



Exploring of Canva in Improving Writing Skills in English Subjects

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Abstract

The advancement of technology and information has brought significant changes in various aspects of life, including education. One of the impacts of globalization is the advancement of technology and information. Globalization cannot be separated from the rapid development of information and communication technology, the primary supporting factor. Appropriate technology can increase student learning motivation, increase interaction between students and teachers, and facilitate access to information. Educators must consider technology in learning. To present engaging and innovative education, teachers are required to follow technological developments. The intention is to use technology to facilitate the learning process. This study aims to describe the implementation of Canva and analyze its impact on improving writing skills in English subjects at SMP PGRI Saptosari. This study uses a qualitative descriptive method. Data was obtained through observation, questionnaire completion, and documentation. Observations were carried out twice. The study's results indicate improved writing skills, particularly in creating procedure texts for English learning. The obtained data concluded that the creativity assessment indicator increased from the previous average of 64.68 to 85.10. The score jumped from the lesser to the excellent category by 20.42 points. The second increase in diction or word choice resulted in an average value increase from 61.31 to 78.4, moving from the less category to the sufficient one. The last is in the organizational text, which was initially 71.81 and increased to 79.40.

Keywords: Implementation, Canva, Writing, Skill, English.

1. Introduction

Advances in technology and information have brought significant changes in various aspects of life, including education. One of the impacts of globalization is the acceleration of the development of information and communication technology, which is a major supporting factor in this transformation [1]. The most noticeable shift in the educational context is integrating technology into the learning process, transforming the interactions between students and teachers and the delivery of knowledge. The use of appropriate technology in learning can increase student learning motivation, facilitate better interactions between students and teachers, and expand access to information. Educators can create a more dynamic and engaging learning environment by utilizing various technological tools. This helps students be more actively involved in learning and access relevant resources and information more efficiently [2]. Therefore, educators need to implement technological advances in varying learning media. We hope students' interest in learning will increase with varied and exciting media, improving their academic achievement. Through this strategy, education can adapt to the needs of the times and ensure that students are ready to face the challenges of the present and the future [3].

Canva is a widely used technology in the world of education. The Canva application is an online design platform that provides various designs, including infographics, posters, videos, graphs, charts, brochures, logos, presentations, and book covers [4]. One of Canva's advantages is its ability to integrate with social media, so users can easily share their work. Users from various backgrounds, including students, can create multiple designs using Canva's intuitive and easy-to-use interface without requiring in-depth graphic design skills [5]. Students can use Canva to create attractive presentation materials, campaign posters, and other creative tasks, making learning more



fun and interactive. By using Canva, students learn about the content they create and develop design skills that are useful in the professional world. In addition, this application supports collaboration between students, allowing them to work together on projects and share ideas, which can improve their overall learning experience [6].

Using Canva as a learning tool yields numerous advantages. One of the subjects that can benefit from the Canva application is English. English is the most widely used international language in the world. In English lessons, four skills are developed: listening, speaking, reading, and writing. Essential competencies in English learning set goals so that students can understand and express meaning in English, both orally and in writing, in various situations and contexts [7]. This context emphasizes writing skills, an essential part of the language. Writing skills are not only valuable in academic environments but also in everyday life. However, many students struggle to develop writing skills, especially in English lessons. One of the causes is the lack of motivation and creativity during the writing process, which can negatively impact the quality of their writing. We hope utilizing the Canva application can help overcome this challenge [8]. Canva offers a variety of design tools that allow students to express their ideas and creativity in the form of intriguing and informative writing. Through Canva, students can learn to compose more structured, visual, and captivating writing, increasing their motivation and interest in learning to write. This can improve students' writing skills and make English learning more fun and interactive [9].

In today's digital era, technology has brought numerous conveniences to various aspects of life, including learning. As a digital generation, we must adapt students' learning styles to technological advancements, incorporating teaching methods and classroom materials. Appropriate technology can increase student motivation and create a more captivating and interactive learning experience [10]. Canva is one tool that teachers can use to enhance student motivation and creativity in writing. Teachers can use Canva as an application to create engaging and impactful learning media. This application offers ease in graphic design, allowing teachers and students to develop various learning materials, such as posters, infographics, and presentations. Canva provides an array of visually appealing customization templates, which enhances learning media creation efficiency. With a user-friendly interface, students can easily access various existing features, motivating them to participate in writing activities. It hopes that students will utilize Canva to enhance their writing abilities and showcase their creativity and ideas in a more captivating and inventive manner [11]. The belief that Canva can be an effective solution to improve students' writing skills motivates this study. Canva offers a variety of intriguing features that enable students to unleash their creativity when presenting their writing.

Additionally, this application assists students in creating a compelling and engaging writing structure, enhancing the quality of their work. Several previous studies show consistent results, namely that Canva can make students more active in learning [12]. In line with these findings, Simanjutak et al. (n.d.) also noted that using the Canva application as a learning medium positively affects students' enthusiasm for understanding the material presented by the teacher. This shows students can grasp the material more quickly and accurately, thanks to captivating and interactive media. The Canva application proves to be a viable tool for applying learning media in language learning, particularly in enhancing students' comprehension and writing abilities. With simple access and an attractive appearance, Canva makes the learning process more enjoyable and helps students achieve learning goals more effectively. It anticipates further development of Canva as a learning aid to enhance the quality of education and student skills in this digital era [13].

This study is urgently needed because it can significantly contribute to the development of English learning, especially in improving students' writing skills. The results of this study are expected to be a valuable reference for teachers, students, and other researchers to improve the quality of English learning. Thus, this study aims to convey findings and enrich insights into better educational practices. Additionally, this study aims to provide a clear picture of the effectiveness of using Canva as a writing learning medium. It hopes this study will help educators comprehend Canva's potential to enhance learning processes and students' writing skills. Based on this explanation, the formulation of the problem in this study can be arranged as follows: how is the implementation of Canva in learning to write English, and how does the use of Canva affect the improvement of students' writing skills? The main objective of this study is to describe the implementation of Canva in the context of writing learning and analyze the effect of its use on improving writing skills in English subjects at SMP PGRI Saptosari. It hopes that by concentrating on these two aspects, this study will offer a more profound understanding of the advantages and difficulties associated with integrating technology into language learning, along with suggestions for improving future practices.

2. Research Method

The author analyzes the use of Canva in English learning at SMP PGRI Saptosari using descriptive research and a qualitative approach. Qualitative research aims to investigate and understand phenomena, including what occurs, why, and how they appear. This means that qualitative research is based on exploring, which involves in-depth and case-oriented studies, several cases, or single cases. According to Denzin & Lincoln, qualitative research uses natural settings to interpret a phenomenon, utilizing various existing methods. This qualitative descriptive research seeks to elucidate the application of Canva in enhancing writing skills among English subjects. Qualitative research analyzes and describes an event or activity of individuals or social groups in real terms. The qualitative descriptive research method aims to accurately describe and interpret the collected data in the context of the studied situation [14]. This study uses data collection techniques through observation, questionnaires, and documentation. In starting data collection, the author began with a participatory observation. Participatory observation involves researchers observing, listening, and participating in the activities under study. This study employs direct observation techniques, specifically observing and recording grade IX students during their learning process. The following data collection method involves directly distributing a questionnaire to the respondents, who are grade IX students at SMP PGRI Saptosari. The researcher collected data using a questionnaire, which consisted of several questions.

Respondents could explain their answers by directly typing them into the Google Form format [15]. The author's article utilized data from 16 respondents who had completed the questionnaire. After the data is collected, it will be sorted by directing, removing, and organizing unnecessary ones. Data from learning observations and the completed questionnaire will be sorted in this case, and then the theory's statement will be reviewed and matched [16]. The data analysis then proceeds to the stage of concluding. In this instance, an interactive analysis method involves gathering, refining, showcasing, and formulating conclusions. This article employs the informal method to communicate the data analysis results [17].

3. Result and Discussions

Based on the research conducted through observation and interviews, the implementation of Canva in English learning at SMP PGRI Saptosari shows positive results, especially in teaching procedure text material. Students in grade IX receive this material during the first semester. The 2013 Curriculum, which remains valid in the 2024/2025 school year, guides the selection of this procedure text material. Canva serves as a tool in this learning context, assisting students in comprehending and creating procedure texts more engagingly and interactively. Canva features enable students to express their creativity in a visual information presentation, thereby enhancing their comprehension and engagement with the taught material. Using Canva makes it easier for students to compose procedure texts and makes the learning process more enjoyable and not monotonous. With this implementation, it is hoped that students will not only be able to understand the structure and purpose of procedure texts but can also improve their overall writing skills. This study also shows that using technology in learning can effectively increase student motivation and involvement in the teaching and learning process. Observations conducted during two learning sessions showed significant results related to students' understanding of procedure text. In the first session, students learned the procedure text's definition, examples, and sentence structures. This knowledge made students more prepared and confident in compiling procedure text. In this first learning observation, the activities carried out by the teacher focused heavily on strengthening students' understanding of the structure of the procedure text, which consists of goals, ingredients, and steps. The teacher asked students to compile procedure text based on a chosen theme. The results indicated that most students were interested in writing procedure texts on food and beverage recipes, with 12 students selecting this theme.

Meanwhile, four other students selected a manual theme, such as operating household appliances. The diversity of themes students chose showed great interest and creativity in compiling procedure text. This suggests that students comprehend the taught structure and can apply it in a context that aligns with their interests. This observation provides a solid foundation for future learning that adopts a more interactive approach tailored to the specific needs and interests of the students.

The next activity in this study involves document analysis, where the analyzed documents consist of various procedure texts created by students as a result of their work. This document includes 16 procedure text titles from grade IX students of SMP PGRI Saptosari. Students creatively produce each title by applying their understanding of the procedure texts' structure and essential elements. This analysis will evaluate the values from the students' work results to gauge their proficiency in composing procedure texts. The assessment criteria include aspects such as clarity of purpose, completeness of materials, and the sequence of steps presented in their writing. The results of this assessment provide an overview of students' writing skills and can also be a reference for improving the teaching methods used in learning English in the future. After analyzing the student's work documents, the researcher will report the values derived from each procedure text produced. This data will be the basis for measuring the effectiveness of using Canva as a learning medium and its impact on improving students' writing skills in English.

Table 1. List of Writing Procedure Text Values

No	Name	Diction	Organization Text	Creativity	Total Score
1	Adil Sholihudin	68	80	70	72,7
2	Bayu Tri Demian Jani	65	75	65	68,3
3	Daris Valiant A.	75	60	65	66,7
4	Kiara Ramadhani	75	75	70	73,3
5	Miftaqul Sodiq	70	65	65	66,7
6	Nonik Nurmahesi	65	65	60	63,3
7	Nur Cahya Choirul A.	80	80	75	78,3
8	Radit Setiawan	75	70	65	70,0
9	Rakhel Tata Prayogo	60	70	60	63,3
10	Rangga Aditiya	60	75	60	65,0
11	Reftanika Adi Taria	70	70	65	68,3
12	Reza Arin Kalfika	65	75	60	66,7
13	Rezza Adhitya P.	65	75	65	68,3
14	Salsabila Aulia	70	70	65	68,3
15	Tauvik Yanuar	65	75	60	66,7
16	Vino Yoga Pratama	65	70	65	66,7
Average		68,31	71,88	64,69	

The English subject teacher's assessment rubric guides the author's document analysis, which forms a list of values. The assessment rubric for writing procedure text activities can be found below:

Table 2. Writing Procedure Text Assessment Rubric

Score	Very good (90-100)	Good (80-89)	Enough (70-79)	Less (60-69)
Diction	By the context or title	Something is by the context or title	Some are by the context or title, but some words are still incorrectly written.	Some are by the context or title, but many words still have not been written correctly.
Organization Text	The organizational structure of the text and the use of language features are already visible.	The text's organizational structure is visible, but language features are not yet appropriate.	The text's organizational structure is inappropriate, but language features are relevant.	The text's organizational structure is inappropriate, and the use of language features is not

Creativity	Variations of text with supporting images are already visible	Variations of text are visible but are not endorsed by interesting supporting images	There is no variation in the text, but the supporting images are interesting	applicable. The variation of supporting text and images is not appropriate
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The analysis reveals that the procedure text writing ability of grade IX students at SMP PGRI Saptosari yields varying results. In terms of diction or word choice, students use words based on the context or title of the procedure text they create. Nevertheless, a significant number of words remain incorrectly written. The average student diction score, 68.31, reflects this and falls into the lower category. This shows that students need to pay more attention to word choice and spelling in writing.

Furthermore, the analysis of the organizational text shows sufficient results, with an average score of 71.88. Although the arrangement of the organizational text written by students has shown effort, there are still shortcomings in the placement of information that make the structure of the procedure text less appropriate. Despite the progress, language features still need to be strengthened to make the resulting text more structured and more accessible for the reader to understand. The results for the third assessment category, creativity, indicate an average score of 64.69, placing it in the lower category. This shows that students still lack creativity when presenting their writing. Perhaps further encouragement is needed to encourage students to dare to innovate in choosing themes and conveying ideas in procedural texts. These results indicate that many aspects still require improvement to enhance students' writing skills in English learning.

In the second observation, the teacher introduced Canva Media as a tool for compiling various types of texts, including procedure texts, which led to significant changes in the learning process. Demarest describes Canva as a web-based and application-based design platform. This platform is free and straightforward to use, so it can help its users produce professional-looking designs. This makes Canva an attractive choice for use in the context of learning, especially in improving students' writing skills. Canva Media presents an innovative solution for the learning process. This media is not only practical but also enjoyable for students. With the variety of engaging features, students can effortlessly produce more imaginative and captivating procedure texts. All students in this learning session possess smartphones, which they regularly carry and use, enabling them to utilize the downloaded Canva application immediately. After introducing the Canva media, students began to explore the application actively. Individually, they started crafting procedural texts by leveraging the features available in Canva. With this approach, it is hoped that students can be more enthusiastic about writing and produce more meaningful work. This exploration process provides opportunities for students to practice writing skills and encourages them to be creative and express their ideas more visually and interactively. Observations conducted during two learning sessions, each lasting 40 minutes, significantly improved students' writing skills. Research by Janah et al. (n.d.) aligns with this, demonstrating that using learning media boosts students' learning motivation and significantly enhances their learning outcomes. In other words, learning media such as Canva not only function as a complement in teaching and learning activities but also play an essential role in facilitating the delivery of knowledge and subject matter to students. Observation results reveal positive changes in students' writing quality after using the Canva application. Students become more enthusiastic and creative in compiling procedure texts, utilizing the features available in the application. They can present information more interestingly and better understand the structure and elements in the procedure text. This indicates that using suitable media, such as Canva, can stimulate students' interest and ability in writing. Students using the Canva application improve their text composition skills and demonstrate improvements in word choice, text organization, and creativity. With this medium, students find it easier to express their ideas and produce better-quality work. This underscores the significance of integrating technology into the learning process to enhance its effectiveness and enable students to develop their writing skills fully.



Fig 1. Procedure Text entitled How to Make Ice Tea



Fig 2. Procedure Text entitled How to Make Fried Rice

In addition to the results of student work, it can also be seen from the review of the values obtained by students. The values can be seen in the following table:

Table 3. List of Writing Procedure Text Values with Canva

No	Name	Diction	Organization Text	Creativity	Total Score
1	Adil Sholihudin	78	80	90	82,7
2	Bayu Tri Demian Jani	79	82	92	84,3
3	Daris Valiant A.	75	78	88	80,3
4	Kiara Ramadhani	90	85	90	88,3
5	Miftaql Sodiq	70	75	86	77,0
6	Nonik Nurmahesi	70	75	86	77,0
7	Nur Cahya Choirul A.	95	90	92	92,3
8	Radit Setiawan	80	80	84	81,3
9	Rakhel Tata Prayogo	75	75	80	76,7
10	Rangga Aditiya	75	75	80	76,7
11	Reftanika Adi Taria	80	80	82	80,7
12	Reza Arin Kalfika	75	78	80	77,7
13	Rezza Adhitya P.	80	78	80	79,3
14	Salsabila Aulia	80	82	84	82,0
15	Tauvik Yanuar	75	78	84	79,0
16	Vino Yoga Pratama	78	80	84	80,7
Average		78,4	79,4	85,1	

The table above shows a significant increase in the creativity assessment indicator; the average student score increased from 64.68 to 85.10. This increase of 20.42 points brought students from the poor category to the excellent category, indicating that the Canva application has stimulated students' creativity in compiling procedure texts. This reflects students' ability to explore their ideas more freely and innovatively in writing. Additionally, there was an increase in the diction indicator or word choice, with the average student score rising from 61.31 to 78.4. Although it's still in the sufficient category, this increase shows that students are starting to pay more attention to choosing the right words in the context of their writing. This is important because the right choice of words dramatically affects the clarity and appeal of the text they create. This increase indicates that students increasingly understand the importance of using the correct language in conveying information. As for the organizational text indicator, although the average score increased from 71.81 to 79.40, the assessment category remained the same. However, the improvement in this rubric shows that students are starting to be able to compose texts with better structures, although there is still room for further improvement. Afriani et al.'s research aligns with these results, demonstrating that incorporating the Canva application into learning procedures, particularly for food and drink recipes, can enhance student learning outcomes. This improvement shows that technology in learning can contribute positively to students' writing skills.

4. Conclusion

From the explanation given above, it can be concluded that learning in the modern era requires the right strategy that is adjusted to the characteristics of students. Given the increasingly rapid development of the era, educators need to apply learning methods that are not only conventional but also relevant to the needs and interests of students. One practical approach in this case is to utilize technology as a tool in the teaching and learning process. One of the main focuses of learning English is improving writing skills. By using technological advances, students can more easily access various sources of information and tools that support the writing process. The increase in student work demonstrates advancements in word choice (diction), text organization, and creative presentation of procedural texts. Thus, students not only learn to write but also learn to present their ideas in a more exciting and meaningful way. This improvement shows that technology can be a powerful facilitator in learning English, especially in developing writing skills. With the support of the right tools

and resources, students can practice independently and collaborate with their friends. Therefore, educators need to continue exploring and implementing technology strategies so that students can achieve their maximum potential in writing skills.

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