The results support the collaborative learning theory that emphasizes that social interaction and the construction of shared

knowledge between students can improve verbal communication skills, including speaking skills. Google Sites, as a collaborative learning platform, facilitates students to work together in curating content, discussing, and giving feedback to each other, thus fostering more structured and confident speaking skills (Sudrajat & Suryaman, 2024).

Based on project-based learning theory, the use of media such as Google Sites and Canva is also relevant because students are involved in the process of designing, collecting information, presenting, and evaluating learning products (Ardi, 2023). In the context of this study, students used Google Sites to create material presentation pages and Canva to compile visuals (slides, posters, infographics) to support speaking activities. This process not only trains verbal skills, but also strengthens the organization of ideas, fluency, and accuracy of word choice so that the quality of student speaking improves.

Multimedia learning theory asserts that the combination of text, images, and visual elements can improve information comprehension and retention, ultimately supporting better speaking skills. Canva, as a multimedia design app, allows students to organize materials with attractive layouts, so that when speaking, students can rely on clear and systematic visuals. Thus, students not only memorize, but also understand the flow of the material and are able to convey the content more smoothly and structured. (Prasetyo & Suryani, 2024)

This support for digital media is also in line with the theory of constructivism, which states that students actively build knowledge through experience and reflection (Piryanto et al., 2025). The learning process with Google Sites and Canva puts students as active subjects who develop content, revise, and practice speaking in front of the class, thus increasing confidence and fluency—two aspects of speaking skills that were the highest improvements in this study.

In general, the findings of the study show that integrating Google Sites as a collaborative medium and Canva as a visual design

medium can strengthen students' cognitive, affective, and communicative aspects of speaking. This is consistent with the findings of previous research that states that digital media based on Google Sites and Canva has been proven to be valid, practical, and effective in improving students' creative and communicative skills. Thus, the use of these two media can be recommended as an innovative alternative in learning Indonesian that emphasizes speaking skills, in accordance with the demands of the Independent Curriculum and technology-based learning approach. (Nora et al., 2026)

CONCLUSION

This study concluded that the integrated use of Google Sites and Canva effectively improves the quality of students' speaking skills. The main findings are supported by empirical data from similar studies. The use of these two media in an integrated manner makes a real contribution to improving the quality of students' speaking skills. Using Google Sites as a collaborative learning medium facilitates students in structuring, organizing, and presenting materials in a structured manner, while Canva as a visual design medium helps students craft engaging presentation materials and support clarity of communication. The combination of these two media encourages students to be more active, involved in the learning process, and able to convey ideas more smoothly and structured.

Statistically, the experimental group using Google Sites and Canva showed a greater increase in average speaking skills scores than the control group, with the N-Gain index being in the medium category, while the control group only achieved a low N-Gain. This shows that treatment with digital media is more effective in improving speaking skills than conventional learning. The most significant improvement in speaking skills was fluency and confidence, reflecting that the learning process with Google Sites and Canva was able to reduce psychological barriers and improve students' readiness to speak in front of the class.

Thus, it can be scientifically concluded that the use of Google Sites and Canva media has been proven to be effective in improving the quality of students' speaking skills, both in terms of cognitive-communicative scores and affective aspects (confidence and fluency). These findings strengthen the relevance of technology-based and multimedia-based learning approaches in the context of Indonesian language learning, and support recommendations for the use of these two media as innovative alternatives in the implementation of the Independent Curriculum that emphasizes critical thinking, communication, and creativity skills.

Suggestion

Teachers are advised to design Teachers are advised to design a learning implementation plan that explicitly integrates Google Sites as a collaborative medium and Canva as a visual design medium for speaking activities (presentations, discussions, reports, or class projects). This will help students organize the content of the material in a structured manner while practicing clarity and fluency in speaking. Based on the findings of improving fluency and confidence, teachers should provide speaking practice spaces in the classroom, such as with Canva-based presentation simulations and uploading materials on Google Sites. Activities like this can be repeated periodically so that changes in students' speaking skills can be monitored and optimized.

Schools are encouraged to hold workshops for teachers on the use of Google Sites and Canva in language learning, as well as basic technology training for students. Thus, the use of digital media takes place systematically and sustainably, not just incidental so as to support the implementation of Google Sites and Canva, schools are advised to ensure the availability of devices (laptops/tablets) and stable internet connections in the classroom or library. This condition is important so that web-based learning activities can run effectively and evenly for all students.

Declaration by Authors

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