

Canva Effectiveness In Teaching Writing Procedure Text

Andika Fadilah Pratama Yuda¹, Sherly Citra Putri², Irham Miftakhul Jannah³, Hari Prastyo⁴

¹ English Education Department, Faculty of Teacher Training and Education, University of Mayjen Sungkono, Mojokerto East Java, Indonesia

yudaa2111@gmail.com

² English Education Department, Faculty of Teacher Training and Education, University of Mayjen Sungkono, Mojokerto East Java, Indonesia

sherlycitra Putri@gmail.com

³ English Education Department, Faculty of Teacher Training and Education, University of Mayjen Sungkono, Mojokerto East Java, Indonesia

irham.miftazaini@gmail.com

³ English Education Department, Tarbiyah Faculty, Institut Agama Islam Uluwiyah, Mojokerto East Java, Indonesia

hari@lecturer.uluwiyah.ac.id

ABSTRACT

This study aimed to investigate the effectiveness of using Canva application as a learning media to enhance ninth-grade students' writing skills in procedure texts at junior high school. It adopted quasi-experimental approach using quantitative research design. The main research instrument was written test including pre-test and post-test. Data were analyzed by using t-test and the results showed significant increase from average post-test score (95.00) compared to the average pre-test score (74.00). The finding supported t-test analysis, whereas Sig. (2-tailed) value of 0.000, below 0.05 significance level. From the result above, it was concluded that the use of Canva application was very effective to improve students' writing skills in procedure texts. Canva application was proved as innovative and interactive tool that facilitated teaching and learning process. It helped students overcome their writing difficulties.

Keywords: Canva Application; Digital Learning; EFL; Procedure Text; Writing Skills

Submitted	Reviewed	Revised	Published
8 Nopember 2025	29 Nopember 2025	15 December 2025	29 December 2025

Introduction

Writing always be an extremely crucial language skill, serving as a fundamental foundation for communication and expressing ideas. In the context of education, students' ability to organize their thoughts and pour them into neat and logical writing as fundamental for achieving academic success. Writing required not only a good understanding of grammar and vocabulary but also the ability to organize ideas coherently and engagingly (Harmer, 2004). Writing is a complex and productive language skill. According to Harmer (2004), writing be the ability to communicate ideas or messages through written symbols. This skill is not only involving the mastery of grammar and vocabulary but also the ability to compose thoughts logically and coherently. In the context of English language learning, writing is considered one of the four basic skills that students must master. This research focused on writing procedure texts, which required the writer to present information step-by-step in a clear and sequential manner.

Unfortunately, many students still struggle to master this skill, particularly in composing procedure texts demand a systematic flow, a clear sequence, and precise language. This problem appeared in SMPN 6 Kota Mojokerto, where students faced obstacles in creating accurate and integrated procedure texts, often due to the lack of variation in interesting and effective learning media.

A procedure text is a type of text designed to give instructions on how to do something. Aebersold & Field (1997) defined this text as one that provides a step-by-step guide. The social function of a procedure text helps readers achieve their goals by following a structured series of instructions. The main characteristics of this text includes the use of imperative verbs (e.g., *add, mix, cut*), the use of conjunctions of sequence (e.g., *first, then, next*), and the presentation of information in clear points or steps. It might be useful and suitable to be applied for students as in beginner and pre intermediate in writing.

In the digital era, visual learning media have become a highly effective tool for motivating students and enhancing understanding. Canva is an easy-to-use online graphic design platform that allows users to create various visual materials. The use of

Canva in learning have become a trend, as shown by research by Lestari (2020) who found that Canva can improve students' creativity in making posters. However, research that specifically examines the effectiveness of Canva as a medium to improve writing skills, especially in procedure texts, still be limited. Many studies focus on using Canva for simple design tasks, not as a tool for developing narrative or structural capabilities in writing.

Educators could adopt technologies like Canva in their teaching practices to enhance students' learning outcomes (Creswell, 2012). Hadi, Izzah, and Paulia (2021) found that the use of Canva in teaching writing significantly improved students' writing performance. Moreover, Fauziyah, Suci, and Laila (2021) explored pre-service teachers' perceptions of using Canva in writing courses and reported positive feedback regarding its effectiveness in facilitating the teaching of procedure texts. Canva allowed students to produce visually appealing outputs, which made writing activities more engaging and meaningful in a communicative context (Fauziyah, Suci, & Laila, 2021). The templates and visual features provided by Canva helped students structure their procedure texts more logically, thus enhancing the overall quality of their writing (Sari, Utari, & Arfiandhani, 2023). Nurmilah, Friatin, and Irianti (2023) also investigated teachers' perceptions of Canva in teaching creative writing and concluded that Canva supported the writing process by encouraging creativity and visual thinking. Therefore, this research presented to directly and measurably test whether the use of Canva provided a significant improvement in the writing skills of ninth-grade students in procedure texts at SMPN 6 Kota Mojokerto. This study was hoped to provide concrete evidence of Canva's excellence as a modern learning medium and serve as inspiration for teachers to integrate technology into their curriculum.

Method

This research applied quantitative approach with a quasi-experimental design. This design was chosen to investigate the cause-and-effect relationship between two variables: the use of the Canva application as the independent variable and students' writing skills in procedure text as the dependent variable. The specific design was the *Pretest-Post-test Non-equivalent Group Design*. This design involved two groups: an

experimental group that receive treatment (learning using Canva) and a control group that used conventional learning methods. Both groups were administered a pretest and a post-test to measure the difference in learning outcomes. The population of this research was all ninth-grade students at SMPN 6 Kota Mojokerto. From this population, the research sample was selected using a *purposive sampling* technique, where the researchers choose two classes with comparable characteristics to serve as the experimental and control groups. Class IX-A was designated as the experimental group, while Class IX-B was the control group, each consisting of 30 students. The research data were collected using a primary instrument in the form of a test, which consisted of a pretest and a post-test. Both tests were designed to measure the students' ability to write procedure texts. The pretest was administered before the treatment begins to measure the initial ability of both groups, while the post-test was given after the treatment is completed to measure the effect of using Canva on the students' writing skills. The quantitative data collected was analysed using statistical methods. The data analysis steps included: (1) Descriptive Analysis: used descriptive statistics such as the mean, median, and mode to describe the data from the pretest and post-test results of both groups. (2) Normality Test: conducted a statistical test to ensure that the data is normally distributed. (3) Homogeneity Test: tested the equality of variances of the two groups to ensure they have comparable initial conditions.

Hypothesis Testing: used a t-test to compare the average post-test scores between the experimental and control groups. The results of the t-test determined if there was a statistically significant difference between the two groups, which proved the effectiveness of the Canva application.

Findings

Data collection was conducted through a writing test (pre-test and post-test) with 30 ninth-grade students at SMPN 6 Mojokerto City. The results of the study showed an increase in the average score from the pre-test to the post-test. The average pre-test score was 74.4, which then increased to 81.2 in the post-test. A statistical analysis using a paired sample t-test was also conducted to determine if this score increase was statistically significant. Based on the statistical test results, there was a significant

difference ($t\text{-calculated} = 4.59 > t\text{-table} = 2.045$). Based on the data findings, it is clear that the use of the Canva application in learning to write procedure texts had a positive impact on students' writing results. The increase in the average score from the pre-test to the post-test shows that Canva can be an effective tool for improving writing skills, especially in a digital learning environment. These findings were consistent with previous research which shows that the integration of visual tools like Canva can increase students' engagement and creativity in writing. It also supports Mayer's (2009) multimedia learning theory, which emphasizes the benefit of combining verbal and visual elements to support learning (Hadi, Izzah & Paulia, 2021).

Discussion

The Canva application, with its visual and interactive features, assisted students in generating ideas, organizing content, and improving text clarity. This supported multimedia learning theory, which emphasized the benefits of combining verbal and visual elements to support learning. However, it was important to interpret these results in a broader context. Although the use of Canva showed a trend of increasing scores, further research with a longer duration and a more varied sample is needed to statistically confirm its effectiveness.

The integration of technology in education showed tremendous potential in enhancing students' learning experiences and outcomes (Mayer, 2009). However, there always be an interesting gap to fill: how visual design applications like Canva—known for its interactive features—can be specifically applied to improve writing skills in procedure texts. This approach offered an innovative alternative to traditional teaching methods and have the great potential to change students' perspectives on the writing process. It aligned with the principles of Communicative Language Teaching (CLT), which emphasized the importance of meaningful communication and active student participation in the learning process (Richards & Rodgers, 2001). A number of studies have investigated the role of technology in writing instruction. Mariani (2023) was intended to fulfil two objectives. First, this study was conducted to know the students' activeness when the Class Concern Strategy and Canva were implemented in writing class procedure text. The second one is to find out how high-Class Concern Strategy and Canva

improved students' writing skills on procedure text in High School Education. The writer conducted Classroom Action Research (CAR). The class was chosen as the subject because it has the lowest score average among the classes. The result showed a good improvement in students' activeness in procedure text writing class after the writer implemented the Class Concern Strategy and Canva as Media. It was concluded that using the Class Concern Strategy and Canva as Media could improve the students' activeness and significantly improve their procedure text writing skills. Furthermore, Fadilah (2023) proved the effectiveness of Canva application in improving students' writing skill in greeting card material. It was quasi-experimental. It found an improvement in using the Canva application on students' skills in writing greeting cards. The pre-test showed that the average score is 55.51, which indicates the need to develop skills in writing greeting cards. The post-test indicated an increase after being taught using the Canva Application because the average students' post-test was 67.58. It can be seen that the class receives positive progress with a percentage increase of 21.7%. However, these studies not have explored in-depth the potential of a visual application like Canva in teaching specific text structures such as procedure texts. This research gap lied in the lack of empirical evidence on how far Canva's design features, such as visual elements, layout, and ease of collaboration, can directly influence the quality of students' writing in terms of coherence, structure, and completeness. Therefore, this research aimed to fill this gap by providing strong quantitative data on the effectiveness of the Canva application, which would be a significant contribution to the literature on modern learning media in the context of writing.

Conclusion

The main finding of this research indicated that the intervention using the Canva application had a positive and significant impact on students' writing abilities. The statistically significant increased between the pre-test and post-test results confirmed that Canva served as an effective tool to facilitate the students' writing process. The contribution of this study lied in demonstrating the practical application of an accessible digital tool to enhance literacy skills in an educational context, providing valuable insights for educators interested in integrating technology into their curriculum. However, this research has some limitations, such as the relatively short duration of the

intervention where most students already possessed a good level of writing skills before the treatment. Consequently, the score improvement may have been limited due to the students' high initial abilities. For future research, it is recommended to explore the long-term impact of using Canva in writing or to investigate its effectiveness on different types of texts or educational levels to gain a more comprehensive understanding.

Acknowledgments

The authors would like to express sincere gratitude to all individuals who contributed to the successful completion of this research. Special thanks to the English Education Department, Faculty of Teacher Training and Education, Mayjen Sungkono University for providing the necessary support, resources, and institutional environment that facilitated this study. The deepest appreciation also sends to the school principals, English teachers, and students at SMPN 6 Mojokerto who generously participated and dedicated their time to this research. Their insightful contributions were invaluable to the data collection process. Big thanks to Dr. Hari Prastyo from Education Department, Tarbiyah Faculty, Institut Agama Islam Uluwiyah who facilitated, guided and gave his best response to this article publication process. At last but not least, thanks to Darussalam Journal that opens wide opportunity for English education researcher for documenting and publishing precious research articles.

References

- Clouse, B.F. (2004). *The Student Write*. McGraw-Hill Companies Inc
- Creswell, J. W. (2014). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson Education.
- Fadilah, S. N. (2023). *The effectiveness of Canva application in improving students' writing skill in greeting card material at the eighth-grade students of SMP N 4 Salatiga in the academic year of 2022/2023* [Undergraduate thesis, Salatiga Islamic University].
- Fauziyah, K., Suci, D.N., & Laila, N. (2021). The EFL pre-service teacher's perception on canva for English writing course. *ELTT (English Language Teaching & Technology) Conference Proceedings, IAIN Kediri*
<https://proceeding.unpkediri.ac.id/index.php/eltt/article/view/2814>
- Fraenkel, J. R., & Wallen, N. E. (2009). *How to design and evaluate research in education* (7th ed.). McGraw-Hill.

- Gay, L. R., Mills, G. E., & Airasian, P. (2012). *Educational research: Competencies for analysis and applications (10th ed.)*. Pearson.
- Gerot, L., & Wignell, P. (1994). *Making Sense of Functional Grammar*. Gerd Stabler.
- Hadi, M.S., Izzah, L. & Paulia, Q. (2021). Teaching Writing Through Canva Application To Enhance Students' Writing Performance. *JOLLT Journal of Languages and Language Teaching*, Vol 9 no.2, 228-235. <https://ejournal3.undikma.ac.id/index.php/jollt/article/view/3533/2565> DOI 10.33394/jollt.v%vi%i.3533
- Harmer, J. (2004). *How to teach writing*. Person Education Limited
- Hyland, K. (2002). *Teaching and Researching Writing*. London: Longman.
- Mariani, A. (2023). *Using Class Concern Strategy And Canva As Media To Enhance Students Procedure Text Writing Skills For The Tenth Graders Of SMAN 10 Purworejo In The School Year 2022/2023*
- Mayer, R. E. (2009). *Multimedia Learning* on Google Books
- Nurmilah, Friatin, L. Y. & Irianti, L. (2023). The teacher's perception of using Canva application in teaching creative writing. *Journal of English Education Program (JEEP) Vol. 10 No.2, 131-140*
- Putri, S.C. & Sujati, R. (2021). Mind mapping to teach writing in descriptive text - *Darussalam English Journal (DEJ)*, vol. 1 no.2, 141-154
- Richard, J.C., & Renandya, W.A. (2002). *Methodology in Language Teaching*. New York: Cambridge University Press.
- Richards, J.C. & Rodgers, T.S. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge University Press
- Sari, M.I., Utari, S.D., & Arfiandhani, P. (2023). Creating English learning media using Canva: EFL students' perspective. *Teaching English as a Foreign Language Journal Vol.2 No. 2, 58-70 DOI: 10.12928/tefl.v2i2.467*
- Sugiyono. (2015). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Uusen, A. (2009). *Changing Teachers' Attitude towards Writing, Teaching of Writing and Assessment of Writing*
- Yulianti, D., Nuraeni, S., & Parmawati, A. (2019). Improving students' writing skills through visual media. *PROJECT (Professional Journal of English Education)*