



Students' Perception on Using Canva Mind Mapping in Writing Skill

Bertha Pasaribu

University of Bengkulu

hiberthapasaribu@gmail.com

Syafryadin

University of Bengkulu

syafryadin@unib.ac.id

Corresponding email: hiberthapasaribu@gmail.com

Abstract

Canva as a learning application can be used as media to improve motivation of the students to participate more actively in learning. The use of Canva mind mapping in EFL classrooms can help students improve their abilities in writing, motivate them in learning, and help them in writing class. The researcher used a mixed method research for showing students' perception on using Canva Mind-mapping in writing skill at SMP Negeri 29 Bengkulu Tengah. Therefore, the study aims to find out students' perceptions of using Canva mind mapping in writing skills. The sample of the research is ninth grade students at SMPN 29 Bengkulu Tengah. The researcher collected data by using a questionnaire on a five-point Likert scale and using an interview to gauge the perception of students in using Canva mind mapping in writing skills. The result of this research showed that the majority of students had a positive perception of using Canva for mind mapping in improving their writing skills. Therefore, it can be concluded that students have a positive attitude toward using Canva mind mapping in their writing skills. The use of Canva for mind mapping is interesting for the students. Canva Mind Mapping also helps them improve students ability to write, and it motivates them to write a paragraph in writing class and help them in writing class.

Keywords: *Canva Mind Mapping, Perception, Students' Writing*

Introduction

As an international language that is widely used for communication, English encompasses four skills : listening, reading, writing, and speaking, which learners should develop and master. Among these skill, writing is crucial for learner to master English effectively. Writing holds crucial roles, as it supports students' ability to study and encourage them to participate more actively in learning. In addition, it helps evaluate teacher understanding, considering that each student has a different way of learning (Chan, 2019). Yundayani et al. (2019) states that writing is communicative skill that can be used by students to explore their knowledge by presenting and developing their thoughts or their ideas.

There are numerous strategies available for learning English. One of that strategy is the use of technology in learning resources. In this era, the rapid advancement of technology

encourages both teacher and students to use it as learning sources. Teacher should be aware that the use of ICT (Information and Communication Technology) can enhance student engagement in the classroom. Furthermore, they can utilize various technological tools to improve in teaching and learning process. Numerous applications are available for media use in teaching and learning. One of is learning Application is Canva. According to Utami & Djamdjuri (2021), Canva is an application that can allow people to create or design any type of content and share it to anywhere. Students can choose any design to create a work for any purposes. As stated by Nguyen (2023), as cutting-edge platform that provides many learning resources, Canva can encourage the creativity of teacher, students participation and broad collaboration.

Canva is not only help students to be more creative but it also can be one of solution for students to develop their IT skills and express their thoughts clearly. Canva is a graphic design application that makes it easy for students to design various types of creative ELT materials online (Al Khoei et al., 2021). Canva, as a creative and innovative tool, can enhance the learning-teaching process and assist the students in developing their abilities collaboratively (Priyatna et al., 2023). Thus, using Canva in teaching can create enjoyable classroom activity in learning process. Therefore, Canva as learning application can be used as media to improve students' motivation to participate more actively in learning. Canva provides teacher to make interested learning activities because all they need are just internet connection and proper learning applications. Canva is an easy-to-use visual design tool for creating graphics and allow as to create and edit eye-catching images. This application is great for improving writing abilities (Candra et al., 2022). Moreover, teachers have to use technology such as Canva to enhance enthusiasm of students in writing during learning English.

One of feature in Canva that students and teacher can use is Mind Mapping. According to Khoiriyah et al. (2021) through mind mapping technique, students can express their ideas. It also states by Sentyawati (2022) that states a creative visual learning tool called mind mapping assists students in taking notes, organizing, and summarizing their thoughts. Students are able to comprehend complex concepts through mind mapping because it transforms the complex idea into a summary. Therefore, mind mapping makes it easier for students to understand the materials. This feature not only enhances students' understanding of the material but also shapes their perception of the learning process, particularly in developing writing skills.

Building on this understanding, it is crucial to explore how students perceive the use of mind mapping in their learning process, particularly in enhancing their writing skills. Perception, as defined by Richards and Schmidt in Atika (2023), is the mental process that use to recognize and make sense of sensory data or information. It means Perception is the process by which we interpret everything that is around us using information from sensory input. Students perception in the context of classroom activities refers to how students feel about their experience while learning in the classroom. Therefore, examining students' perceptions provides valuable insights into how tools like Canva Mind Mapping can influence their engagement and learning outcomes in writing activities.

There were some previous researchers that had been conducted study regarding students' perceptions of using Canva and mind mapping in writing. The research conducted

by Fadillah (2019) revealed that mind mapping help them in expressing their ideas in learning. Additionally, majority of students were in positive perception while using mind mapping in writing. In addition, Sapitri et al. (2019) highlighted that learning descriptive texts by using mind mapping was enjoyable for the students. Additionally, their perceptions of the use of mind mapping were positive. Another finding from Hadi et al. (2021) who conducted research about the effectiveness of canva application on students' writing abilities. The result of this study was canva Application is effective media that can be used to facilitate students in improving their performance in writing. Furthermore, Nanda & Fatimah (2023) carried out a study to ascertain students' perception of using canva as media for learning English. The study's findings showed that students viewed Canva positively as medium for learning English.

The results of the previous studies revealed that canva and mind mapping as learning sources influenced English in positive ways. This suggests that mind mapping and canva can be used to actively engage students in writing classes. The previous studies focused on how the students perceived using mind mapping and Canva. However, the previous research has not investigated mind mapping in the Canva application. This research was developed from the previous study. Thus, the researcher is curious to find out junior high school students' perceptions about using Canva mind mapping for their writing skills. Understanding these perceptions is essential because effective writing skills are foundational for academic success, particularly at the junior high school level, where students are transitioning to more complex tasks. Canva's mind mapping feature provides a unique, interactive approach that can help enhance their creativity and organization in writing. By exploring students' perceptions, this study aims to provide educators with insights into the practicality and effectiveness of integrating digital tools like Canva into the classroom. Therefore, the researcher formulated research questions as follows: What are nine-grade students' perceptions of using Mind Mapping Canva in writing?

Methodology

The purpose of this study is to find out how EFL students' perception of using canva mind mapping to improve their writing skills. To accomplish the research goal, the researcher used a mix of research methods. According to Creswell (2012), mixed methods research is a type of research that collects, analyzes, and combines quantitative and qualitative research methods in a series of studies to understand research problems

The researcher used a mixed method research for showing students' perception on using Canva Mind-mapping in writing skill at SMP Negeri 29 Bengkulu Tengah. The study aimed to investigate how ninth-grade students at SMP Negeri 29 Bengkulu Tengah perceive on using Canva Mind-mapping in writing skill. This research was conducted by administering questionnaires to respondents in order to collect data. The data obtained from questionnaires were analyzed by using quantitative approach to identify trends and patterns in students' perceptions. Additionally, interviews were conducted to supplement the questionnaire data by providing deeper insights and qualitative descriptions. This combination of methods ensures the validity and reliability of the findings by cross-verifying the data obtained through both quantitative and qualitative means..

Population of the research is 9th grade students of SMP N 29 Bengkulu Tengah. In order to select research samples, the researcher applies simple random sampling technique. All of 9 grade students were chosen as population due to they already had experience of learning English by using canva. Total number of the sample is 12 students.

The researcher employed interviews and questionnaires as instruments to gather data from the subjects of the research. The questionnaire and interview were adapted from Utami & Djambjuri (2021), which consisted of 8 items of questionnaire and 5 interview questions related to the perception of students on using Canva Mind-mapping in SMP Negeri 29 Bengkulu Tengah. The questionnaire applied the Likert scale, which consists of five categories of responses as follows: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (DA), and Strongly Disagree (SD).

In collecting data, the questionnaire is distributed to the sample. The researcher used several steps in analyzing the data. They were organizing, calculating, and concluding. First, the questionnaire will be distributed to the students to get the data. In analyzing the obtained data from the questionnaire, the researcher gives different scores for each category of response: 5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree, and 1 for strongly disagree.

The researcher used formula from Sumartini (2017) to count the interval of the category. The formula was as follow :

$$I = \frac{\text{The highest answer} - \text{the lowest answer}}{\text{Number of alternative answers}}$$

I = Interval of the category

After finding interval of the category, researcher categorized the calculated mean score of each questionnaire item by using an interval score interpretation as follow :

Table 1
Categorized the calculated mean score

| Category | Score |
|-------------------|----------|
| strongly positive | 86 - 100 |
| positive | 69 - 85 |
| neutral | 54 - 68 |
| negative | 36 - 53 |
| strongly negative | 0 - 35 |

After gathering data from questionnaire, the researcher calculated of each questionnaire item. The researcher used formulas as follow :

$$P = \frac{f}{n} 100\%$$

Where :

P = percentage number

F = frequency of each answer
 N = total number of respondents
 (Sugiyono, 2013)

From the result interval score interpretation, the researcher draws the conclusion that whether the students' perceptions of using Canva mind mapping in writing skills in SMP Negeri 29 Bengkulu Tengah are strongly positive, positive, neutral, negative, or strongly negative.

Finding

The data were gathered as the research method by using questionnaires in order to find the perceptions of students on using Canva's mind mapping in writing skills. Questionnaires were used in this study to ascertain students' perceptions toward using Canva's mind mapping for writing skills, which were confirmed by the results of the interviews.

Table 2

Theme 1: Canva mind mapping improve students' ability especially in writing

| No | Question | Percentag e | Interpretation |
|----|-------------------------------------------------------------------------------------------------------------|-------------|----------------|
| 1. | Students believe that mind mapping in Canva improves their abilities, especially in writing. | 81,6 % | Positive |
| 2. | The students believe mind mapping in Canva helps them easily understand complex information. | 75 % | Positive |
| 3 | Students think mind mapping in Canva enhances their attention and keeps them stay focused in writing class. | 81,6 % | Positive |

According to Table 1, the findings showed that the 81.6% of participants were in the very positive category that Canva mind mapping improved their skills, especially in writing. Furthermore, it could be seen that 75%, which means a positive category, means that Canva mind mapping helps the students easily understand complex information. Furthermore, 81.6% of respondents were in the positive category, meaning that Canva mind mapping enhances their ability to pay attention and keeps them focused in writing class.

Table 3

Theme 2: Canva mind mapping improve students' motivation in writing

| No | Pertanyaan | Percentag e | Interpretation |
|----|---------------------------------------------------------------------------------------------|-------------|----------------|
| 4. | Students think mind mapping in canva improves their motivation to learn to write. | 83,3% | Positive |
| 5. | Students believe mind mapping in canva helps them to easily connect new and old information | 83,3% | Positive |

The findings from Table 2 showed that students believe that using Canva Mind Mapping will motivate them more to learn how to write. It could be shown that the percentage is 83.3%, which means it was in the positive category. Therefore, the students had the positive category that Canva mind mapping helps them connect new and old information easily. Overall, the findings of this category's questionnaire item showed that students were in the positive category that canva mind mapping increased their motivation in writing.

Table 4*Theme 3 : Canva Mind Mapping Help Students In Writing Class*

| No | Pertanyaan | Percentag e | Interpretation |
|----|-----------------------------------------------------------------------------------------------------------------|-------------|----------------|
| 6. | Students believe mind mapping can make them easier to recall information. | 83,3% | Positive |
| 7. | Students think that canva mind mapping makes them more confident and can improve the success of writing skills | 80% | Positive |
| 8. | Students think that "Are you interested in learning to use mind mapping in canva, especially in writing class?" | 80% | Positive |

The questionnaire showed that 83.3% of the students have a positive perception that Canva mind mapping helps them recall information better. Additionally, 80% of students had a positive perception that Canva mind mapping helped boost their confidence and help them write better. Furthermore, 80% of participants had a positive perception that they were interested in using Canva mind mapping in learning, particularly in writing class.

Interview

The interview transcription is shown in Table 2 this table is divided into 5 questions. These 5 questions were chosen from the interview transcript to understand how the students' perception about Canva mind mapping.

The Result of the interview of Theme 1 : Canva mind mapping improves students' ability especially in writing

The results of the interview indicate that most students responded positively to the use of Canva Mind Mapping in learning writing skills. Students expressed that the tool helped them understand and organize materials more effectively. For instance, one student stated:

"Yes, it can. I can understand and remember the learning easily. I like the design of Mind Mapping too, so it can make me more understand and make the learning more creative." (RD)

Another student highlighted the clarity provided by mind mapping:

"It helps me understand the material clearly because it explains the concept visually through the colorful design." (CR)

However, students also mentioned some challenges with using Canva Mind Mapping, primarily related to accessibility. For example:

"The electricity and network often turn off in this area, so sometimes we cannot access Mind Mapping Canva." (VA)

"Sometimes we did not have mobile data, so it is hard to access the Mind Mapping feature." (DN)

These excerpts illustrate both the strengths and weaknesses of Canva Mind Mapping from the students' perspective. While the tool is effective in enhancing understanding and creativity, technical limitations like internet connectivity and device access remain significant barriers.

The Result of the interview of Theme 2 : Canva Mind Mapping improves students' motivation in writing

The interview results reveal that most students found using Canva Mind Mapping to be motivating in their learning process, especially in improving their writing skills. The thematic analysis highlighted that Canva's features, such as its colorful designs and interactive elements, contributed significantly to students' engagement and motivation.

Students expressed that Canva Mind Mapping made learning more enjoyable and engaging due to its visual design. One student shared:

"Yes, it motivates me. Mind Mapping Canva has many designs that we can use to learn. As you taught before, I can understand the material that you explain to us through mind mapping. It also motivates me to learn another material through mind mapping ." (RD)

Another student emphasized the enjoyable experience:

"Learning English through mind mapping motivates me. Because it makes the material easy to understand. And it has many colorful designs that we can choose." (VA)

Students also mentioned that Canva Mind Mapping made complex materials easier to grasp, thus encouraging them to stay motivated. For example:

"Yes, it motivates me. Because through Canva Mind Mapping, I can understand more, such as you taught me before about narrative text. In addition, you show us about the cute and colorful design in Canva mind mapping, so it makes the learning more enjoyable for me." (DN)

Based on the students' responses, it can be concluded that using Canva Mind Mapping in learning not only motivates them but also facilitates better understanding of the material. The combination of visually appealing designs and interactive features contributes to a more enjoyable learning experience, making writing skills development more effective and engaging.

The Result of the interview of Theme 3 : Canva Mind mapping Helps Students' in Writing Class

The interview results revealed several advantages of using Canva Mind Mapping for learning English. Students emphasized that the tool helped them understand the material more easily while also fostering creativity. One student stated:

"I can understand the material more easily. Using mind mapping in learning makes me more creative." (RD)

Another participant highlighted the variety of design features offered by Canva:

"The advantage is there is lots of cute mind mapping design. Also, we can put stickers or photos into mind mapping, so it makes learning more enjoyable." (CR)

These responses suggest that Canva Mind Mapping not only simplifies complex materials but also adds a fun and engaging element to the learning process.

While students recognized the benefits, they also reported challenges, particularly with accessing the application. For instance, a student mentioned technical issues:

"Sometimes there is an error when accessing mind mapping. If there is an error, I will close the application and open it again. Also, I will buy internet quota to access mind mapping Canva." (RD)

Another student shared difficulties due to hardware limitations:

"Sometimes it is hard to open it in my handphone because my handphone is an old version. Also, it is better to access mind mapping Canva on a laptop rather than in a handphone." (DN)

Additionally, some students found mind mapping to be a new concept, requiring extra effort to learn. One participant noted:

"Mind mapping is a new thing for me, so I need to learn more about mind mapping. If I have difficulty about mind mapping in Canva, maybe I will ask my teacher or watch YouTube for tutorials." (VA)

These excerpts highlight that while Canva Mind Mapping is beneficial, its accessibility and novelty can pose challenges for students, requiring them to seek external support or alternative devices.

Discussion

The study examined how students perceived using the mind-mapping feature in Canva for writing. Based on the data analysis presented above, the researcher concluded students had a positive perception that using Canva mind mapping improves students' ability in writing classes. In addition, Canva mind mapping is a positive technology and can increase students' interest in learning. Most students agreed that Canva's mind mapping feature helped them write better. It is in line with the statement from Sentyawati (2022) that states mind mapping is positively viewed as a learning tool that can help students simplify the subject matter and arrange their ideas, which can help them take notes and write summaries. Students could use mind mapping in Canva to enhance their ability especially in writing. It could be demonstrated that the percentage of each point of questionnaires was in the positive category. Canva mind mapping enhances their ability to pay attention and keeps them focused in writing class. Additionally, it was supported by an interview's findings that showed mind mapping in Canva made it easier for them to understand the material in writing class.

According to the findings, Students perception of Canva mind mapping improve students' ability especially in writing. Through canva mind mapping, students can understand the material clearly and easily. It helps students in writing class, it can be shown from the positive category. Also it is supported by the interview that students agree that it make them more creative in writing class. The design of the mind mapping also make them to understand the material. It is in line with the previous study conducted Yundayani (2019) the result of the previous study was the use of Canva has positive impact on the students' writing performance. Furthermore, Canva makes students feel more driven, inventive, and innovative

to develop high-quality writing output (Nanda & Fatimah, 2023). According to the findings mentioned before, it can be concluded that canva mind mapping is useful and brings positive effects writing class and it is can be suitable and enjoyable media in learning writing

Moreover based on the finding, it was found that students' perception on canva mind mapping was positive in improving students motivation in writing. Canva Mind Mapping will motivate students to learn how to write. It could be helps them connect new and old information easily. Students like the cute and colorful design, which makes the learning process enjoyable. They also feel that canva mind mapping makes the learning easier since mind mapping canva had many features that make the students interested. This also can be seen from the results of questionnaire. In this aspect, majority of the questionnaire items obtained "positive" category. Canva mind mapping helps them recall information better and help them to boost their confidence to write better. These results were similar to that (Jumami, 2021) who stated that students enjoyed and motivated in learning because of the use of canva. It can be seen from their positive engagement with the use of application. In addition, Canva's mind mapping is considered simple to use for writing classes due to its ease of use on both computers and mobile devices. Priyatna et al. (2023) states that Canva can be accessed through the Canva website, and it is available for free download and installation on mobile devices. Then the researcher found that using canva mind mapping can motivates them in learning because of mind mapping makes learning is more enjoyable. It also motivates them because of many design that they can use..

Furthermore in finding the perception of Canva mind mapping help students in writing class was positive. Sentyawati (2022) that states a creative visual learning tool called mind mapping assists students in taking notes, organizing, and summarizing their thoughts. Larasati et al. (2022) stated that students like using Canva for writing because of its user-friendly interface and features, which include the ability to add pictures and create colorful text. Canva is an easy-to-use visual design tool for creating graphics and allow as to create and edit eye-catching images. This application is great for improving writing abilities. (Candra et al., 2022). So, through Canva mind mapping, students are interested in learning, and it also makes the learning process more enjoyable for them. It is in line with previous study from Wijayanti (2023). The result showed that Canva is simple to use because it provides all the teaching and learning resources, such as graphics, videos, and color schemes. In addition, students can enhance their writing abilities by utilizing Canva mind mapping as a technological tool. It is in line with Anggareni and Pentury (2022) Canva, a technology-based visual media tool, has the ability to enhance student engagement in writing processes. Additionally, Canva has developed into an interesting app that is perfect for education.

However, learning Canva mind mapping in writing has set of challenges. Students face difficulty in designing mind mapping Canva such as they did not have internet quota. They also feel the challenge of using mind mapping Canva was not supported for accessing Canva and electricity and network often turn off in their area. In addition, students feel Canva mind mapping is new thing for them so they need learn more about it through their teacher or thorough tutorial on Youtube.

According to the study's findings, students had a positive perception of using Canva mind mapping in writing because it can improve their writing skills, motivate them in learning, and help them improve their abilities in writing class. It is in line with previous

reasearch from (Hadi et al., 2021) that said canva Application is effective media that can be used to facilitate students in improving their performance in writing. The finding in line with Fadillah (2019), who stated that students can more easily think through and arrange their ideas before writing anything when they use mind mapping software. Additionally, students who used mind mapping were also able to develop their ideas and improve their memory of those ideas. Nanda & Fatimah (2023) stated that Canva mind mapping can develop teaching materials more creative and innovative so that students always have good motivation and enthusiasm in learning.

Conclusion

This research revealed that students had a positive perception of using Canva for mind mapping. Students find using Canva mind mapping for learning to be highly engaging. It can improve their ability to write, motivate them to write, and help them in writing class. It is suggested that Canva mind mapping can be applied more often in English classrooms.

Additionally, students are responding positively to Canva mind mapping when learning English, especially during writing lessons. They believe that mind mapping on Canva makes the learning process more enjoyable and attractive because it has many features that they can choose from Canva mind mapping. Furthermore, Canva mind mapping offers many benefits for enhancing and supporting students' writing abilities. In essence, using Canva mind mapping helps students with their writing by offering fonts, graphics, color, images, and photos. They believed that using Canva mind mapping could enhance their creativity when writing in English.

They gain knowledge on how to use technology to strengthen their writing abilities. Furthermore, this study is expected to give other researchers and teachers contributions to encourage students to use Canvas' mind mapping to improve their writing abilities. This will lead to successful teaching and learning activities and improve students' writing abilities in English. However, the findings of this research cannot be overgeneralized due to the study's constrained time, research subjects, and source. Therefore, further research on this topic is still required.

References

Al Khoeri, A. F., Nuraini, W., Ramdani, R., & Agum, S. (2021). *The implementation of canvas to enhance English teaching and learning*. Connects Proceedings.

Atika, A. (2023). *Students' perception on using animation viesos on youtube in writing narrative text at ninth grade of MTSN 2 Surakarta in Academic Year 2022/2023*. (Doctoral dissertation, UIN RADEN MAS SAID).

Anggraeni, A., & Pentury, H. (2022). Empowering students' 21st century skills through canva application. *jurnal kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*, 8(1), 50-57. doi:<https://doi.org/10.33394/jk.v8i1.4391>

Candra, R. M. A., Chandra, N. E., & Hidayat, F. (2022, July). The use of canva application in creative writing course: students' perceptions. *International Conference on Language and Language Teaching* (pp. 187-203).

Chan, J. Y. H. (2019). The choice of English pronunciation goals: different views, experiences and concerns of students, teachers and professionals. *Asian Englishes* <https://doi.org/10.1080/13488678.2018.1482436>

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson.

Fadillah, R. (2019). Students' perception on the use of mind mapping application software in learning writing. *A Journal of Culture English Language Teaching Literature & Linguistics*, 6(1), 58. <https://doi.org/10.22219/celticumm.vol6.no1.58-64>

Hadi, M. S., Izzah, L., & Paulia, Q. (2021). Teaching writing through canva application. *journal of languages and language teaching*, 9(2), 228. <https://doi.org/10.33394/jollt.v%vi%i.3533>

Jumami, M. F. (2021). *Using canva in teaching writing to efl classroom students*. In *Bogor English student and teacher (BEST) Conference* (Vol. 3, pp. 60-65).

Larasati, M., & Rustandi, Andi, L. Y. F. (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.

Nanda, M., & Fatimah, S. (2023). Students' perception of canva as a media in learning English: A descriptive study at SMA N 6 Sijunjung. *Journal of English Language Teaching*, 12(1), 176–187. <https://doi.org/10.24036/jelt.v12i1.121625>

Nguyen, T. N. (2023). The implementation of canvas to enhance English teaching and learning. *Journal of English Language Teaching and Applied Linguistics*, 5(2). <https://doi.org/10.32996/jeltal.2023.5.2.22>

Priyatna, I. P. D., Suwastini, N. K. A., & Dantes, G. R. (2023). College students' perception of using canva in English writing class. *Indonesian Journal Of Educational Research and Review*, 6(1). <https://doi.org/10.23887/ijerr.v6i1.57231>

Sapitri, L., Rachmawati, E., & Surachmat, A. M. (2019). The use of mind mapping technique to increase EFL students' motivation in writing (A case study at the eighth grade of a junior high school in Brebes). *Journal of English Education and Teaching*, 3(3), 392-402.

Sentyawati, K. A. (2022). Students' perception of the use of mind mapping as a visual learning tool. *Journal of Educational Study*, 2(2), 159–167. <https://doi.org/10.36663/joes.v2i2.337>

Sinta Khoiriyah, Ady Prasetya, I. M. (2021). The Application of Mind Mapping To Teach Reading of. *n National Seminar of PBI (English Language Education)* (pp. 133-142).

Sugiyono. (2013). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.

Sumartini. (2017). Pengaruh intensitas penggunaan internet terhadap perilaku keagamaan santri putri (Studi kasus di pondok pesantren Raudlatul Ulum Putri Desa Kajen Margoyoso Pati). UIN Walisongo

Utami, Y., & Suriyani Djamdjuri, D. (2021). Students' motivation in writing class using of canva. In *Bogor English Student And Teacher (BEST) Conference* (Vol. 3, pp. 153-159). <https://doi.org/10.32832/english.v15i2.5536>

Wijayanti, E. (2022). Teaching English by using canva: students and lecturers voice. *ENGLISH FRANCA: Academic Journal of English Language and Education*, 6(2 November), 411-428.

Yundayani, Audi, Susilawati Susilawati, and C. C. (2019). Investigating the effect of Canva on students' writing skills. *English Review: Journal of English Education*, 7(2), 169-176.