

## Improving Students' Writing Skill Through Canva-Based Learning Media at SMP Negeri 1 Marioriawa

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### Abstract

This research based on the importance of mastering English as a global communication tool and the challenges faced by students of SMP Negeri 1 Marioriawa in writing skills. Based on observation at SMP Negeri 1 Marioriawa, students' writing skills are still below the minimum standard due to low interest, limited vocabulary, and monotonous learning methods. Therefore, this research aims to improve students' writing skill through Canva Application as a based-learning media and create a more engaging and creative learning environment. This research utilized a quasi-experimental approach featuring pre-test and post-test control groups. The population were eighth-grade students from SMP Negeri 1 Marioriawa during the 2024/2025 school year. Through purposive sampling, two classes were selected: VIII A as the experimental class, and VIII B as the control class, each consisting of 28 students. The research instrument was a procedure text writing test. The results of this research showed that the experimental class experienced increase in writing skills, with an average score increasing from 42.86 (pre-test) to 87.14 (post-test), while the control class increased from 43.39 to 82.86. The results of the t-test = 2.023 > t-table = 1.674 showed a significant difference between the two groups. Therefore, Canva-based learning media is effective in improving students' writing skills compared to classes that don't use the application. Furthermore, Canva makes learning more engaging, motivating, and fosters student creativity thanks to its features and templates that streamline the design process according to students' needs.

Keywords: Canva\_Application; Quasi-experimental; Writing\_Skill

### 1. Introduction

Writing is a complex skill for English as a Foreign Language (EFL) learners, requiring mastery of vocabulary, grammar, organization, and mechanics. At SMP Negeri 1 Marioriawa, observations and teacher interviews revealed that students' writing skills, particularly in procedure text, were below the minimum mastery standard (KKM). This was attributed to low student interest, limited vocabulary, and the use of conventional, lecture-based teaching methods that failed to engage students.

Previous research has explored various technological tools to enhance writing. [1] found that technology integration can boost student motivation and collaboration. Specific to visual media, [2] demonstrated that picture sequences and media could significantly improve procedure text writing. More recently, platforms like Canva have gained attention. Studies by [3] and [4] highlighted Canva's positive reception and effectiveness in improving writing outcomes and motivation. Canva offers a multitude of templates and design elements that facilitate the creation of visually appealing and well-structured texts.

The proposed framework is grounded in [5] Multimedia Learning theory, which posits that people learn better from words and pictures. Canva inherently supports this by allowing the integration of text and visuals. Furthermore, it aligns with [6] writing process stages (planning, drafting, editing), as students can use Canva to visually plan and draft their procedure texts before producing a final, polished design.

This research aims to know whether Canva-based learning media can improve the writing skills of eighth-grade students at SMP Negeri 1 Marioriawa. The findings are expected to offer practical insights for educators seeking innovative and effective media to enhance EFL writing instruction.

## 2. Methodology

This study employed a quasi-experimental design with a pre-test and post-test control group. This design was chosen to establish a cause-and-effect relationship between the use of Canva and the improvement in writing skills while accounting for the natural classroom setting.

The population was all eighth-grade students of SMP Negeri 1 Marioriawa in the 2024/2025 academic year, totaling 88 students. A purposive sampling technique was used to select two classes with relatively equivalent writing abilities based on teacher recommendation. Class VIII A (28 students) was assigned as the experimental group, and Class VIII B (28 students) as the control group.

The research instrument was a procedure text writing test. Students were asked to write a procedure text on a given topic ("how to wash hands properly," "how to make an omelette," etc.). The test was administered as a pre-test before any treatment and as a post-test after the treatment cycle.

The procedure was as follows:

1. **Pre-test:** Both groups took the writing test to measure their initial ability.
2. **Treatment:** The treatment was conducted over three meetings.
  - **Experimental Class:** Students were taught to write procedure texts using the Canva application. The process included explaining the text structure, introducing Canva's features, and guiding students to create and present their procedure text designs on Canva.
  - **Control Class:** Students received the same material on procedure text but used the Picsart application for their writing and visual presentation tasks.
3. **Post-test:** After the treatment, both groups took the same writing test again to measure their improvement.

Student writing was assessed using a score rubric adapted from [7], which evaluated four components: Content, Vocabulary, Grammar, and Mechanics. Each component was scored on a scale of 1 to 5, with the total score converted to a scale of 100.

The collected data were analyzed quantitatively using SPSS version 25. Descriptive statistics (mean, standard deviation) described the data. A normality test (Shapiro-Wilk) and homogeneity test (Levene's Test) were conducted to ensure the data met parametric assumptions. The hypothesis was tested using an independent samples t-test to compare the post-test scores of the experimental and control groups.

## 3. Result and Discussion

### 3.1. Result

The pre-test results indicated that both groups started with similar low proficiency levels. The experimental class had a mean score of 42.86 (SD=5.68), and the control class had a mean score of 43.39 (SD=7.33). The t-test analysis of the pre-test scores ( $t = 0.30$ ,  $p > 0.05$ ) confirmed no significant initial difference between the groups.

After the treatment, the post-test results showed a marked improvement in both classes. However, the experimental class (Canva) demonstrated a greater increase. The experimental class's mean post-test score rose to 87.14 (SD=7.12), while the control class's (Picsart) mean score was 82.86 (SD=7.62). The mean score difference for the experimental class was 44.28 points, compared to 39.47 points for the control class.

The key finding lies in the hypothesis test. The independent t-test on the post-test scores yielded a t-value of 2.023. With  $df=54$  and a critical t-table value of 1.674, the calculated t-value exceeds the critical value ( $2.023 > 1.674$ ). This result leads to the rejection of the null hypothesis ( $H_0$ ) and acceptance of the alternative hypothesis ( $H_a$ ), indicating a statistically significant difference in the writing skill improvement between the group that used Canva and the group that used Picsart.

### 3.2. Discussion

The findings confirm that Canva-based learning media is more effective in improving students' writing skills in procedure text compared to Picsart. The significant difference in post-test scores can be attributed to Canva's specific design as a comprehensive graphic design tool, not just a photo editor.

Canva's structured environment, with its pre-designed templates for recipes and guides, directly scaffolds the writing process for students. It visually reinforces the generic structure of a procedure text (goal, materials, steps), helping students organize their ideas more logically and thoroughly. This aligns with [5] theory, as the combination of text and visuals in Canva creates a more effective multimodal learning experience, enhancing understanding and retention.

Furthermore, the act of creating a visually appealing product on Canva increased student engagement and intrinsic motivation. As noted by [6], the writing process involves planning and drafting, which Canva facilitates in a dynamic and enjoyable way. Students were not just writing; they were "designing" their text, which made the task more meaningful and motivating, leading to greater care in word choice, sentence structure, and mechanics.

While the control class using Picsart also improved, Picsart's primary function as an image editor likely directed more student attention towards photo manipulation rather than the structural and linguistic aspects of writing. The more homogeneous standard deviation in the experimental class's post-test scores also suggests that Canva helped achieve more consistent results across students with varying initial abilities.

This study strengthens previous findings by [4] and [8] on Canva's positive impact. It provides stronger causal evidence through its quasi-experimental design, demonstrating that Canva is not just a supplementary tool but a potent primary medium for enhancing writing instruction in EFL contexts.

### 4. Conclusion

This study concludes that the use of Canva-based learning media significantly improves the writing skills of eighth-grade students in procedure text more effectively than using the Picsart application. The statistical evidence from the t-test ( $2.023 > 1.674$ ) confirms that the improvement in the experimental class was not due to chance. Canva facilitates a more engaging, structured, and visually supported learning process that enhances students'

understanding of text structure, boosts motivation, and fosters creativity. Therefore, Canva is highly recommended as an innovative learning medium for teaching writing, particularly in the EFL classroom. Future research could explore its application to other text genres and in different educational contexts.

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