

Integrating Canva to EFL Writing Instruction: Improving Students' Writing Skills at SMPIT Insan Madani Palopo

Atlira Andira Putri¹, Husnaini², Jufriadi³

^{1,2,3}Universitas Islam Negeri Palopo

Email: Attraandratrii29@gmail.com

ABSTRACT

This study aims to determine the effectiveness of using the Canva application compared to conventional learning methods in improving students' procedural writing skills. The research method used was a quasi-experimental design using an experimental class and a control class. The population in this study consisted of a class nine- grade female students from a boarding school, totaling 40 participants. The sample was taken using total sampling technique at SMPIT Insan Madani Palopo. The instruments used were writing tests (pre-test, post-test) to measure students' writing skills and questionnaires to identify students' perceptions. The data were analyzed using SPSS. Because the data was not normally distributed, non-parametric tests were used, namely the Wilcoxon Signed Rank test to see the difference in students' writing skills before and after treatment in each group, and the Man Withney U test to compare the post-test results between the experimental group and the control group. The results showed that there was a more significant improvement in the experimental class compared to the control class after the treatment. It can be seen from the post-test results of the experimental class, which was 25.85, while the control class was only 15.15. In addition, $\text{sig} = 0.00 < 0.05$, which states that Hypothesis (H_0) was not accepted and Hypothesis (H_a) can be accepted. Based on these average results, it can be stated that the use of the Canva application in teaching procedural texts significantly improves students' writing skills.

Keywords: *Canva application; Quasi experiment; Writing skills.*

1) INTRODUCTION

The ability to write is one of the most essential skills in modern life, serving not only as a means of academic communication but also as a tool for expression, innovation, and interaction in digital environments. However, many students still face challenges in developing their writing skills due to limited motivation, difficulty in organizing ideas, and lack of mastery in vocabulary and grammar. Based on observations at SMPIT Insan Madani Kota Palopo, it was found that students often experience difficulties in writing effectively and tend to prefer digital devices over traditional writing methods because they are considered more flexible and engaging. This situation indicates the need for

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South Sulawesi-Indonesia

innovation in teaching media to increase students' motivation and effectiveness in learning to write, especially in writing procedure texts that require clear structure and accuracy.

The urgency of this research lies in the importance of finding effective learning media that can overcome students' difficulties and enhance their interest in writing. The traditional use of printed modules and textbooks has often been less effective in maintaining student engagement, especially in the digital era where visual and interactive media are more appealing. Therefore, educators must adapt by integrating technology-based learning tools that are accessible, creative, and capable of stimulating students' active participation. Canva, as a digital design application, offers an alternative solution that combines visual elements with written text, making it easier for students to express ideas, organize content, and expand vocabulary through engaging and interactive media. This aligns with Mayer's Multimedia Learning Theory, which emphasizes that learning through both text and visuals enhances comprehension and retention.

Based on these considerations, the selected solution in this study is the use of the Canva application as a learning medium to improve students' writing skills, particularly in writing procedure texts. The research aims to determine whether the use of Canva can significantly enhance students' writing abilities and to explore students' perceptions of its use in learning. The findings of this study are expected to provide practical benefits for both educators and students—helping teachers design more creative and motivating lessons while encouraging students to develop better writing skills through technology-supported learning. Thus, this study not only addresses current challenges in writing education but also contributes to the development of innovative and effective learning strategies in the digital age.

2) METHODS

This study used a quasi-experimental method involving two groups for comparison: an experimental group and a control group. This study used all female boarding school students in grade XI. Two main instruments were used in this study, namely a writing test and a questionnaire. In the writing test, students were given questions related to procedural texts to assess their level of

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understanding. This test was given to both groups, namely the experimental group and the control group. Meanwhile, questionnaires were distributed to collect students' responses after the treatment, focusing on their learning experiences when using the Canva application compared to learning using textbooks. This instrument was designed to measure the impact of using Canva as a learning medium in improving students' writing skills. Quantitative analysis was then applied to the data collected from the pre-test and post-test results, which represented students' writing performance scores, including content, organization, mechanism, language use, and vocabulary.

3) RESULTS AND DISCUSSION

This study also used a questionnaire to determine students' perceptions of the use of Canva in procedural text learning. The questionnaire was designed to explore students' views on the appeal, ease of use, obstacles, benefits, and shortcomings of Canva in supporting the writing learning process.

a. Statement 1: Using canva makes learning procedure texts more interesting.

Table 1: *Score of the Statement 1*

Category	N	Persentase
Strongly Agree	14	70%
Agree	4	20%
Neutral	2	10%
Disagree	-	0%
Strongly Disagree	-	0%

Based on the table 1, it is evident that most students gave positive responses. A total of 70% of students strongly agreed and 20% agreed, while only 10% chose neutral, and no students disagreed or strongly disagreed.

b. Statement 2: I find it easier to create procedure texts after learning with canva application.

Table 2: *Score of the Statement 2*

Category	N	Persentase
Strongly Agree	7	35%
Agree	11	55%

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Neutral	2	10%
Disagree	-	0%
Strongly Disagree	-	0%

Based on Table 2, most students responded positively to the statements presented. A total of 35% of students chose strongly agree and 55% chose agree. In addition, 10% of students chose the neutral category, while none chose disagree or strongly disagree.

c. Statement 3: I have difficulty using canva because it depends on the internet.

Table 3: Score of the Statement 3

Category	N	Persentase
Strongly Agree	-	0%
Agree	4	20%
Neutral	10	50%
Disagree	6	30%
Strongly Disagree	-	0%

Based on Table 3, it is known that most students gave neutral responses, namely 50%. A total of 20% of students agreed, while the other 30% disagreed. No students strongly agreed or strongly disagreed.

d. Statement 4: I find learning more enjoyable with canva.

Table 4: Score of the Statement 4

Category	N	Persentase
Strongly Agree	6	30%
Agree	8	35%
Neutral	5	25%
Disagree	1	10%
Strongly Disagree	-	0%

Based on Table 4, students' responses to the statements tended to be positive. Thirty percent of students chose strongly agree and 35% chose agree, so a total of 65% of respondents gave a positive assessment. Meanwhile, 25% of students were in the neutral category, 10% disagreed, and none chose

strongly disagree.

- e. **Statement 5 : I feel that using Canva makes it easier to remember the steps in the procedure text.**

Table 5: *Score of the Statement 5*

Category	N	Persentase
Strongly Agree	6	30%
Agree	11	55%
Neutral	3	15%
Disagree	-	0%
Strongly Disagree	-	0%

Based on Table 5, it is known that most students gave positive responses. There were 30% of students who chose strongly agree and 55% of students who chose agree, so that a total of 85% of respondents agreed with the statements presented. In addition, 15% of students were in the neutral category, and none chose disagree or strongly disagree.

- f. **Statement 6: I often have trouble using the features in canva.**

Table 6: *Score of the Statement 6*

Category	N	Persentase
Strongly Agree	1	5%
Agree	4	20%
Neutral	12	60%
Disagree	3	15%
Strongly Disagree	-	0%

The table 6 shows that most students gave a neutral response, namely 60%. A total of 20% of students agreed and 5% strongly agreed, meaning that 25% of respondents found it quite difficult to use the Canva feature. Meanwhile, 15% of students disagreed, and none strongly disagreed.

- g. **Statement 7: I feel that learning is more effective with canva's help.**

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Table 7: *Score of the Statement 7*

Category	N	Persentase
Strongly Agree	7	35%
Agree	3	15%
Neutral	10	50%
Disagree	-	0%
Strongly Disagree	-	0%

In the table 7, it can be seen that most respondents gave a neutral response to the statement, which was 50%. A total of 35% of students chose strongly agree and another 15% chose agree, so a total of 50% of respondents gave a positive assessment. No students stated disagree or strongly disagree.

- h. Statement 8: Some of the available templates can only be accessed with a pro account, which limits my ability to use them.**

Table 8: *Score of the Statement 8*

Category	N	Persentase
Strongly Agree	7	35%
Agree	7	35%
Neutral	2	10%
Disagree	2	10%
Strongly Disagree	2	10%

Table 8 shows the variation in opinions. A total of 35% of students chose strongly agree and another 35% chose agree, so a total of 70% of respondents felt that limited access to templates on pro accounts was an obstacle to using Canva. Meanwhile, 10% of students were neutral, and another 10% disagreed.

i. **Statement 9: Using canva helps me learning collaboratively with friends.**

Table 9: *Score of the Statement 9*

Category	N	Persentase
Strongly Agree	7	35%
Agree	10	50%
Neutral	3	15%
Disagree	-	0%
Strongly Disagree	-	0%

Based on Table, it can be seen that most respondents gave positive responses to the statements presented. A total of 35% of students chose strongly agree and 50% chose agree, meaning that a total of 85% of respondents agreed. In addition, 15% of students were in the neutral category, while none chose disagree or strongly disagree.

j. **Statement 10: I find it difficult to arrange images and graphics appropriately.**

Table 10: *Score of the Statement 10*

Category	N	Persentase
Strongly Agree	1	5%
Agree	2	10%
Neutral	10	50%
Disagree	7	35%
Strongly Disagree	-	0%

Based on Table, it was found that most students gave a neutral response, namely 50%. A total of 10% of students chose agree and 5% of students stated strongly agree, so that a total of 15% of respondents felt they had difficulty arranging images and graphics in Canva. Meanwhile, 35% of students stated disagree and none chose strongly disagree.

Based on the results of data analysis from the ten tables provided, students generally responded positively to the use of Canva in procedural text learning. Most students stated that Canva could simplify the writing process, make learning more interesting, and provide a more dynamic learning environment. The high percentage of “agree” and “strongly agree” responses in most tables is

evidence of this. However, students still face several challenges, such as dependence on internet connection, limited access to features in pro accounts, and some minor issues in using certain functions, such as arranging graphics and photos. However, these obstacles are not particularly significant, as most students chose the neutral or disagree categories in response to statements about these difficulties. Thus, it can be concluded that Canva is well received by students as an effective learning tool, even though there are still limitations that need to be considered.

Table 11: *Statistical Results of Pre- Test & Post- Test*

Class	Type of Test	Comparison Variable	Asymp. Sig. (2-tailed)	Description
Experiment	Wilcoxon			
	Signed Rank Test	Pre-test – Post-test	0,000	There is a significant difference
Control	Wilcoxon			
	Signed Rank Test	Pre-test – Post-test	0,000	There is a significant difference
Experiment vs Control	Man Whitney U Test	Post-test Eksperiment – Post-test Control	0,003	There is a significant difference

The findings of the analysis revealed that both the experimental and control classes showed an improvement in learning outcomes, as indicated by the Asymp. Sig. (2-tailed) value of 0.000 (< 0.05) obtained from the Wilcoxon Signed Rank Test, which signifies a significant difference between the pre-test and post-test results in both groups. Nevertheless, the increase observed in the experimental class was greater than that in the control class. This result was supported by the Mann-Whitney U test, where the Asymp. Sig. (2-tailed) value of 0.003 (< 0.05) confirmed a significant difference between the post-test scores of the two classes. This suggests that while both groups demonstrated progress, the implementation of Canva as a learning medium in the experimental class was more effective in enhancing students' writing abilities compared to the conventional teaching method used in the

control class. The Wilcoxon test was applied as a non-parametric statistical method because the results of the normality test showed that the data were not normally distributed. Consequently, the non-parametric approach was deemed more suitable, as it does not rely on the assumption of normal distribution yet remains capable of producing valid results for examining the differences between pre-test and post-test scores.

The results of the Wilcoxon Signed Rank Test showed a significant difference between the pre-test and post-test scores in both the experimental and control classes ($\text{sig.} = 0.000 < 0.05$). However, the improvement in the experimental class was higher than that in the control class. The results of the Mann-Whitney U Test reinforce these findings, showing a significant difference between the post-test scores of the experimental and control groups ($\text{sig.} = 0.003 < 0.05$). This indicates that the use of Canva is more effective than conventional teaching methods.

Additionally, the results of the student perception questionnaire showed positive responses, with the highest mean on the aspect of Canva making learning more interesting (4.6) and helping to simplify writing (4.25). Despite challenges such as limited access to pro features and some technical difficulties, Canva was generally well-received and supported improvements in students' writing skills. Thus, it can be concluded that the alternative hypothesis (H_a) is accepted, and (H_o) is rejected, meaning that the use of Canva has a significant effect on improving students' procedural text writing skills. The research findings revealed that many students faced difficulties in writing effectively and showed low motivation to learn, particularly in English writing and speaking. To measure students' writing abilities, the researcher conducted a pre-test and post-test for both the control and experimental groups. The treatment was carried out over five sessions, focusing on key aspects of writing procedural texts such as content, organization, vocabulary, language use, and mechanics. The experimental group used the Canva application as a learning medium, while the control group applied conventional methods without Canva.

The results indicated that using Canva had a significant positive effect on students' ability to write procedural texts. The experimental group achieved a greater improvement, with an average score increase of 25.85 points compared to 15.15 points in the control group. Students who used Canva appeared more motivated, active, and enthusiastic during learning. Canva's visual features helped them organize their ideas more clearly and systematically, whereas students in the control group tended to write monotonously and struggled with structure and language accuracy.

Overall, the use of Canva effectively enhanced students' writing skills, particularly in vocabulary, as the visual design process encouraged them to use varied and contextual words.¹ (Widiarti, Qamariah, and Normuliati 2024) These findings align with previous research that supports the benefits of combining text and visuals in improving learning outcomes, consistent with Mayer's Multimedia Learning Theory.² (Mayer 2001) Despite its advantages, Canva also had some limitations, such as dependence on visual elements, limited digital access for some students, and restrictions on premium features. Therefore, the use of Canva in writing instruction should be accompanied by sufficient teacher guidance to ensure that students remain focused on developing their writing skills effectively.

4) CONCLUSION

This study aimed to improve students' writing skills using the Canva application, particularly in writing procedural texts. The findings revealed a higher post-test score in the experimental class compared to the control class. This improvement encompassed aspects such as text organization, vocabulary usage, grammar, and clarity of instructions in writing procedural texts. Students can generate ideas, plan steps, and compose texts with the help of Canva's graphic features. As a result, this application encourages students to write more creatively while strengthening their understanding of procedural texts.

In addition, based on the results of the student perception questionnaire, it can be concluded that the use of Canva in teaching procedural writing received positive responses. Most students stated that Canva is interesting and fun, thereby increasing their interest in learning, and is considered to make it easier for them to understand and remember the steps of writing. However, there are several obstacles encountered, such as dependence on the internet network, limited access to premium features, and technical difficulties in arranging images or certain design elements. Nevertheless, the benefits outweigh the disadvantages, because Canva not only helps students write in a more structured and creative way, but also supports collaboration and provides a more interactive learning experience. Thus, Canva can be seen as an effective learning medium, although its use still needs to be accompanied by teacher guidance to overcome existing limitations. Overall, this study proves that the

¹ Zilvia Widiarti (2024). The Effect of Canva Based Flashcard on Students' Vocabulary Mastery. *JOURNAL OF ENGLISH LANGUAGE AND EDUCATION*, Vol 9 No.4.

² Mayer R. E (2001) . Multimedia Learning , Cambridge University Press.

Canva application can be used as an innovative and effective alternative learning medium to improve students' procedural writing skills, while supporting the application of Multimedia Learning theory, which emphasizes the integration of text and visuals in the learning process.

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