

# Utilizing Canva For Students' Writing Improvement in Vocational school - Indonesia: Challenges and Efforts

Tatu Zakiyatun Nufus<sup>1</sup>, Tuti Adawiyah<sup>2</sup>

{tatuzakiyatun2@gmail.com.<sup>1</sup> adawiyahTuti@gmail.com<sup>2</sup>}

UIN Syarif Hidayatullah Jakarta<sup>1</sup>, SMKN 1 Bojong picung Cianjur<sup>2</sup>

**Abstract.** Canva is a media that is utilized in teaching and learning English especially for writing. This present study was conducted to analyze the utilization of Canva for students' writing in vocational school and to know the challenges and efforts that students and teachers have in utilizing canva. In getting data, the reseachers used observation and questionnaire to 180 students of vocational school as participants The finding showed that utilizing canva in vocational school in Indonesia can arise student's writing skill and improve the confidence of students in writing, There are challenges that students and teachers have in utilizing canva. Practicing and elaborating the words in canva are the efforts that teacher provide with students.

**Keywords:** canva, vocational school, writing skill

## 1. Introduction

The rapid development of digital technology today is closely related to all areas of life in society, including the field of education. As science develops, new technologies emerge that mark the progress of the times. In the field of education, the role of technology really assists the success of learning, both in supporting learning facilities and in obtaining information so that educators can compete with the outside world. Technological developments are the reason for teachers to take a part in improving teaching abilities with innovative learning methods. The use of technological media in teaching and learning process will have many advantages and be able to increase students' creativity and make it easier for students to create more interactive and dynamic learning experiences. By using technology, students can easily access various information and social activities has undeniable on academic lives and study hours of students. It can enhance relationships between teachers and students and helps in making teaching and learning more meaningful and fun.

Language is a varied social communication tool because members of the language-speaking community are diverse and use language for various purposes. Language is the main communication tool in conveying messages. It is one of the fundamental elements that affects international communication activities. According to Grabe and Stoller[1], students use different skills of language such as listening, speaking, reading, and writing for their proficiency and communication. Thus, writing become one of necessary language skills that prepare students to communicate and acquire knowledge in the era of technology. In English as Foreign Language (EFL) context, there are four language skills, namely listening, speaking, reading, and writing. Mastery of these four skills is an absolute must-have in the current

communication and globalization era. Technology-based language learning is increasingly implemented in EFL teaching-learning. Different learning tools have been developed for different learning goals. For example, teaching writing skills use various learning tools for developing different parts of writing skills.

Writing is one way to communicate our ideas or thoughts. According to Nation[2], writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking, and reading. This preparation can make it possible for words that have been used receptively to come into productive use. To be able to write well, someone should have good abilities in three others language skills. Therefore, many people think that writing is a difficult activity to do because they have poor grammar, small vocabulary, practice listening, speaking, and reading rarely and feel nervous to express their ideas and opinions.

Concerning with English language learning in vocational schools, many people admit that mastering English is important skill for Vocational school graduates in Indonesia, but there are many vocational students who still have less competency in two productive skills, speaking and reading. Have difficulties to convey their ideas, opinions, and feelings in spoken and written English. Chuzaimah[3] states that the implementation of English language learning in vocational schools is faced with several problems, which consist of linguistic problems and non-linguistic problems. Linguistic problem is related to English subject matter, while non-linguistic problem is not directly related to English subject matter, however more related to the process of implementing English language learning, namely teacher, method, environmental factors, learning media and students' factors.

SMK Negeri 1 Bojongpicung Cianjur is a vocational school which located in Jl. Darmaga, Sukaratu, Bojongpicung, Cianjur, West Java. For academic year 2023-2024, this school uses two curriculums from the government, 2013 curriculum that applied in twelfth grades and Merdeka curriculum for tenth and eleventh grade. There are six majors or expertise programs in this school, namely Agribusiness of Food Crops and Horticulture, Agribusiness of Agricultural Products Processing, Agribusiness of Freshwater Farming, Computer and Network Engineering, Automotive Light Vehicle Engineering and Accounting and Financial Institutions. English subject for tenth and eleventh grade are carried out for 4 lesson hours in a week, while for twelfth grade, students learn English two lesson hours in a week. Different with 2013 curriculum, in Merdeka curriculum of vocational schools, English subject is a part of vocational subjects, so the teaching and learning process at vocational schools must be in accordance with vocational values, goals and materials. In other word, the concept of English teaching at vocational schools mostly should be applied with the English for Specific (ESP) principles.

Learning media, as one of non-linguistic problems, has big impact to the success of teaching and learning process. The use of learning media especially technology-based media must be able to encourage students to brave in communicating using English spoken and written, and helps teacher in creating effective and enjoyable English learning. One of technology-based media that are widely used and familiar in learning activities is Canva application. Based on the background above, the researchers tried to investigate the use of Canva application in improving students' English writing skill especially procedural text writing and its' challenges and efforts in the teaching and learning process at State Vocational Schools One of Bojongpicung academic year 2023 – 2024.

## **2. Literature Review**

## **2.1 Writing Skill**

Writing is one way to communicate our ideas or thoughts. According to Nation [2], writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking, and reading. This preparation can make it possible for words that have been used receptively to come into productive use. To be able to write well, someone should have good abilities in three other language skills. Therefore, many people think that writing is a difficult activity to do because they have poor grammar, small vocabulary, practice listening, speaking, and reading rarely and feel nervous to express their ideas and opinions.

Writing is a crucial skill in learning English language. EFL learners should learn this skill because writing activities can improve their thinking skills and help them to develop other language skills. Writing has an essential role in fostering language acquisition. Improving writing skills is crucially needed because the students can express their feelings, knowledge, and ideas in a piece of writing[4]. In the EFL teaching and learning process, writing is a challenging process because students must be attention about vocabulary, grammar, structure and how to put idea into logical division of ideas. So, the basic concept in writing is students will get the opportunity to write well through a process, namely training. The more practice, the more likely students are to be able to write. Writing has a function as communication tools. Essentially pouring ideas, opinions, feelings, desires, and abilities, as well as information into writing. Moreover, writing activity is very important to be taught to students because this activity is not spontaneous activity but it needs more exercise to write in good writing.

Teaching English writing at Indonesia vocational schools refer to the curriculum requirements set by the Ministry of Education, Culture, Research and Technology. In Merdeka Curriculum, the requirement or target stated in Learning Outcomes of each subject. In brief, English Learning Outcome for phase F (eleventh and twelfth grade) of vocational school is students are expected to use oral, written, and visual texts in English to communicate accordingly with the situation, purpose, and audience. Various types of text such as narrative, descriptive, exposition, procedure, argumentation, discussion, and authentic texts are the main references in learning English in this phase[5].

## **2.2 Procedure Text**

Procedure text is a text that explains, informs, or helps the reader on how to make or use something. States that procedure text is a text explaining giving instruction to make something, in games rules, in recipes, manual steps, directions of destination[6]. Procedural writing is simply any text that provides instructions in a simple, step-by-step format. All examples of procedural writing are informational and directional – they aim to instruct the reader, and help them towards a specific goal.

## **2.3 Canva Application**

Utilizing technology as the part of the learning process in and out of the class is an inevitable development. In language teaching and learning, the use of technology has been proven can improve the quality of language learning. It enables teachers to adapt classroom activities and enhance the language learning process. In other words, technology is used as a tool to help teachers in facilitating language learning for their students.

The use of appropriate media, models and strategies in learning is very influential increasing students' motivation in writing. Based on previous observation of English teaching at vocational school, some factors that cause students to have difficulties in writing English texts are lack of intrinsic motivation, lack of English vocabulary and grammar, and lack of teacher creativity in using learning media. During learning process, teachers usually only teach through monotonous methods without media and they only give assignments. The method often used is textbook-based lecture, which does not require students to be more active. This way will reduce students' learning motivation. A very minimal technological utilization also decreases students' enthusiasm in learning English because they are more interested in digital things nowadays.

Canva is a free visual design tool that can be used individually or collaboratively. Canva is an online graphic design tool that students to effortlessly create a variety of unique ELT materials[4]. It defined that Canva is an application web that has design tools to create various types of interesting learning videos. Second, Canva and other images in the classroom may be used to generate tangible abstract concepts, inspire students, provide direct attention, repeat information, retain past knowledge, and make learning more engaging[7].

Canva is accessible through computers, tablets, and smartphones. It enables simple picture editing and project-based learning. There are over million pictures, graphic and fonts available. Canva may help students improve their writing skills while having fun[4] and it also an effective media for facilitating students to improve their writing performance[7].

### **3. Research Methodology**

This research uses a qualitative descriptive method. The researchers chose a qualitative descriptive approach in order to describe field conditions more completely, transparently, and accurately. Point out that descriptive analysis characterizes the world or a phenomenon—answering questions about who, what, where, when, and to what extent[8]. Whether the goal is to identify and describe trends and variation in populations, create new measures of key phenomena, or describe samples in studies aimed at identifying causal effects, description plays a critical role in the scientific process in general and education research in particular. It describes the data collected descriptively, without making general conclusions or generalizations. Qualitative descriptions are used to describe aspects of the analysis that are based on the events on which they are based. Qualitative methods do not have clearly defined questions or objectives, but allow researchers to be directly involved in the research object or filed.

In this study, students are expected to be able to write procedure texts at the end of the lesson to measure their level of proficiency. Thirty (30) students from six skill competencies of eleventh grade were used as research subjects. The majors of skill competencies are Agribusiness of Food Crops and Horticulture, Agribusiness of Agricultural Products Processing, Agribusiness of Freshwater Farming, Computer and Network Engineering, Automotive Light Vehicle Engineering and Accounting and Financial Institutions. Learning outcomes can be measured by assessments distributed to students. The following are the criteria for assessing procedural text writing skills.

**Table 1.** Learning Assessment Criteria

Interval Score	Predicate	Criteria
90 – 100	A	Very good
80 - 89	B	Good
70 - 79	C	Average
< 69	D	Inadequate

To measure the skill, here are the indicators of procedure text writing:

**Table 2.** Criteria for Procedure Text Writing Skills Assessment

Aspect	Indicator	Score
<b>Procedure Text Structure</b> (objectives/goals, materials/tools/ingredients, steps, reaffirmation/ conclusion)	1. Students can present 4 structures, such as objectives/goals, materials/tools/ingredients, steps, reaffirmation/ conclusion.	4
	2. Students can present 3 structures, such as objectives/goals, materials/tools/ingredients, and steps.	3
	3. Students can present 2 structures, such as objectives/goals, and materials/tools/ingredients.	2
	4. Students can present 1 structure, such as objectives/goals.	1
<b>Language Features</b> (sentences, conjunctions, numerals, pronouns, and verbs)	1. Students can present 5 language features such as sentences, conjunctions, numerals, pronouns, and verbs.	4
	2. Students can present 4 language features such as sentences, conjunctions, numerals, and pronouns.	3
	3. Students can present 4 language features such as sentences, conjunctions, and numerals.	2
	4. Students can present 2 language features such as sentences, and conjunctions.	1

#### 4. Result and Discussions

Based on the learning process has been carried out in accordance with the learning steps, the research result show that the use of Canva application media supports the implementation of learning process. Canva media is very suitable for use in the learning process because of its attractive design. Besides being able to improve students' learning outcomes, Canva also can motivate and attract students' interest. Students' learning outcomes using the Canva media are as follows:

**Table 3.** The Result of Procedure Text Writing Skill Assessment

No	Score Interval	Student Number
1	90 – 100	11
2	80 - 89	13
3	70 - 79	4
4	< 69	2
	<b>Total</b>	<b>30</b>

From the data obtained, it is known that from 30 students who took part in the learning activity process, there were 2 students who gained a score range of less than 69 with inadequate criteria, 4 students who got a score range of 70 – 79 with average criteria, 13 students who gained a score range of 80-89 with good criteria and 11 study participants who obtain a score range of 90 – 100 with very good criteria. It can be concluded that the students' ability in writing procedural texts generally get good criteria because they got a score above 80. Therefore, using Canva media is a solution for procedural text writing skills in improving student learning outcomes. However, in the learning process, the researcher still found some students who lacked confidence in expressing ideas for writing. The scores were still low because the students seemed to have minimal vocabulary and knowledge of language features.

Based on research findings, it can be formulated that by utilizing Canva, students' learning motivation can be improved because it makes the learning process more enjoyable and interesting, and prevents students from feeling bored. This can also be seen from the students' skill in writing procedural texts which are classified as good criteria because 24 out of students got a score above 80.

Using Canva as a learning aid in improving students' writing skill provides many conveniences and benefit for English learning, such as the convenience for students in creating desired design such as making posters, infographics, presentations, video templates and more, the creativity development by choosing various templates of text writing, color, size, images, and others are provided and the ease to be reached in all circles because it can be obtained through Android or iPhone by downloading it, or through Canva Web in personal computer without any download. On the other hand, there are several obstacles when applying Canva in developing writing skill, such as the internet instability and the importance of high creativity when using free features [9], [10], [11].

Furthermore, from the learning process, there are some results as follows:

- 1) The learning process of writing procedural texts assisted by Canva is taking place actively. The activeness especially in terms of exchanging opinions with friends, compiling an outline, choosing a template, and developing procedure text framework into interesting slides. Students generally choose to discuss first with their group friends before asking the teacher about the problem they are facing or making a request correction during the procedural text writing process.
- 2) The various templates and editing features found in Canva make students are creative in composing procedural text with the right structure. Poster and infographics mostly chosen by students to design the procedure text writing. Some students who initially had difficulty in finding ideas for procedure texts, after looking at several templates, they got inspiration for the text will be arranged.

In general, the quality of the process and learning outcomes of procedural text writing by using Canva at eleventh grade students is better compared to learning in other students who do not use Canva. The quality of the process can be seen from the enthusiasm of students for exchanging ideas and collaborate with friends. The quality of the results is visible the variety of procedure text themes produced by students. This achievement can be obtained after various challenges that arise within the learning process is addressed. The first challenge is to focus students in using their devices as a tool of learning appropriately. Using personal devices without supervision or assistance from teachers can hamper group activities because students are busy with their own devices. This challenge can be overcome by teacher's accompaniment during the discussion process intensively. Teachers move from one group to another group to see the project achievements group and facilitating groups experiencing difficulties. Apart from that, teachers must ensure that there is a clear division of tasks within the group, there are no students who do not contribute to project completion. Determining the deadline or duration project work is also one of the solutions used to minimize group members who become a burden on the group.

Another challenge is ensuring the originality of the group's work. Ease of access the internet makes students have a high tendency to plagiarize. Opportunities for downloading English procedure text that are already circulating on the internet is hug. This challenge also needs to be addressed with the assistance of teachers. When going around and checking the achievements, of group project, teacher need to ask for source of inspiration for procedure text that students developed. Honest students will be able to explain easily because procedural text is necessary inspired by real materials.

The challenge that needs to be anticipated is when the procedural text writing process is started. The Canva application can only be operated by one person. When a member of group arrived at this stage, other members who are not in charge of creating design will tend to look other activities or even distracting. Therefore, teachers need to remind group members who involved in making the design were not be the main presenter. This aims to anticipate internal domination group and encouraging students to realize that each member has an important role in achieving group goals.

## **5. Conclusion**

The learning process that assisted by using Canva application shows that students look active and enthusiastic because it encourages students to participate actively and make them easier in expressing ideas into written procedural texts. The Canva application has positive impact to effective English writing learning because it can improve students' critical thinking concepts to text procedure writing skills.

Based on the result of the research in using Canva in improving students' writing skill at eleventh grade of State Vocational School of Bojongpicung, the following suggestions are given as follows:

- 1) Teachers need to brave to innovate in order to create meaningful learning. The closeness of students with their devices can be used as an effective solution to improve the learning quality.
- 2) The Project-based learning model can be applied to various learning areas which targets students to produce certain products without being a burden group.

- 3) Students need to get used to being actively involved in group or collaborative learning because the ability to collaborate is an important asset in social life.
- 4) Schools, especially school principals, can encourage other teachers to participate in implementing innovative learning.

## References

- [1] Grabe, William and Stoller, Fredericka. 2002. *Teaching and Researching Reading*, Britain: Pearson Education
- [2] Nation, I.S.P. (2009) [Teaching ESL/EFL Reading and Writing](#). New York: Routledge. 171 pages. ISBN 978-0-415-98968-8
- [3] Chuzaimah, "Problematika Aspek-Aspek Non Linguistik Dalam Pembelajaran Bahasa Inggris Pada Madrasah Aliyah Negeri (MAN) Palopo" (Thesis, Makassar, Universitas Islam Negeri Alauddin Makassar, 2012), 6.
- [4] Al Khoeri, A. F., Nuraini, W., Ramdani, R., & Agum, S. (2021). The implementation of Canvas to enhance english teaching and learning. *Connects Proceedings*.
- [5] Ministry of Education, Culture, Research and Technology. (2022) Decision Letter by the Head of Educational Standard, Curriculum and Assessment on learning Outcomes.
- [6] Derewianka, Beverly. (2004). *Exploring How Texts Work*. Australia: Primary English Teaching Association
- [7] 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*, 9(2), 228-235, DOI: <https://doi.org/10.33394/jollt.v%vi%i.3533>
- [8] Loeb, S. et.al. *Descriptive Analysis in Education: A Guide for Researchers*. NCEE 2017-4023.
- [9] Larasati, M., & Rustandi, A. (2022). Empowering Student'S Creative Writing Ability By Using Canva (a Case Study Research in One Junior High School in Ciamis). *JEEP: Journal of English Education Program*, 9(2), 101–110. <https://jurnal.unigal.ac.id/index.php/jeeep>
- [10] Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Fifth Edition). In *Journal of Chemical Information and Modeling* (Vol. 53, Issue 9). Los Angeles: Sage Publication. <https://doi.org/https://lccn.loc.gov/2017044644>
- [11] Yundayani, A., Susilawati, & Chairunnisa. (2019). Investigating the Effect of Canva on Student's Writing Skills. *English Review: Journal of English Education*, 7(2), 169–176. <https://doi.org/10.25134/erjee.v7i2.1800>. Received