

## ENHANCING STUDENTS' WRITING COMPETENCE THROUGH APPLYING CANVA IN A MODEL OF PROJECT-BASED LEARNING TOWARDS DESCRIPTIVE TEXT

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### ABSTRACT

Writing skill is one of the basic skills in learning English that is regarded as the most challenging and quite difficult for students. Thus, the use of suitable learning model and an attractive media like Canva is needed. The purpose of this study was to determine the enhancement of students' descriptive text writing skills before and after using Canva in the Project Based Learning (PjBL) model, to analyze and to explore students' responses in learning to write descriptive texts by using Canva application in the Project Based Learning (PBL) model. This study was conducted using a mix quasi-experimental research method with a mixed quantitative and qualitative method with a one group pre-test and post-test design. The researcher used a writing test, questionnaire and also interview as instruments in this study. The population of this study was the seventh-grade students and the research sample was Class VII C consisting of 34 students. The sample represents the population. The results of this study indicate that there was an enhancement in students' descriptive text writing skills. This is indicated by the average score of students on the post-test (77.18) which is higher than the average score of the pre-test (53.0%6). Then, the t-test result is 26.79 higher than the t-table value of 2.0%34 at a significance level of 5% and the degree of freedom (df) is 33. Thus, it can be concluded that students' descriptive text writing is significantly better after receiving treatment. So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) fails to be rejected. In addition, from 20% questionnaires, students' answers are very positive. This means that in learning descriptive text using Canva in a model of project-based learning (PjBL) model can make students give positive responses. It can be concluded that using Canva in project-based learning (PjBL) can enhance students' descriptive text writing. Likewise, the students' responses from interviews demonstrate that integrating Canva into the Project-Based Learning model significantly enhanced their descriptive writing experience. It fostered greater creativity, motivation, and collaboration, while also improving key writing skills such as vocabulary use, idea organization, and content detail. The visual and interactive elements of Canva made the learning process more engaging and effective for the students.

**Keywords:** Project based learning; Canva, Writing; Descriptive Text

### 1.0 INTRODUCTION

Learning English is important as a response to technological advances that are increasingly accelerating global integration. English is not only a tool of international communication, but also a key to access to global knowledge and information resources. English is also called as the target language that has to be taught in schools in today's Indonesian curriculum. Writing

in English is often challenging for many Indonesian students since it is a foreign language in the country and is not commonly used in their daily interactions. (Khulel, 2022).

According to Hadi et.al. (2021)), writing has a role in producing information for spreading knowledge to the world. Teaching writing for EFL students is not easy because English is not their first or second language. An EFL teacher also needs strategies to teach EFL students effectively, as well as writing material and supporting material that helps teach and learn writing activities. From the challenges above, it is imperative for teachers to seek out suitable models or approaches for teaching writing. The process approach is a potential option for writing classes. One learning models that falls under the process approach is Project-Based Learning (PjBL). Project-Based Learning (PjBL) is a learning model that can help students become better writers by enabling them to work together on projects that explore and enhance their learning.

The lack of supporting media is also an obstacle factor for students in understanding English language learning, including writing skills. As facilitators and motivators, teachers play a crucial role in fostering an engaging and innovative learning environment by utilizing engaging and enjoyable technological learning resources, which enable students to comprehend the course materials and meet the learning objectives (Intiana et al., 2023; F. Wahyuni et al., 2022; S. Wahyuni et al., 2019). English teachers must be able to decide what kind of technology to provide in their classrooms so that students not only learn how to use it, but also are motivated to become individuals who can use technology more positively in line with current trends, because the use of technology in the classroom can also improve the learning environment and create students' interest in learning (Prayudha, 2023).

In the current technological era, producing a piece of writing demands innovative concepts to create a captivating appeal. Consequently, students are expected to leverage technology to stimulate their writing motivation. One of the prominent technology- based applications that can be employed in writing classes is Canva (Nanda, 2023).

Previous studies have highlighted the growing integration of digital tools and project-based models to support language learning. Alruwani and Susanto (2025) emphasized challenges in punctuation use among EFL learners, indicating the need for interactive writing approaches. Meanwhile, Umam et al. (2025) found that students positively perceive technology, such as YouTube, for improving speaking skills. Susanto, Elmasari, and Bimo (2025) demonstrated that storytelling could enhance multiple language skills, including vocabulary and reading. In another study, Susanto (2025) explored how digital platforms like TikTok support children's pragmatic development. Ardita, Susanto, and Sodiq (2025) underlined the relevance of English proficiency in global workplace contexts. Finally, Susanto (2025) introduced action-based techniques to support language fluency. These studies affirm that integrating technology within learner-centered models can effectively foster language competence.

Recent studies emphasize the value of technology and linguistic strategies in EFL instruction. Budiono, Senowarsito, and Susanto (2025) highlighted how Duolingo fosters metacognitive awareness and learner autonomy in speaking. Akromah et al. (2024) explored language metafunctions in makeover advertisements as creative sources for teaching descriptive texts. Amalia et al. (2024) introduced practical expression-based resources for improving English-speaking proficiency. Meanwhile, Muflihin, Susanto, and KA (2024) investigated

differentiated learning in narrative text instruction, promoting students' critical thinking. Susanto et al. (2024) analyzed illocutionary acts in Islamic sermons, contributing to pragmatic competence. Marnina et al. (2024) supported written communication skills through a comprehensive English correspondence guide. Collectively, these works indicate the importance of innovative, contextual, and tech-integrated approaches in developing language skills—particularly relevant for enhancing writing competence through Canva and project-based learning.

Based on the background of the problems stated above, researcher proposes applying Canva in a model of Project Based Learning (PjBL) as the method to enhance students' writing competence in learning descriptive text. By reason of students are familiar with gadget and technology. So, if they use something that is familiar and they are interested and enthusiastic while the learning session, it might help them a lot to understand and improve their English skill, especially in writing descriptive text.

## 2.0 METHOD

The research design used in this research is quasi experimental research which adopts a mixed quantitative and qualitative method approach. According to Creswell F., (1968:22) quantitative research is a means to test objective theories by examining the relationship between variables. These variables, in turn, can be measured, usually on instruments, so that numerical data can be analysed using statistical procedures. This study was a quasi-experimental study using the one group pre-test and post-test design model (Campbell, D. T., & Stanley, 2015).

This research involved one class of the seventh-grade student of SMP Negeri 2 Jepara. Pre-test gave before applying Canva in a Project Based Learning model. While post-test gave after applying Canva in Project Based Learning model. The following is the formula of this research:

**Table 1. Quasi Experimental Design**

Sample	Before Treatment (Pre-Test)	Treatment	After Treatment (Post-Test)
Class	$O_1$	$X$	$O_2$

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## 3.0 FINDINGS AND DISCUSSION

### 3.1 Data Description of Test

To find out the answer to the research questions, the researcher gave the test of writing descriptive text that was given twice namely pre-test and post-test. The researcher also gave the questionnaire to know the students' responses to the use of Canva in project-based learning. The interview was conducted to explore the students' perceptions toward learning writing descriptive text by applying Canva in Project Based Learning (PjBL) model. In analyzing the data related to the students' test of writing ability, the writer used analytical scoring rubric

(Brown, 2001). The following is the result of analyzing pre-test and post-test scores of students' writing:

**Table 2. Score of Pre-test and Post-test of students' writing descriptive text**

No	Students	Pre-test Score	Post-test Score	Gained Score
1	1	54	83	29
2	2	44	65	21
3	3	40	72	32
4	4	40	66	26
5	5	43	72	29
6	6	61	87	26
7	7	45	71	26
8	8	42	73	31
9	9	50	75	25
10	10	73	92	19
11	11	41	71	30
12	12	51	74	23
13	13	67	77	10
14	14	40	66	26
15	15	61	85	24
16	16	53	77	24
17	17	71	80	9
18	18	51	74	23
19	19	60	83	23
20	20	41	64	23
21	21	60	82	22
22	22	50	75	25
23	23	48	72	24
24	24	51	80	29
25	25	68	90	22
26	26	67	88	21
27	27	53	78	25
28	28	40	72	32
29	29	64	85	21
30	30	54	74	20
31	31	62	86	24
32	32	40	72	32
33	33	71	88	17
34	34	48	75	27

Sum	1.804	2.624	820
Average	53,03	77,17	24,11
Max Score	73	92	
Min Score	40	64	

From the data above, the average pre-test score is 53.03, while the average post-test score is 77,17. It can be known that gained score is about 24,11. In pre-test session, the lowest score is 40 and the highest score is 73. Meanwhile, the post-test session obtained a highest score of 92 and a lowest score is 64. After applying Canva in PjBL model towards descriptive text, those scores increased. It indicated that the students' scores in pre-test and post-test session are different significantly.

From the data of the students' score on the table 2, the rating percentage of the frequency of pre-test and post-test can be shown on the following table.

**Table 3 The rate percentage of the frequency of pre-test and post-test**

No	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1	Very Good	80 – 100	0	13	0%	38,2%
2	Good	66 – 79	6	19	17,6%	55,9%
3	Fair	56 – 65	6	2	17,6%	5,9%
4	Poor	40 – 55	22	0	64,8%	0%
5	Very Poor	≤ 39	0	0	0%	0%
Total			34	34	100%	100%

The data of the table above indicate that the rate percentage of pre-test was mostly students got poor score namely 22 students (64,8%) and only 6 students (17,6%) who were in good score. It means that the students' writing descriptive text was still low. While the rate percentage of the post-test indicate that there was enhancement percentage of the students in writing descriptive text because none of students got very poor and poor score. Besides, it can be seen that was mostly students got good score namely 19 students (55,9%) and also there were 13 students got very good score (38,2%). It showed that students were able to enhance their writing descriptive text after doing treatment by using project-based learning.

### 3.2 The Result of T-Test

Before giving the students treatment, the mean score of the pre-test was 53.06 and post-test was 77.18. The mean score between the result of pre-test and post-test had difference and the result of pre-test and post-test in which the result of the computation of t-test value (26.79) with the degree of freedom:

$$(df) = N-1 = 34 - 1 = 33$$

for a level of significance 5% (2-tailed) = 2.035 which means there was significant enhancement because the t-test was higher than t-table. It showed that there is a significance

difference score on the students' writing descriptive text achievement before and after being taught by using Canva in project-based learning model. It means that the alternative hypothesis ( $H_a$ ) is fail rejected and the null hypothesis ( $H_0$ ) is rejected.

Based on the explanation above, using Canva in project-based learning can be an alternative learning model in teaching English, especially in writing. This strategy allowed the students to develop their skills and creativity during the project. It can also make students more active because this learning model focuses on students and the teacher acts as a facilitator to monitor if there are students who have difficulties during the learning process. Therefore, the researcher can conclude that applying Canva in a model of project-based learning can enhance students' writing descriptive text skill.

### 3.3 Data Description of Questionnaire

After the implementation of using Canva in project-based learning (PjBL) model, the researcher sought the participants' responses to answer the second research question. The purpose of giving the questionnaire was to support the primary data. This data was intended to know the students' responses toward the treatment given by the researcher to them. The researcher used closed-ended questions in this research. The attitudinal scale for this closed-ended question was a Likert scale, often known as a summated rating scale. Using the Likert Scale, the researcher provided five possible responses: SDS: Strongly Disagree; DS: Disagree; U: Undecided; A: Agree; SA: Strongly Agree. The data from the questionnaire was analyzed by determining the percentage of each student's response to each question. The data of the questionnaire as follow:

**Table 4. Questionnaire results on the students' responses learning writing descriptive text by using Canva in Project Based Learning (PjBL) model**

No	Questions	Percentage				
		SDS	DS	U	A	SA
1	Learning to write descriptive text using the project-based learning model makes it easy for me to understand the subject matter.	0%	0%	0%	52%	47%
2	Learning to write descriptive text using the project-based learning model makes it easy for me to explain or describe people.	0%	0%	9%	38%	52%
3	Learning to write descriptive text using the project-based learning model helps me to develop ideas in writing descriptive text about people.	0%	0%	6%	53%	41%
4	Learning to write descriptive text using the project-based learning model makes me more active because learning is student-centered.	0%	0%	18%	44%	38%
5	Learning to write descriptive text using the project-based learning model motivates me to learn.	0%	0%	9%	50%	41%

6	Learning to write descriptive text using Canva media in project-based learning makes me more creative.	0%	0%	6%	44%	50%
7	Learning to write descriptive text using Canva media in project-based learning is very interesting.	0%	0%	6%	38%	56%
8	Learning to write descriptive text using Canva media in project-based learning makes me able to share information with friends.	0%	0%	9%	62%	29%
9	Learning to write descriptive texts using Canva media in project-based learning makes lessons more fun.	0%	0%	6%	47%	47%
10	Learning to write descriptive texts using Canva media in project-based learning has a positive impact on me.	0%	0%	6%	41%	53%
11	Learning to write descriptive texts using the project-based learning model makes it difficult for me to understand the lesson material.	33%	64%	3%	0%	0%
12	Learning to write descriptive texts using the project-based learning model makes me lazy to ask about material that I don't understand.	33%	64%	3%	0%	0%
13	Learning to write descriptive texts using the project-based learning model is not useful for me.	62%	32%	6%	0%	0%
14	Learning to write descriptive text using the project-based learning model makes it difficult for me to develop my ideas.	38%	47%	9%	6%	0%
15	Learning to write descriptive text using the project-based learning model makes it difficult for me to learn.	59%	35%	6%	0%	0%
16	Learning to write descriptive text using Canva media in project-based learning makes me lazy to be creative.	59%	35%	6%	0%	0%
17	Learning to write descriptive text using Canva media in project-based learning makes it difficult for me to share ideas with friends.	59%	35%	6%	0%	0%
18	Learning to write descriptive text using Canva media in project-based learning makes me stressed in writing descriptive text.	47%	47%	6%	0%	0%
19	Learning to write descriptive text using Canva media in project-based learning makes	56%	38%	65	0%	0%

me bored.

20	Learning to write descriptive text using Canva media in project-based learning does not have a positive impact on me.	68%	26%	6%	0%	0%
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From 20 questionnaires, all the students answered very positively. Based on the Likert scale that the students was very positive in learning writing descriptive text by using Canva in project-based learning (PjBL) model. The result of the questionnaire showed that most of the students stated strongly agree and agree in positive statement and most of the students stated strongly disagree and disagree in a negative statement. It proved that the students' responses toward learning writing descriptive text by using Canva in project-based learning (PjBL) model is strongly positive. This is in accordance with what Siti Juleha et al. (2019) said in their journal that the application of project-based learning has a positive effect on students. Therefore, it can be concluded that students gave a positive response to learning to write descriptive texts using Canva in the project-based learning (PjBL) model.

### 3.4 Students Interview

To support the data from the questionnaire, the authors also explore the participants perception through the interview. These narratives are the responses to the third research questions about how are the students' perceptions toward learning writing descriptive text by applying Canva in Project Based Learning (PjBL) model. The interview is particularly useful for getting story behind a participant's experiences. The interviewer can pursue in depth information around the topic. The interviewer asks questions, and the interviewee answer these questions, thus forming two parties conducting an interview dialogue (Sidiq & Choiri, 2019). Generally, the interview results indicate positive feedback on the learning model. The students expressed their opinion when asked about the benefit of using Canva in a model of project-based learning towards descriptive text. The interview was conducted on Saturday, November 30th 2024 at SMP Negeri 2 Jepara. The researcher took the results of interview with three students as samples of respondents. Here are the names of the informer.

**Table 5. The respondents of interview**

No	Name	Sex	Age
1	Anjani Priska	Female	13
2	Dzunnun Mumtaz	Male	13
3	Marsha Dwi Saputri	Female	13

Those names were the representatives of all the respondents. Most of them said that the implementation of Canva in a model of project-based learning towards descriptive text was great. They felt more enthusiast and confident in writing descriptive text. The following are some examples of the interview questions and answer.

Interview question number 1 and students answers:

Researcher                      *"What do you think about the descriptive text writing lesson before taking*

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	<i>part in learning with Canva in the Project-Based Learning model?"</i>
Student 1	<i>"Previously, I found the descriptive text writing lesson boring and difficult."</i>
Student 2	<i>"I didn't really like it because I was often confused about how to start and write a good description."</i>
Student 3	<i>"I felt less confident because I was afraid that my writing would be wrong or uninteresting."</i>

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Interview question number 2 and students answers:

Researcher	<i>"What difficulties did you usually face when writing descriptive text before?"</i>
Student 1	<i>"I had difficulty finding the right words to describe objects."</i>
Student 2	<i>"I was confused about how to structure sentences so that the description was coherent and easy to read."</i>
Student 3	<i>"Sometimes I don't know what to write, so I quickly lose ideas."</i>

Interview question number 5 and students answers:

Researcher	<i>"Do you feel that your ability to write descriptive texts has improved after using Canva in a model of PjBL? Why?"</i>
Student 1	<i>"Yes, because I know how to describe objects in more detail and interestingly."</i>
Student 2	<i>"I understand the structure of descriptive texts better and how to compose them well."</i>
Student 3	<i>"I feel more confident because I have tried and seen the results of my writing in a good form."</i>

The students' narrative indicate that they enjoy using Canva as media for doing the project assignment in writing descriptive text. The responses indicate that the integration of creative digital tools not only enhances writing skills but also fosters positive attitudes and motivation toward learning.

#### 4.0 CONCLUSION

This study aims to find out the students' enhancement in writing descriptive text competence before and after taught using Project Based Learning (PjBL) model with Canva at the seventh grade of SMP Negeri 2 Jepara. The finding of the study reveals that there is a significant difference in students' writing descriptive text skill before and after being taught using Canva in project-based learning (PjBL). It can be proved by looking at the result of pre-test and post-test. The mean score of pre-tests 53.06 that is lower than the mean score of post-test 77.18. Furthermore, that t-test result in which value of t-test was 26,79 higher than the value of t-table was 2.034 at the level significance 5% and degree of freedom (df) was 33, it means that H<sub>0</sub> was rejected and H<sub>a</sub> was fail rejected.

The result of questionnaire showed the students' responses toward learning writing descriptive text by using Canva in project-based learning (PjBL) model is very strong positive. It was

proved by looking the students answer to the statement, most of students stated strongly agree and agree in positive statement and most of students stated strongly disagree and disagree in negative statement.

In addition, the students' response in interview indicate positive opinions on the integration of Canva in their project making toward descriptive text. The respondents noted that Canva aided in enhancing their imaginative and creative abilities in executing project. The students felt that writing descriptive text using Canva was interesting and enjoyable. Most of the students said that the implementation of Canva in a model of project-based learning towards descriptive text was great. They felt more enthusiast and confident in writing descriptive text.

The result of this study is expected to be an additional reference for teacher in implementing project-based learning as an alternative learning model and using Canva as a technology based medium for learning in writing classes. Further research can be carried out by combining project-based learning model with various other media.

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