

The Utilization of Canva in Project Based Learning (PjBL) to Enhance the Students' Writing Skills.

Maya Ulyani^{1*}, Widuri Indah Dwi Jayanti²

¹Institut Teknologi Sosial Kesehatan Muhammadiyah Selong, Indonesia

²SMK Negeri 6 Yogyakarta, Indonesia

Alamat: Jl. TGH Umar No.22, Khusus Kota Selong, Kec. Selong, Kabupaten Lombok Timur, Nusa Tenggara Bar. 83612

*Korespondensi penulis: mayaulyani28@gmail.com

Abstract. *This research was intended to find out the utilization of Canva for education to enhance the students' writing skills in a Project-Based learning among the students in Culinary Program Vocational High School. In this research, a PjBL was conducted to close the gap and enhance the students' writing skills in writing an exposition text using Canva for education. A Descriptive qualitative method was proposed to investigate the problem of the research. The data was collected using observation and questionnaire, and the researcher used purposive sampling to select the data. Thirty-six students in grade 11 are in the Culinary Program of SMKN 6 Yogyakarta as the research data. The results show project-based learning by integrating the Canva app successfully and using the Canva application in the PjBL model to enhance the student's writing skills, especially in Exposition text. It is also supported by the questionnaire of students' perception of using the Canva application. Most of the students agree that using Canva in writing Project of Exposition text can ease their understanding of the learning material, explore their idea and creativity and enable them to focus more on the writing project.*

Keywords: *Canva, Writing skills, Exposition Text, Project-based learning.*

Abstrak Penelitian ini bertujuan untuk mengetahui pemanfaatan Canva di dalam pengajaran guna meningkatkan keterampilan menulis siswa dalam pembelajaran berbasis proyek di kalangan siswa Sekolah Menengah Kejuruan Program Kuliner. Dalam penelitian ini, PjBL dilakukan untuk menutup kesenjangan dan meningkatkan keterampilan menulis siswa dalam menulis teks eksposisi menggunakan Canva untuk pendidikan. Metode kualitatif deskriptif diusulkan untuk menyelidiki masalah penelitian. Data dikumpulkan menggunakan observasi dan kuesioner, dan peneliti menggunakan purposive sampling untuk memilih data. Tiga puluh enam siswa kelas 11 di Program Kuliner SMKN 6 Yogyakarta sebagai data penelitian. Hasilnya menunjukkan pembelajaran berbasis proyek dengan mengintegrasikan aplikasi Canva dengan sukses dan menggunakan aplikasi Canva dalam model PjBL untuk meningkatkan keterampilan menulis siswa, terutama dalam teks eksposisi. Hal ini juga didukung oleh persepsi siswa tentang penggunaan aplikasi Canva. Sebagian besar siswa setuju bahwa penggunaan Canva dalam menulis teks Proyek Eksposisi dapat memudahkan pemahaman mereka terhadap materi pembelajaran, mengeksplorasi ide dan kreativitas mereka serta memungkinkan mereka lebih fokus pada proyek penulisan.

Kata kunci: Canva, Kemampuan Menulis, Exposition Text, Project-based learning.

1. BACKGROUND

In the twenty-first century, learning media has been integrated with technology. Technology has become a significant focus across various fields, including education because it is a medium for knowledge transfer in many countries. Consequently, schools and other educational institutions preparing students for life in the "knowledge community" must consider incorporating ICT into their curricula (Ghavifekr & Rosdy, 2015). Technology in EFL (English as a Foreign Language) classes facilitates access to communication tools and information, fostering more significant interaction between

students and teachers. Additionally, using information technology-based media makes student assignments and projects more engaging and helps to nurture their creativity (Akhsani et al., 2021). Technological media aids EFL students in mastering English more swiftly (Apriani et al., 2022). Research by Anggitasari et al. (2020) indicates that web-based English teaching motivates students to enhance their literacy skills, making writing instruction more effective.

Furthermore, the Ministry of Education and Culture recommends project-based learning (PjBL) to achieve the learning objectives outlined in the 2016 Minister of Education and Culture Regulation No. 22. However, many teachers are still unclear on how to implement PjBL. Addressing this issue involves improving teaching materials and adopting suitable learning approaches or models tailored to the class's needs. Jusmaya & Putra (2017) also note that the scientific approach is widely used across schools, with project-based learning being one method that encourages productivity, creativity, and innovation among students. Project-Based Learning (PjBL) is innovative and enhances students' creativity by applying their knowledge and skills to real-world problems (Wiratomo, 2018). It is a highly effective approach to 21st-century language learning. The use of technological media in language teaching, particularly ICT-based media like the Canva application, has become increasingly popular, offering more interactive and practical learning experiences.

Project-based learning can be implemented through collaborative efforts in both traditional classrooms and community settings (Hasni et al., 2016). As stated by Pinto et al., (2021), this approach is utilized in vocational schools to help students enhance their thinking abilities, problem-solving skills, and the capacity to tackle complex questions within the classroom environment. Canva is one of the applications the teachers use to help them learn to use media in writing. The Canva app is a tool for teachers, especially when teaching writing. As an educational resource, Canva can inspire students to write by offering a variety of stimuli, such as photos, graphics, images, photo filters, free icons, shapes, and numerous fonts. It significantly boosts students' motivation (Nurhidayati et al., 2019).

Most students reported that using Canva to do a writing task was beneficial, as it provided images, colourful visuals, photos, fonts, and graphics. The students felt that Canva enhanced their creativity in learning. Canva also made the writing process more manageable, facilitating accessible communication of ideas that readers could quickly grasp. Additionally, students found that Canva increased writing motivation and reduced

anxiety (Nurhidayati et al., 2019). Overall, students regard Canva as a valuable and practical tool for improving their writing skills. The Canva platform stands out among the others for having a striking and easy-to-use interface since it does not require specialized knowledge for its use, which favours the acquisition of skills and abilities through the development of individual or group creativity.

Canva is an interactive tool that allows the introduction of content on various topics, such as the preparation of comics, posts, advertisements, posters, logos, collages, cards, brochures, and different infographics that adapt to the creativity and needs of the user (Grossi et al., 2018). It has been observed that students' abilities, especially in writing skills, are still lacking. An innovative learning model known as Project-Based Learning (PjBL) should be implemented to address this issue. PjBL is a teaching strategy that enables students to acquire new knowledge and understanding through hands-on experiences and various presentations. Teachers are encouraged to leverage technology to support student creativity in writing English texts. One of the technologies is the Canva application, which educators can use to enhance students' writing abilities. The project-based learning approach is well-suited for 21st-century language education.

Nowadays, the use of technological media in language teaching is widely favoured among students. Technology-based learning media represents an evolution from traditional methods, with ICT-based media facilitating more interactive and practical learning experiences. Several previous studies have addressed the issue of analyzing the Canva application. Andriyanti et al. (2023) found that using the Canva application effectively improves students' writing skills, as evidenced by qualitative data. The learning process became more engaging, and students actively enjoyed writing. Permatasari & Arsyad (2023) observed that project-based learning with media support, including Canva, resulted in positive student perceptions when teaching writing invitation cards. Students were more interested and motivated to collaborate on the invitation card writing project. Siti et al., (2024) reported that their analysis, which included total student scores, average scores, and an analysis of the lowest, middle, and highest scores, demonstrated the effectiveness of using the discovery learning model with Canva for writing expository texts, achieving an excellent average score of 78.5.

All the previous studies, as mentioned above, were significantly different from this study; the previous study primarily focused on the effectiveness of Canva at the junior high school level, and this research emphasizes the technology-based Project-Based Learning (PjBL) model, specifically its application and students' perceptions while

learning to write expository texts. Previous studies have not explored the application of PjBL with Canva media for English writing, particularly for expository texts. To address these gaps, this research aims to find out the utilization of Canva within a Project-Based Learning model to enhance the writing skills of grade XI students in Vocational High Schools and the student's perception of using Canva to write Exposition text of grade XI students in Vocational High Schools.

2. RESEARCH METHOD

The present investigation is basic, theoretical phenomenology oriented to prove a theory. In addition, the scientific knowledge developed does not require practical application, so descriptive qualitative research was adopted in this study. According to Creswell et al., (2007) a descriptive design is research that describes more about the phenomenology of the study. While to deeply analyse of's utilization of Canva within a Project-Based Learning model to enhance the writing skills of grade XI students in Vocational High Schools and the student's perception in using Canva to write Exposition text of grade XI students in Vocational High Schools. The researcher used the qualitative approach to comprehend people's ideas, experiences, attitudes, behaviour and interactions in the study. The study used purposive sampling by selecting the research sample, thus, thirty-six students in grade 11 in the Culinary Program at Vocational High School 6 Yogyakarta. The data collecting techniques in this research were observation and questionnaire.

The instrument of the research was modified from Permatasari & Arsyad (2023) there are 10 statements of the questionnaire was distributed to thirty-six students. This questionnaire uses five categories of alternative answer Choices, namely Strongly Agree (SA) is given a score of 5; Agree (A) is given a score of 4; Neutral (N) score (3); Disagree (DS) is given a score of 2, Strongly Disagree (SD) is given a score of After the data were collected, the researcher sorted in the sense of directing, discarding what was necessary and organizing them. In this research the data obtained from classroom observation and questionnaire. The analytical method used in this research was interactive analysis as stated by Miles & Huberman (1984). According to Miles & Huberman (1984), there are three steps in data analysis: Data condensation, Data Display, and Conclusion.

3. RESULTS AND DISCUSSION

The Utilization of Canva in Project-Based Learning to Enhance the students' writing skills.

To answer the problem of writing on how to use Canva in the Project Based Learning Model, the researcher, as the English teacher, implemented the PjBL learning phases that are: (1) start with the essential question, (2) design a plan for the Project, (3) create a schedule, (4) monitor the students and the progress of the Project, (5) assess the outcome, and (6) evaluate the experience (Ariyana, Yoki, 2018) (Chamisijatin & Zaenab, 2024). Those phases were prepared in a lesson plan in which the teacher arranged the material and divided the meeting into four. The description of each student's activities in writing Exposition Text using Canva is as follows:

a. Phase 1 starts with the essential question;

In this phase, the teacher provides questions that are essential or basic. After reviewing the previous material and giving an overview of the new material, the teacher asked the students to watch a short video. The students are asked to write a statement sentence related to the video. Then, they are asked to change those statement sentences into interrogative sentences using question words, including who, when, where, why, and how. After that, the teacher gives several students opportunities to deliver the question and the other answer the questions orally. The last question was addressed to all the students as the essential question to be answered in a group project.

b. Phase 2: design a plan for the Project

Students were formed into discussion groups, each consisting of 7 – 8. In this phase, the teacher explained the material of Exposition Text related to its social function, generic structure and language features. The teachers had already provided a sample of the Exposition text to be analyzed in a group. The students are introduced to Canva worksheets to explore the Exposition text topic and the assignment. The teacher used spin wheel games on the chosen subject to divide the group's topic.

c. Phase 3 creates a schedule.

In this phase, the students in groups prepare for the stages of working on the Canva project. The steps are;

1. Students in groups study by analyzing an Exposition Text in the canvas worksheet;

2. Each group creates question words using what, who, when, where, why and how. Then, arrange sentences according to questions related to the provided topic in the Exposition text. The five topics are related to the current issues in teenagers' lives, such as bullying must be stopped at school, using smartphones during school time is needed by students, using tumblers to replace plastic bottles for drinking is good at school, Tiktok is good for students to learn something new, and students should wear uniform;
 3. The students in a group have the responsibility to write complete sentences for each questions so that they can arrange it into a good paragraphs of Exposition text.
- d. Phase 4 monitors the students and the progres of the Project
- In this phase, the teacher monitored the progress of her students' work. If something is not quite right, the teacher immediately facilitate how the Project can be carried out appropriately according to the learning objectives
- e. Phase 5 assesses the outcome
- In this phase the teacher asseses the student's project writing on Exposition Text. The teacher applied writing rubric to do assesment. After completing the Project, the teacher ask the groups to present the result of their writing assignment. When a group delivered a presentation in front of the class, the other students were listening to it and giving respond to the results of their friend's presentation. There are several input and criticism from other groups. The group that did presentation took a note to be used as reference material to improve their writing project. After all group presentation, the teacher and the students draw conclusions and strengthen the result of their Project. The teacher provided a formative assesment by giving a post test sheet
- f. Phase 6 evaluates the experience.
- In this phase, the teacher provided a reflection sheet on their Canva's writing project. It was included about students' impression of the learning experience of using Canva for writing Exposition text.

From the above result of Project-Based learning implementation, the teacher had succesfully used the Canva application in PjBL model to enhance the student's writing skills. The PjBl model is greatly assisted using technology, especially for EFL students. It eases the teacher for conducting the lesson in the class and make a progress for the learning activities (Wuntu et al., 2022)

The perceptions of Vocational High School students about the utilization of the Canva application

The researcher distributed questionnaires after students of Grade XI of the Culinary program studied completed writing Exposition text. This questionnaire aims to determine students' perceptions of using Canva in Project Based Learning to enhance the students writing skills. In presenting the data, the researcher classified three aspects of affection, cognition, and conation, which are tabulated in Table 1.

Table 1

No	Statements	SA	A	N	D	SD	Grade XI Students
Vocational Highschool Grade XI Student's Perception of the Utilization of Canva Application							
Affection related to emotions, feelings, and assessment							
1	I like writing with the Canva app	9 (25%)	20 (55.6%)	7 (19.4%)	0	0	36 (100%)
2	I find it comfortable and easy to write Canva apps instead of writing on paper or a book	6 (16.7%)	14 (38.9%)	15 (41.7%)	1 (2.8%)	0	36 (100%)
3	I find it helpful and fast in completing the assignment of writing an Exposition Text Project	8 (22.2%)	21 (58.3%)	7 (19.4%)	0	0	36 (100%)
4	I was challenged to complete a writing Exposition Text Project using the Canva Application	7 (19.4%)	17 (47.2%)	11 (30.6%)	1 (2.8%)	0	36 (100%)
Total		30 (20.8%)	72 (50%)	40 (27.8%)	2 (1.4%)	0	144 (100%)
Conation related to motivation, behaviour, and action							
5	I prefer to work on writing	7 (19.4%)	17 (47.2%)	12 (33.3%)	0	0	36 (100%)

	projects using the Canva application as the medium to another application						
6	I like the teamwork projects to write Exposition Text using Canva	8 (22.2%)	18 (50%)	10 (27.8%)	0	0	36 (100%)
7	My team can work together as a group to write an Exposition Text	6 (16.7%)	22 (61.1%)	8 (22.2%)	0	0	36 (100%)
Total		21 (19.4%)	57 (52.8%)	30 (27.8%)	0	0	108 (100%)
Cognition related to knowledge							
8	I find it easier to understand information written on Canva than without any technologies in learning.	3 (8.3%)	16 (44.4%)	15 (41.7%)	2 (5.6%)	0	36 (100%)
9	I can explore my ideas and creativity using the Canva application as a medium for writing Exposition Text	8 (22.2%)	20 (55.6%)	8 (22.2%)	0	0	36 (100%)
10	I can focus more on writing the language features and the structure of the text of an Exposition Text because the supporting image designs are available in Canva	9 (25%)	19 (52.8%)	8 (22.2%)	0	0	36 (100%)
Total		20 (18.5%)	55 (50.9%)	31 (28.7%)	2 (1.9%)	0	108 (100%)

According to Table 1, students' perception was categorized into three aspects: affective, conation and cognition (Schiffman and Kanuk (2004) in Permatasari, 2023). First, in the affective aspects, the total score showed a positive perception and value regarding using the Canva application writing Exposition text by 72 (50%). Most of the students agree that students feel challenged and comfortable and prefer to utilize the Canva application for writing projects. Second, for the conation aspects, the total score result showed that at more than half of the students answered 57 (52.8%) voted agree. Students agreed that using Canva applications enables and eases the students to work together in a writing project. The last cognition aspects result from the total score of 55 (50.9%) students agree. It implied that most of the students agree that the utilization of Canva in the writing project of Exposition text can ease their understanding of the learning material, explore their idea and creativity and enable them to focus more on the writing project. In line with Noor & Karani (2023), implementing the Project Based learning model can enhance student writing skills. The utilization of Canva in the PjBL model is appropriate for the teachers for teaching writing skills, especially for Exposition text material

4. CONCLUSION AND SUGGESTIONS

Project-based learning to the utilization of Canva in Project Based Learning to Enhance the student's writing skills is carried out through six steps such as (1) start with the essential question, (2) design a plan for the Project, (3) create a schedule, (4) monitor the students and the progress of the Project, (5) assess the outcome, and (6) evaluate the experience. The result of Project-based learning by integrating the canva app successfully used the Canva application in the PjBL model to enhance the student's writing skills, especially in Exposition text. It is also supported by the result from the questionnaire of students' perception of using the Canva application. It shows that most of the students agree that the utilization of Canva in writing Project of Exposition text can ease their understanding of the learning material, explore their idea and creativity and also enable them to focus more on the writing project.

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