



## **The Use of Canva Apps as a Medium in the Project-Based Language Learning Model to Empower the EFL Student's Creative Writing Skill**

**Chindy Yulia Permatasari**

University of Bengkulu

[chindyyuliapermatasari@gmail.com](mailto:chindyyuliapermatasari@gmail.com)

**Wisma Yunita**

University of Bengkulu

[wismayunita@unib.ac.id](mailto:wismayunita@unib.ac.id)

**Corresponding email:** [chindyyuliapermatasari@gmail.com](mailto:chindyyuliapermatasari@gmail.com)

### **Abstract**

This research aims to determine how teachers teach using the project-based learning (PjBL) model and how EFL students perceive the Canva application in creative writing. Thus, this study used a qualitative design with a case study type involving 21 students and 1 English teacher. Furthermore, to collect data, the researcher used a questionnaire with 9 questions distributed via Google Forms and interviews regarding students' perceptions of the Canva application as a medium for learning to write invitation cards. Observation and interview data analysis techniques begin with transcription, coding, and interpretation. On the other hand, the Likert scale is used to analyze questionnaire data. The results of this study for learning material for writing invitation cards, the teacher uses project-based learning with the help of the media. Then students also showed positive perceptions of using Canva as a medium for learning to write with a project-based learning model, with the result that students were more interested and motivated to work together to complete the invitation card writing project well. The researcher's conclusion suggests that teachers use the PjBL learning model with the help of technological media, especially the Canva application so that students not only gain knowledge from learning but also increase students' creativity in writing.

**Keywords:** Project-based learning, Canva Application, Creative Writing

### **Introduction,**

In English, EFL students will learn four language skills: listening, reading, speaking, and writing. These skills will be easily mastered if they are supported by qualified grammar and vocabulary then, students can communicate both orally and in writing (Yunita, 2016). In addition, according to (goleman, daniel; boyatzis, Richard; Mckee, 2019), other supporting factors are the use of techniques such as memorizing dialogues and various kinds of exercises such as question and answer, substitution, speaking and writing (Anggraini & Yunita et al., 2022). According to (Richards, 2006), one of the problematic language skills, especially for second language learners. Furthermore, (Nunan, 2003) explains that writing is an activity of conveying intellectual ideas and ways of expression so that they can be understood. Even though it is a difficult skill as part of academic students, it is directed to be able to write well.

Likewise, with final student projects at a university, this is also what is required by students to



understand at least the elements of writing where there is content, organization, vocabulary, and grammar which are elements in writing (Fitri, Yunita et al., 2021). In schools, there are still students who have not been able to master English both orally and in writing. Some students have difficulties understanding linguistic elements in a text and forming complex structures. (Permatasari et al., 2023) As with writing greeting cards, students still need help understanding the structure and effectiveness and creativity of the sentence's students write. For that, students need help learning to write, such as using technology.

Furthermore, in the 21st century, the use of technology in EFL classes is not only able to access and manage communication tools and obtain information but also expected that students and teachers can interact more (Santhi et al., 2019). In other hand, with information technology-based media, assignments and projects made by students will be more interesting and up-to-date. This will also make students able to cultivate the creativity that is in them (Akhsani et al., 2021). EFL students can master English more quickly with the help of the technological media used (Apriani et al., 2022). This is supported by research (Anggitasari et al., 2020) that using web-based English teaching motivates students to master literacy skills so that learning writing skills is more effective. On the other hand, an alternative way to maximize English teaching suggested by the Ministry of Education and Culture is to use project-based learning methods to fulfill the learning objectives in the 2016 Minister of Education and Culture Regulation No. 22 (Santhi et al., 2019). Unfortunately, teachers still do not understand the procedure for implementing Project-based learning (PjBL).

Moreover, one of the efforts to overcome this problem is to improve teaching materials, such as teachers can use appropriate learning approaches or models according to the class's needs. Similarly supported by the statement (Putra et al., 2017) that currently, the scientific approach is being used by various levels of schools, and one of the approaches that can shape students to be productive, creative, and innovative is the learning project-based learning model. Project-Based Learning (PjBL) is an approach that is not only innovative but makes students more creative (Wiratomo, 2018) projects from their knowledge and skills so that students can deal with problems in their learning process.

However, the project-based learning approach is one of the right choices for language learning in the 21st century. Currently, the use of technological media in language teaching is very popular with various groups of students. One of them is technology-based learning media, an innovation from traditional or existing learning media. ICT-based media allows the creation of more interactive and practical learning. One of the uses of this learning media is the Canva application. This popular graphic software can be accessed through mobile and web applications for free ([www.Canva.com](http://www.Canva.com)) which allows students to design and publish their writing designs anytime and anywhere. Students



and teachers can create creative and exciting learning materials without recording them on the blackboard using markers anymore. In addition, the user reach is extensive, so the design results can be shared on social media. Therefore, this study will examine the use of PBL using Canva media to increase student EFL writing creativity in class.

In addition, several studies examine the relationship between this research, namely research from (Sudewi, 2021). The results of this study show that the use of PjBL in learning effective Indonesian sentence writing invitation card media can increase student interest in learning. Several research that uses an ICT-based project-based learning approach. In addition to that, previous research has discussed the use of project-based learning for EFL students in writing skills (Affandi & Sukyadi, 2016). Meanwhile, research that using Canva media to develop creative writing and improve writing results (Akbarjono et al., 2020). Another research that uses an ICT-based project-based learning approach to reading comprehension (Anggraini, Yunita and et al., 2022); (Yunita, 2016) focuses on speaking, use of ICT and PjBL in rural schools research by (Santhi et al., 2019); PjBL can motivate ESP learning (Kultsum et al., 2022); research by (Affandi & Sukyadi, 2016) also agrees that PjBL and ICT can develop multimedia agribusiness project ideas; In addition to that, previous research has discussed the use of project-based learning for EFL students in writing skills. Thus, Research on the use of Canva media for the development of creative writing and improving writing results (Noor & Karani, 2023, Hadi et al., 2021) then, the results of this study show that there is a significant influence from the use of Canva on writing, especially on greeting cards by students, other studies that analyze perceptions of using Canva with the results that students are very enthusiastic about writing with the application (Fauziyah et al., 2022)

Moreover, the difference between this research from previous research based on the various studies mentioned is that previous research focused more on kicking, reading, esp, and agribusiness classes, while in this study, the focus was on student efficiency in writing class. Thus, a few previous studies also use Canva's technological media to be combined with the PjBL learning model in writing material. For this reason, this study focuses more on technology-based PjBL, both from the use and perception of students who learn to write invitation cards. So that in previous studies, no one had examined the use of PjBL with ICT media to write English. Based on the problems and observations through analyzing the GAP from previous research, the researcher is interested in conducting an 'Analysis of the Use of Canva Apps as Media in Project-Based Learning Model to Improve the Creativity Writing Skills of EFL Grade VIII students'.

However, The design of learning steps using PjBL developed by (Jalinus et al., 2017) is used to answer research questions on how to teach teachers to creative writing. Thus, to discover students' perceptions of using Canva media in the Project-based learning method, researchers use the CAC



theory developed by Schiffman and Kanuk (2004) in (permatasari). Based on this theory, three factors influence perception, namely; 1) Aspects of cognition that focus on knowledge and ways of thinking; 2) Affection focuses on reactions or assessments of the use of an application, such as security and comfort; 3) Conation aspects that focus on attitudes, actions, and behavior, students in accessing the Canva application, such as user actions or behavior, can access, design and download. In conclusion, this research is directed, and the focus of this research has two research questions, namely:

1. How do teachers teach the subject matter of writing using Project-based learning?
2. What are the perceptions of EFL students about using the Canva application with the Project Based Learning learning method in writing Invitation Cards?

## **Literature Review**

### **Creative Writing Skill**

Writing is a way to channel ideas or thoughts that come to mind coherently and cohesively into written text according (Nunan, 2003 ) writing is an intellectual activity by expressing ideas and making a statement so that readers understand it. Writing is a process and product (Fitri, Yunita and et al., 2021). In English writing skills, the teacher is expected to be able to describe the characteristics of writing and types of text and be able to understand the different types of text (Hadi et al., 2021). For that, teachers must teach creative writing to students; according to (Ali Elsiddig Ibrahim, 2022) creative writing can encourage students to describe imagination and creative processes that can support the writing process. The goal is to enable learning to write creatively through topics of student choice. These creative writing activities can be applied in EFL classes, especially in learning generic structures and linguistic features in greeting and invitation cards (Kurnia & Wennyta, 2019). Thus, the material for writing invitation cards, media is needed to help teachers solve problems for students (Noor & Karani, 2023). Involves sentences of invitations, asking for permission, and orders where finally, students know how to invite someone to attend an event.

### **Project-Based Learning**

Project-based learning (PjBL) is a learning approach that focuses on projects or activities to develop student's skills, knowledge, and attitudes. This approach makes students independent and responsible for their learning with a given project. One of the criteria of PjBL is to be realistic (Anggraini, Yunia and et al., 2022). Aligned with (Gaer,2011)this project realistically produces products that can make students collaborate and provide attractive, meaningful, and fun learning experiences. Students also work together to develop knowledge with accurate product results



through the results of channeling ideas, problem-solving investigations, and other task activities (Kurnia & Wennyta, 2019). The teacher's role in this approach is to monitor after providing topics that students must develop into a group project or individual learning. While students are trained to continue to think critically and creatively about their learning so that an independent and responsible spirit is formed. (Ardi Marwan). This approach has been widely used because it has benefits after being implemented in learning, such as; 1) students get new knowledge and abilities; 2) improve the ability to solve problems; 3) Students are more active with concrete product results; 4) Developing student creativity by completing project assignments using tools, materials, and media; 5) Practicing cooperation between students (Anggraini, Yunita and et al., 2022).

There are seven learning steps using PjBL by (Jalinus et al., 2017) Formulate the expected learning outcomes with essential questions, 2) Understand the concept of teaching materials in the form of rules in projects, 3) Skills Training through student development investigations, 4) Designing Project themes and then scheduling projects, 5) Marking Project proposals and developing them, 6) Carrying out Project assignments At the same time, the teacher analyzes and evaluates the project process; 7) Report presentation project and then the teacher assesses the results of student projects.

### **Canva**

The Canva application is a tool or software that includes text, image, video, and audio features to create audio and visual-based information. Then according to (Fauziyah et al., 2022) Canva is a medium that can support and train visual literacy skills students. The example is Canva for education which provides access to graphic design in a drag-and-drop format with photo, graphic, and font features. Using the Canva app, students and teachers can design and publish anytime, anywhere, for free. This is also supported by the opinion (Garris Pelangi, 2020) Canva provides students with tools to create presentations, posters, flyers, brochures, banners, bookmarks, and invitation cards. The design themes provided on Canva are complete, starting from education, technology, business, and using Canva in writing invitation cards demonstrates understanding and enables students to collaborate (Noor & Karani, 2023). On the other hand, using the Canva application, according to (Fauziyah et al., 2022) can develop students' imagination when it is easy to remember learning because the material is presented in a visually attractive design. In conclusion, the Canva application allows students to be creative anytime and anywhere to make projects given by the teacher so that learning is more interactive and creative.

### **Research Methodology,**

The researcher chose descriptive research with a qualitative approach for this research



method. This is because the research is directed at a description or descriptive approach that collects data through supporting factors of the research object (Arikunto, 2012). On the other hand, qualitative research on communication and social phenomena is reviewed in a study, and this is in line with (Cresswell, 2004), according to which descriptive qualitative describes research results in the form of words used in analyzing and drawing conclusions from the data that has been collected. Furthermore, the topic of this study involved 21 eight grade class F students of SMP N 5 Bengkulu City and one English teacher whom the researcher observed using an observation technique on the situations and conditions of how the teacher teaches writing skills with the topic or subject matter of Invitation cards for data collection (Sugiyono, 2013).

Moreover, after observing the teacher teaching, and then the researcher distributed a link to a questionnaire using Google Form, which consisted of 9 questions adopted by (Graves, 2008) and using the Likert scale type to find out students' perceptions of the application of Canva in learning English, especially in creative writing. This questionnaire uses 5 categories of alternative answer choices, namely Strongly Agree (SA) is given a score of 5; Agree (A) is given a score of 4; Neutral (N) score (3); Disagree (DS) is given a score of 2, Strongly Disagree (SD) is given a score of (Sugiyono, 2018). However, the analysis technique in this study follows the steps developed by Miles and Huberman (in Liza Anggraini Wisma), namely: 1) Data collection through observation, interviews, and the results of respondents' answers from questionnaires; 2) Processing of data such as questionnaires is analyzed based on categories while the results of the interviews the researcher's sort based on sequence and content so that it is easy to analyze; 3) Presentation of data such as questionnaires is presented through percentages in the form of Hatch and Lazaraton (1999), and for observations and interviews presented in a written format; 4) finally the researcher concludes by making a description based on the results of data analysis and the theory that has been presented (Cresswell, 2004).

## **Findings and Discussion,**

### **Findings**

#### **Teaching creative writing using project-based learning**

The results of the researcher's observations after observing the teacher's teaching method on Greeting and Invitation Card material. The teacher follows the steps that have been prepared in the lesson plan, where in this material, the teacher arranges and divides the meeting. In the first meeting, the teacher reviewed the previous material and gave an overview of the new material according to quote 1:

Quote 1:





Teacher : Before I explain the material, I want to ask have you ever received an invitation?

Student 1: Yes, miss

Student 2: I got birthday party

Student 3: My parents often get wedding invitations, ma'am

Based on quote 1 above, the teacher explores students' experiences with essential questions that allow them to build knowledge through interactive communication so that the teacher does not immediately explain the meaning of writing and linguistic elements in writing an invitation in English.

Then teacher explains the material for writing invitation cards as summarized in quote 2:

Quote 2:

Teacher: Great! So, what should be included in an invitation?

Student 1: Sender Miss

Student 2: Receiver

Teacher: Yes, that is right; apart from that, there is also an expression commonly, for example, I invited you, and then there is a generic structure in writing invitations. Now open your book, and we will find out the purpose of writing an invitation card.

From quote 2, the teacher wants to know more about students' knowledge of the material through question and answer, interaction, and instructions to read the information in the book.

Next, the teacher teaches writing according to the generic structure on the invitation card.

Teacher: Children, pay attention to the slides you are showing on the projector; how many generic structures do you know after seeing the following sample invitations?

Student 1: Maybe five Miss

Student 2: three in the book

Teacher: may you mention it?

Student 2: Invitee, content and, inviter

Based on quote 3, the teacher tries to make students remember the generic structure with an invitation card. Next, the teacher gives an example of a complete invitation card and asks students to guess the topic of the invitation.

After giving the material the teacher plans a creative writing project for students as in quote 4:

Teacher: now you will divide into the work groups, 1 group containing 3 people we will make invitation cards

Student: Sorry Miss, I forgot to bring the HVS paper that you ordered last week.

Student 2: I forgot to bring *gunting* miss

Student 3: PR Miss please



From quote 4, there are offers to work on projects; problems like this are encountered by teachers when teaching.

In this research, researchers act as observers who may participate directly, so the authors offer media that can help students, namely Canva media. Previously, at the end of the meeting, the researcher conducted short interviews in class with teachers and students with semi-structured interviews, with the results of interviews with 21 students as follows.

When students were asked, "Do teachers and students have the Canva application installed on their cellphones?" the results of this question were that the majority said yes, 5 students said they had but uninstalled it because the memory was complete, and 1 student had never installed the application but had seen.

Then the researcher asked again, "Have students ever designed using Canva? Most of the students answered that they had designed photos using Canva templates. Meanwhile, others use Canva to edit videos.

Finally, the writer asks, "Are students interested in writing invitation cards using the Canva application?" The response from students was that 17 students agreed to use the Canva application, and their students still needed clarification.

Then the researcher returned the project decision to the teacher. Then the teacher tries to use the Canva application as a media project for writing invitation cards as contained in quote 5.

Quote 5:

Teacher: We will try to use Canva for the task of making an Invitation card, please join the group of friends.

Next, the teacher asks the researcher to explain to the students about using the Canva application as in quote 6:

Researcher: After opening the Canva application, please look for a template that matches the theme of the invitation that will be written, for example, write the keyword Birthday in search Canva, a template will appear according to the birthday theme. Furthermore, students can write in accordance with the generic structure of writing invitation cards that have been taught.

However, the teacher informs that time is over, thus the project will be continued at home and then presented next week and the teacher continues to evaluate the project process by asking students to periodically send the process of writing and making invitation cards via email. Based on the observations as well as the interviews, the researchers found that before starting the project, the teacher explored students' knowledge. In this case the project given to students has been planned at the previous meeting.





### The perceptions of EFL students about using the Canva application

The researcher distributed questionnaires after the students completed writing an invitation card from the teacher. This questionnaire aims to determine students' perceptions of using the Canva application. In presenting the data, the researcher uses three aspects of affection, cognition, and conation which are tabulated in Table 1:

**Table 1**

*Statement Questionnaire Results of perceptions of EFL students about using the Canva Application*

| No  | Statements  | SA                          | A                           | N                           | D                         | SD                        | F                          |
|---|---|-----------------------------|-----------------------------|-----------------------------|---------------------------|---------------------------|----------------------------|
| <b>EFL Students' Perception of the Use Canva Application</b>  |   |                             |                             |                             |                           |                           |                            |
| <b>Affection related to emotions, feeling, and assessment</b> |   |                             |                             |                             |                           |                           |                            |
| 1   | I like writing with the Canva app   | 11<br>(52,4%)               | 5<br>(23,8%)                | 4<br>(19%)                  | 0<br>(0%)                 | 1<br>(4,8%)               | <b>21</b><br><b>(100%)</b> |
| 2   | I find it comfortable and easy to write Canva apps instead of writing on paper or a book                                  | 9<br>(42,9%)                | 3<br>(14,3%)                | 7<br>(33,3%)                | 2<br>(9,5%)               | 0<br>(0%)                 | <b>21</b><br><b>(100%)</b> |
| 3   | I find it helpful and fast in completing the assignment of writing an invitation card project using the Canva application | 10<br>(47,6%)               | 6<br>(28,6%)                | 4<br>(19%)                  | 1<br>(4,8%)               | 0<br>(0%)                 | <b>21</b><br><b>(100%)</b> |
| <b>Total</b>  |   | <b>30</b><br><b>(47,6%)</b> | <b>14</b><br><b>(22,2%)</b> | <b>15</b><br><b>(23,8%)</b> | <b>3</b><br><b>(4,2%)</b> | <b>1</b><br><b>(1,5%)</b> | <b>63</b><br><b>(100%)</b> |
| <b>Conation related motivation, behavior, and action</b>      |   |                             |                             |                             |                           |                           |                            |
| 4   | I prefer to work on writing projects using the Canva application as the medium  | 10<br>(47,6%)               | 6<br>(28,6%)                | 5<br>(23,8%)                | 0<br>(0%)                 | 0<br>(0%)                 | <b>21</b><br><b>(100%)</b> |
| 5   | I like teamwork on projects to write Invitation Cards using Canva as the medium.  | 12<br>(57,1%)               | 4<br>(19%)                  | 4<br>(19%)                  | 1<br>(4,8%)               | 0<br>(0%)                 | <b>21</b><br><b>(100%)</b> |
| 6   | My team and I can work together as a group to make Invitation Cards using the Canva application                           | 14<br>(11,8%)               | 1<br>(70,6%)                | 5<br>(176%)                 | 1<br>(0%)                 | 0<br>(0%)                 | <b>21</b><br><b>(100%)</b> |
| <b>Total</b>  |   | <b>36</b><br><b>(57,1%)</b> | <b>11</b><br><b>(17,4%)</b> | <b>14</b><br><b>(22,2%)</b> | <b>2</b><br><b>(3,1%)</b> | <b>0</b><br><b>(0%)</b>   | <b>63</b><br><b>(100%)</b> |
| <b>Cognition related to knowledge</b>                         |   |                             |                             |                             |                           |                           |                            |
| 7   | I find it easier to remember information written on canva   | 10<br>(47,6%)               | 6<br>(28,6%)                | 3<br>(14,3%)                | 2<br>(9,5%)               | 0<br>(0%)                 | <b>21</b><br><b>(100%)</b> |



|              |   |                           |                              |                              |                           |                         |                            |
|--------------|---|---------------------------|------------------------------|------------------------------|---------------------------|-------------------------|----------------------------|
|              | than with traditional methods.  | )                         | )                            |                              |                           |                         |                            |
| 8            | I can think more creatively using the Canva application as a medium for writing   | 12<br>(57,1% )            | 4<br>(19%)                   | 5<br>(23,8% )                | 0<br>(0%)                 | 0<br>(0%)               | <b>21</b><br><b>(100%)</b> |
| 9            | I can focus more on writing the language elements of Invitation Cards because the supporting image designs are available in Canva | 7<br>(11,8%)              | 7<br>(32,4% )                | 7<br>(50%)                   | 0<br>(0%)                 | 0<br>(0%)               | <b>21</b><br><b>(100%)</b> |
| <b>Total</b> |   | <b>29</b><br><b>(46%)</b> | <b>17</b><br><b>(26,9% )</b> | <b>15</b><br><b>(23,8% )</b> | <b>2</b><br><b>(3,1%)</b> | <b>0</b><br><b>(0%)</b> | <b>63</b><br><b>(100%)</b> |

Based on Table 1, students' perceptions of the use of the Canva application as a medium in completing the invitation card writing project with affective aspects which are analyzed in this aspect are students' feelings and judgments when using the Canva application which is shown in Questionnaire number 1 to three. The results of the total score showed a positive perception and value regarding using the Canva application for writing by 30 (47.6%). In comparison, the lowest score was only 1 (1.5%) of students strongly disagreed with using the Canva application. Based on this score, most students strongly agree that students feel comfortable and prefer to use the Canva application rather than writing in books. Then students find it helpful to complete the invitation card writing project

In addition to statements 4 to 6, which were analyzed were aspects of student conation towards the Canva application with the result that more than half of the answers from a total score of 36 (57.1%) voted strongly agree and 0 (0) strongly disagreed. The table shows that using the Canva application can motivate students to write and complete projects from the teacher. Students also strongly agree that using the Canva application makes it easier for students to work together to get projects done quickly.

However, for statements 7 to 9 regarding students' perceptions of knowledge and thinking patterns using the Canva application, the results of a total score of 29 (46%) students chose to strongly agree, and only 2 (3.3%) chose to unsure about their knowledge. in using the Canva application. From the results of this analysis, it is known that students can focus more on writing and remember more information written in the Canva application, besides those students, are also more creative with the image design features that allow students to be creative both in the form of images, writing fonts and colors.



## Discussion

The first part discussed in this study is how teachers teach creative writing with a project-based learning model, according to the design of PjBL learning steps developed by Nizwardi. Namely, 7 learning steps use PjBL (Jalinus et al., 2017). Quote, one of the research results, shows that the teacher is said to be relevant to the first step developed by (Jalinus et al., 2017) for PjBL learning. This can be seen from the teacher asking students' experiences with Invitation Cards, which are essential questions for creating interactive communication and building early learning motivation. Likewise, in the second quote, the teacher has tried to make students understand the concept of the subject matter and direct more interactions between groups, such as asking one student and another student.

Thus, in the third quote, it is also relevant to the PjBL Steps design developed by (Nizwadi et al., 2017) where in the next step, according to this design, the teacher provides skills training and investigation, which in practice in this research observation, the teacher asks students to guess the topic of the invitation being shown as well as starting to offer project assignments, solving problems by working together on quotes k4. In quote 5, the teacher starts marking project assignments, and finally, in quote 6, the teacher starts carrying out the project with the help of the Canva application technology media. Then, in the end, the teacher evaluates the process and asks students to present the products from the writing project and make invitation cards. From this discussion, English teachers have tried to use the PjBL model in their classes which can be interesting for students. This is supported by research (Jannah, 2017) which states that using PjBL in teaching invitation card media to write effective sentences can increase students' interest in learning. However, according to (Akbarjono et al., 2020) the PjBL approach is greatly helped using media technology, especially for EFL students. Other studies that support this research are (Renette, and Depe et al., 2021).

The second discussion in this study is to find out students' perceptions of using the Canva application to complete a creative writing assignment project, namely an Invitation Card. This research is based on the Schiffman approach (Ibrahim et al., 2018) according to which three factors will influence the results of perception, namely cognition, affection, and conation. For the affection factor in the form of assessment and students' feelings, the results of this study show that the Canva application makes students want to complete their projects; this is because it is easy to access, and there is no need to spend time decorating invitation cards because they are available in the Canva template, so the process is comfortable and motivating. Following support from research (Akbarjono et al., 2020) which uses Canva media to develop creative writing and improve writing results, it makes students productive and creative. Then, in the cognition aspect of this study, students can easily remember information written on the Canva application because various choices of images, themes,



colours, and fonts make students add their knowledge without being burdened. Consistent research reinforces this statement (Fauziyah et al., 2022), where the perception of using Canva results in students being very enthusiastic about writing with the application. Lastly, the perception factor conation of students' habits in using the Canva application shows that students can do good group work and produce creative writing products according to previously learned skills. According to (Noor & Karani, 2023), using project-based learning for EFL students can improve their writing skills. Using Canva as a medium in the PjBL teaching model is the right choice for teachers to use in creative writing, especially in EFL classes on Invitation card learning materials.

### **Conclusion and Suggestion**

The results of the data analysis show that the first teacher has used Project-based learning in writing, especially in the material of greeting cards and invitation cards. At the end of learning, has a product in the form of invitation cards based on the work of students who are the same as their friends. Then using PjBL fosters independence and full responsibility by students for their learning. Furthermore, after observing the teacher's teaching, students' perceptions of using the Canva application media were analyzed with the conclusions obtained. Namely, students feel happy, comfortable, and helped when writing using the Canva application. Besides that, Canva media encourages students to work together to complete project assignments given by the teacher creatively and innovatively. Finally, students' knowledge of technology is increasing with the use of this media.

In conclusion, suggestions from researchers for teachers and lecturers can implement learning project-based learning models in the classroom using the help of media technology so that learning will be more modern, interactive, and creative. Likewise, schools and campuses should be able to provide facilities and infrastructure to teachers and students in accessing and using technological media, one of which is internet access. Finally, for future researchers who are interested in continuing this research, researchers should research more research samples and research more on class action so that it is known that researchers only study the perception and use of the Canva application in the PjBL learning model in the writing class. It would be better if future researchers examine the effectiveness or problems that exist in the use of PjBL and Canva media in classroom learning.



## References

- Affandi, A., & Sukyadi, D. (2016). Project-based learning and problem-based learning for EFL students' writing achievement at the tertiary level. *Rangsit Journal of Educational Studies*, 3(1), 23–40. <https://doi.org/10.14456/rjes.2016.2>
- Akbarjono, A., Martina, F., Mustika, P., Susena, K. C., & Anggara, D. (2021). *Teaching English in a Rural Area during Pandemic of Covid-19*. In *Proceeding* (pp. 346-358).
- Akhsani, L., Ahmad, & Eko Subekti, F. (2021). Development of project and ICT-based learning media subject modules. *Journal of Physics: Conference Series*, 1778(1). <https://doi.org/10.1088/1742-6596/1778/1/012025>
- Ibrahim, M. A. E. (2022). EFL learners' syntactic problems in translation at al-baha university from Arabic into English. *Arab World English Journal*, 13(2), 239–252. <https://doi.org/10.24093/awej/vol13no2.16>
- Anggitasari, M., Tarwana, W., Febriani, R. B., & Syafryadin, S. (2020). Using wattpad to promote the students' responses to literary works: EFL college students' perspectives and experiences of enjoying short stories. *Jadila: Journal of Development and Innovation in Language and Literature Education*, 1(2), 182–192. <https://doi.org/10.52690/jadila.v1i2.59>
- Angraini, L., Maisarah, I., Syafryadin, S., & Yunita, W. (2022). Applying project based flip learning strategy to improve students' reading comprehension at the eleventh social 4 grades of SMAN 9 Musi Rawas. *Linguistic, English Education and Art (LEEA) Journal*, 6(1), 104-113. <https://doi.org/10.31539/leea.v6i1.4875>
- Apriani, E., Arsyad, S., Syafryadin, Supardan, D., Gusmuliana, P., & Santiana. (2022). ICT platforms for Indonesian EFL students viewed from gender during the covid-19 pandemic. *Studies in English Language and Education*, 9(1), 187–202. <https://doi.org/10.24815/siele.v9i1.21089>
- Arikunto, S. (2012). *Prosedur Penelitian Suatu Pendekatan Praktek (Research Procedure A Practical Approach)*. Jakarta: Rineka Cipta
- Cresswell. (2004). *Research Design (V. Knight (ed.); 4th ed)*. SAGE Publications Ltd.
- Fauziyah, N. L., Widodo, J. P., & Yappi, S. N. (2016). The use of ' canva for education ' and the students ' perceptions of its effectiveness in the writing procedure text. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, 5(1), 6368–6377. <https://doi.org/10.33258/birci.v5i1.4359>
- Fitri, C., Yunita, W., & Zahrida, Z. (2021). Fresh graduate students difficulties in writing research articles. *Edu-Ling: Journal of English Education and Linguistics*, 5(1), 46. <https://doi.org/10.32663/edu-ling.v5i1.2235>



- Pelangi, G., & Syarif, U. (2020). Pemanfaatan aplikasi canva sebagai media pembelajaran bahasa dan sastra Indonesia jenjang SMA/MA (Utilization of the canva application as a medium for learning Indonesian language and literature at the SMA / MA level). *Jurnal Sasindo Unpam*, 8(2), 1–18. <http://www.openjournal.unpam.ac.id/index.php/Sasindo/article/view/8354>
- 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. <http://ojs.ikipmataram.ac.id/index.php/jollt/index>
- Jalinus, N., Nabawi, R. A., & Mardin, A. (2017, September). The seven steps of project based learning model to enhance productive competences of vocational students. In *International Conference on Technology and Vocational Teachers (ICTVT 2017)* (pp. 251-256). Atlantis Press.
- Kultsum, U., Defianty, M., & Nadrah, N. (2022). The application of project-based learning (PBL) in teaching English for specific purposes (ESP) in higher education in Indonesia. *TARBIYA: Journal of Education in Muslim Society*, 8(2), 155–166. <https://doi.org/10.15408/tjems.v8i2.25043>
- Kurnia, P., & Wennyta, W. (2020). Analysis on grammatical error of students' English writing in descriptive text at the tenth grade of SMA N 8 Kota Jambi academic year 2018/2019. *JELT: Journal of English Language Teaching*, 3(2), 105-114. <https://doi.org/10.58436/jdpbi.v9i2.949>
- Noor, M., & Karani, E. (2023). The effectiveness of canva application as a media in writing greeting card at the eight grade of SMP Negeri 12 Banjarmasin. *Journal on Education*, 5(3), 9540–9548. <https://doi.org/10.31004/joe.v5i3.1826>
- Nunan, D. (1992). *Research methods in language learning*. Cambridge university press.
- Permatasari, C. Y., & Arsyad, S. (2023). Coherence Analysis of Reading Texts in English Textbooks for Class X SMA "Work in progress" published by ministry of education and culture of the republic of Indonesia. *Journal of English for Specific Purposes in Indonesia (JESPI)*, 2(1), 59-66. <https://doi.org/10.33369/espindonesia.v1i2.26130>
- Jusmaya, A., & Putra, E. E. (2017). The development of English teaching materials oriented project based learning based on ICT. *Komposisi: Jurnal Pendidikan Bahasa, Sastra, dan Seni*, 18(2), 179-196. <https://doi.org/10.24036/komposisi.v18i2.8427>
- Renette, R., Safnil, S., & Yunita, W. (2021). A content analysis of character education values in the English students' textbooks for senior high school in Indonesia. *Jadila: Journal of Development*





*and Innovation in Language and Literature Education*, 1(3), 318–329.  
<https://doi.org/10.52690/jadila.v1i3.53>

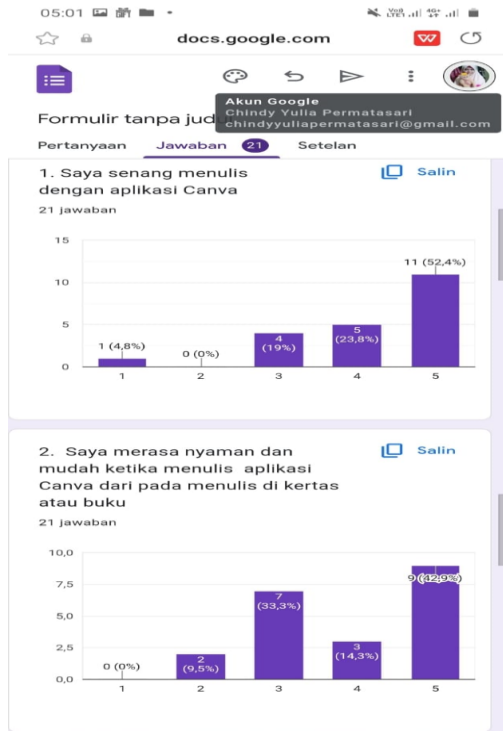
- Richards, J. (2006). *Communicative language teaching today*. In Cambridge University Press.
- Santhi, D., Suherdi, D., & Musthafa, B. (2019). ICT and project-based learning in a rural school: An EFL context. *Third International Conference on Sustainable Innovation 2019–Humanity, Education and Social Sciences (IcoSIHESS 2019)* (pp. 29-35). Atlantis Press.
- Sudewi, P. W. (2021). Students perception of e-learning: A case study on the English students at Sulawesi Barat University. *E-Journal of Linguistics*, 15(1), 75-82.  
<https://doi.org/10.24843/e-jl.2021.v15.i01.p09>
- Sugiyono. (2018). *Metode penelitian kuantitatif, kualitatif, dan R&D (Quantitative, qualitative, and R&D research methods)*. Alfabeta CV.
- Sugiyono, D. (2013). *Metode penelitian kuantitatif, kualitatif, dan tindakan (Quantitative, qualitative, and action research methods)*. Alfabeta.
- Jannah, R. (2017). *Developing invitation and greeting card materials dealing with 2013 curriculum of the eighth grade at SMPN 2 Sungguminasa*, Gowa. Uin Alauddin Makassar. Unpublish Thesis.
- Wiratomo, Y. (2018). Analisis kebutuhan pada model pembelajaran project base learning (Needs analysis on project-based learning model). *Titian Ilmu: Jurnal Ilmiah Multi Sciences*, 10(2), 74–83. <https://doi.org/10.30599/jti.v10i2.163>
- Yunita, W. (2016). Best practice in teaching English grammar to university students : Deductive , inductive , or combination of both?. *Proceedings of the Fourth International Seminar OnEnglish Language and Teaching (ISELT-4)*, 435–443.



## Appendices

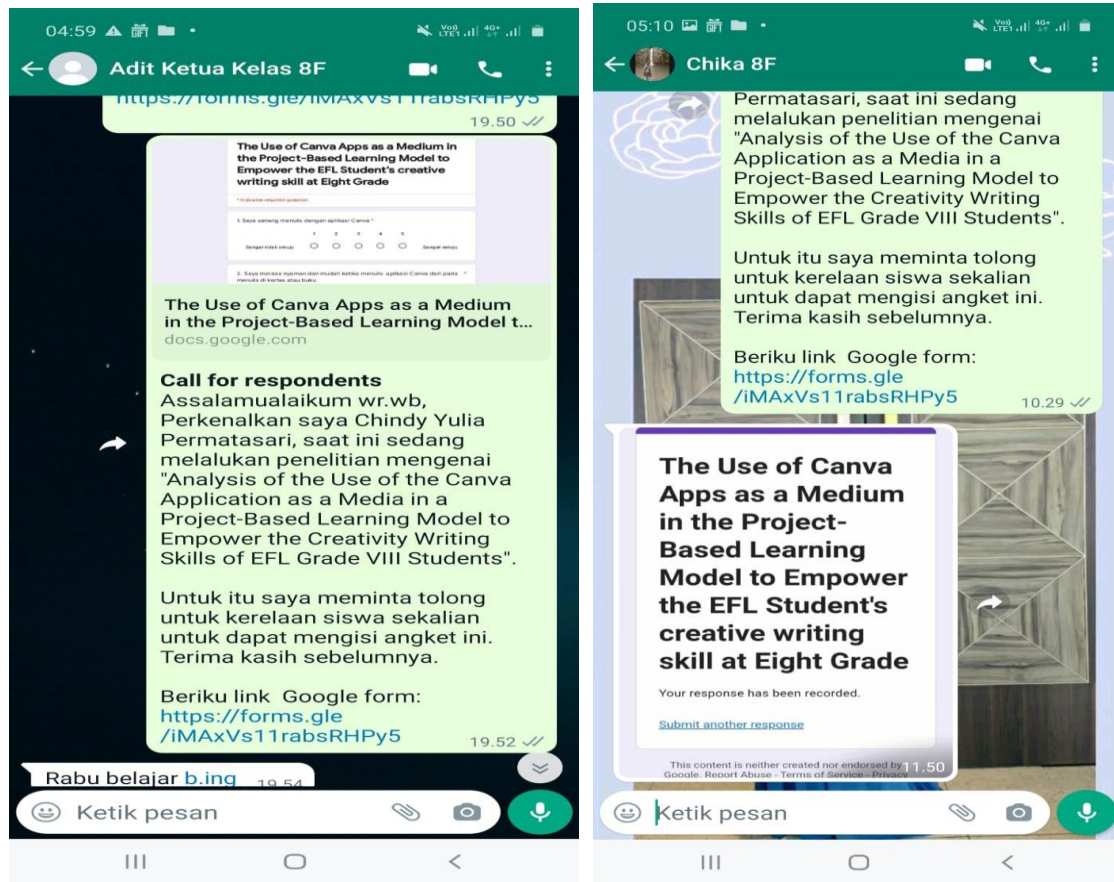
### Student's Perceptions of the Use Canva Application

#### 1. Summary of Responses from Respondents





- The Researcher shares the Google form link then students provide proof that they have filled out the google form



### 3. Photo documentation with the teacher during observation

