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THE EFFECTIVENESS OF CANVA TEACHING METHOD IN ESL ENGLISH WRITING OF GOVERNMENT SCHOOL IN MALAYSIA

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ABSTRACT

This research aimed to investigate the effective use of Canva in writing among students in year 7 in a government school. Writing is an art of creativeness that is conveyed into facts and ideas on a piece of white paper which was in practice for years till this very moment. In this millennial year, some teachers have taken the step of being technology savvy by bringing it to the classroom in a form of application. There is where Canva comes in with a variety of choices available to improvise writing and motivate students' creativity and ability to perform well. Students can now confidently bridge the gap of writing with the use of Canva as they were having a fear with the terms 'writing'. The research uses a mixed method with a non-probability sampling from two classes of 20 students each. The experimental research design was collected through qualitative method. Questionnaires are given to improve the perception of using Canva for writing. Results were obtained through a pre-test and post-test through quantitative method by calculating with the use of SPSS. The findings demonstrate students were optimistic in

using Canva as an innovative technological method of learning writing. The intervention findings open a gateway for writing with less friction and anxiety. Teachers can observe students' efficiency and exceptional achievement through the latter's innovative use of Canva.

Keywords : Canva, Motivation, Improvised Writing, Teaching Skills .

INTRODUCTION

The 21st century is a new chapter of progression of the internet, what more after the heat of covid 19. The advancement in technology has brought vast changes especially in education sectors. Technology has led to the highest pedestal in every sector. Unlike those conventional days where knowledge is integrated through books, technology has now taken a quick pace. Most probably, the innovation in ICT could be due to productivity, performance, and approachability (Anwar K., 2021). Owing to this, educators need to be expert in using technology as it is the fundamental element of classroom teaching. Due to the advancement in technology, the educators have left with no choice than to absorb in the millennial world. Therefore, it is vital in integrating other approaches to get the attention of our students for them to look forward for a change of teaching practice every day instead of those mundane and conventional way. There are many types of online websites available such as Kahoot, Quizizz, Platlet and Tiktok. All types of online tools were being used but the latest and advanced version with a graphic design software is Canva. Instead of always using PowerPoint, for a change, the researcher has now switched to Canva; an interesting website tool to teach where positive performance is noticeable in these studies. It is user friendly and widely being used by over 30 million users (Pedreso, 2023). Canva is used in any sort of presentation even during meetings and short videos.

Background of Study

According to Audi et al. (2019), a student has the perception that Canva does not impact on their writing skills. Another student claimed that it does not rectify their grammar and any errors in their communication. It was further said that feedback will be understood if it is given in a form of a text. Feedback is crucial as there is always away for student's improvement in their quality of their writing. However, some students feel that Canva is not ideal for interactive learning, as it

struggles to construct sentences well. Additionally, collaborative writing with Canva is seen as a difficulty (Yundayani et al., 2019). A recent study conducted in Indonesia found that students were dissatisfied with Canva due to the premium user fee and the lack of a watermark-free option. Additionally, using Canva was reported to be time-consuming, and the quota was limited, leading to frustration for some users. This resulted in students having to search online for more information on how to use Canva effectively. Those who encountered difficulties or were unfamiliar with the platform sought tutorials for assistance.

Problem Statement

Students and teachers are sometimes unfamiliar with the Canva features. There are many features to be learnt. It can also be time-constraint as they lack exposure and knowledge on Canva. What more with the unstable or poor strength of wifi. Students are unable to enjoy all the features as there are some which incur additional cost (Syahdan et al., 2023). As cited from Sinta Rosandra (2022), she claimed that according to Hastings there are some restrictions or hindrance to have a good presentation as the teacher needs to be expert in using Canva for a better flow of presenting. Sinta Rosandra further quoted that Yundayani et al., (2019) in the journal claimed Canva does not assist in rectifying student's grammatical error, parts of speech in writing which are the pivotal issues. There is no room on feedback for improvement or changes from teachers to students or vice versa. For this reason, the probability of students getting perplexed is high as it fails to provide collaborative learning. All in all, there ought to be a strong internet connection for a better performance (Pedreso, 2023).

Statement of Purpose and Aim

The purpose of the study is to observe student's perception on using Canva for writing. Besides, the use of Canva gives better performances in writing for learners. According to Anisa Nabela (2019) Canva has the features like photos, images, font, and graphic which made the students writing more creative. Writing process becomes much easier and effortless with the use of what more with the added knowledge of using technology simultaneously. In fact, using Canva application is a fun way of learning and teaching writing to improve students' writing skill in English.

Teachers should have a wide knowledge in creating Canva thus, to initiate interest for students in writing. The features with the drag and drop format, assist students in designing images incorporated with lexicon that could be used later for constructing a narrative essay. Student can then practice their presentation skills after creating infographic or blog.

Research Objectives

1. To investigate the effectiveness of using Canva in an ESL classroom
2. To identify what are the students' perceptions on using Canva in an ESL classroom
3. To improvise writing and motivate students' creativity and ability to perform in an ESL classroom

Research Questions

1. To what extent does Canva enhance students' learning in an ESL classroom?
2. How does students' perception motivate them to understand the importance of using Canva in an ESL classroom learning?
3. How can Canva improve writing and motivate students' creativity and ability to perform in an ESL classroom?

Significance of Study

The objective of this study is to enhance students' use of Canva for writing purposes. This study aims to assess the efficacy of utilising Canva for writing purposes. Its objective is to provide comprehensive insights into the continuous use of the Canva for writing purposes.

Scope and Limitation of the Study

This study is to investigate student's perception in the use of Canva for writing in ESL classroom. Besides, this study aims to measure the effectiveness of using Canva for writing in an ESL classroom context. This study involves 40 students from 2 classes in a secondary school in a district in Perak.

The results of the study are expected to improve their writing skills as well as their perception of using Canva increases performance of students. This is due to the fact that students are not able

to construct sentences or write a narrative or descriptive writing. This study will increase their involvement in technology and boost their interest in participating in a contemporary method.

Conversely, there are some drawbacks in using this method. Firstly, Canva do not have its own file storage. If there is a sudden offline, the users cannot retrieve until there is a proper connection of wifi to do changes. For instance, when the presentation is ongoing in the classroom if the wifi lags, teachers are unable to edit. This could be an interruption and a delay for classroom learning. Pertaining to this, if the website is under maintenance, users would not have proper access. Sad to say, if the templates are being used several times by uncountable people, it is going to be boring unless a template is designed with own creativity. Another downside is the files could not be edited and shared without logging into Canva account. There is no access or editing to raw file without login to the account which could be tedious most of the time. The worsening part is users need to pay a sum for getting some interesting features like photo editing and professional designs from Cam Pro. Last but not least, the handphone has less features than the desktop. Using Canva in a mobile is not convenient as the phone screen is small and not comfortable to look at. Another bothering issue is it can get to the extent of crashing if it is slow. If the tool's strength is slow, the design that are being created could not be download and shared as it might lag or crash. Moreover, there will be some restrictions over using the tools. However, it could be frustrating when it is urgently needed.

Most of all, users will not have the chance to brand their templates even if it is Cam Pro as many people are using the same template. Other issues could be security breach. People can hack easily if the user's data and information is being browsed by 139 million people. This security attack does not only involve Canva but other applications as well such as Zynga, My Fitness Pall and Dubsplash. Many users were hacked nevertheless Canva's security breach is still effective as they take necessary action to protect their information (Raymond, D, 2024).

To further indicate the limitations a subscription fee is needed to enjoy excessive features which could be frustrating. The fee is surging every month as it is expensive especially professional templates and stock photography. Above mentioned, Canva is not as user friendly as some other software like Photoshop, Illustrator and InDesign, the alignment is controllable

unlike Canva especially on design elements. Another downside is what is seen is not the same as what is being printed. PowerPoint can be exported unlike Canva. In fact, in the future if Canva is discontinued, then to download or access the raw file from the computer would be impossible. Since the free version is limited, there is no access to most of the features like templates, stock photography, brand kit, team sharing, support and storage. Worst of all, the design elements are unable to match one to another. Thus, it should be done manually (Redillas, M. 2023). It can be said that the information in Canva can be deleted at any circumstance because users do not have license to create IP on users' software. Users are just creating content on their Canva platform.

Adversely when Canva is being used during lesson, there are some issues that can be quite annoying. For instance, the line would not be stable in the classroom if the class is at a higher ground due to poor connection. Sometimes, students are not prepared with their slides for presentation. There are times students are not willing to work in a team. This could be overcome by forming their own groups. Yet, some still complain one of them are working more than the other. Free rider policy should be imposed. Students too do not have proper internet network access to use Canva thus, they tend to give reasons during presentation. On the other hand, teachers, and students themselves are not familiar with the tools in Canva which might be complicating. Another drawback is if Canva is created and posted to WhatsApp, there would be disruption in formatting as it is forwarded in a different application. These are some of the issues faced by students and teachers while using Canva in ESL classroom.

Definition

There are few important words that is related to the use of Canva. Also, these words could be used as keywords to do a search on Canva articles for research.

Canva

According to Demarest (2020), Canva is an assistant to pictorial plan application's characteristic and ability. It is an app that has many templates to choose from to construct writing. In reference to Lash K. in year 2022, Canva was known as a transmission that combines media and

communication in a platform enriched with multiple designs that allows to use it for several purposes inclusively in education.

Watermark

It is a transparent image which can be placed over a text or your work that cannot be copyright or duplicated by others. The rights are reserved. Watermark cannot be removed or erased, and it protects ones right on documents or slides created or designed (Abdul, 2022). According to the Cambridge Dictionary, it is a mark that can be seen under the light to stop piracy. It is a pattern own by someone which cannot be plagiarized (Huang et al., 2023).

Quota

It is defined as a total limit of some item. Quota is being placed in many types of things like in university, internet or in sales (Rezkyana et al., 2022). It is more like a target to achieve.

Premium Users

It is a user account that produces income either direct or indirectly from third party developers or advertisers ("Premium user account definition," n.d.).

LITERATURE REVIEW

English is a foreign language and an international language, which is widely being used for communication by people all over the world. According to Haerazi (2020), writing is a communication process that can convey information to readers. In this study, the researchers chose English writing skills because to manage language learning, all students had to practice these skills. In a recent study in 2021, Yulinda et al. conducted a study of students' motivations in the English writing classrooms, whereby an educational process that included interaction between teachers and students to impart knowledge and information was apparent. In English Writing class, students learn how to write thoughts, information, and comprehension writing in order to gain information and knowledge. Writing plays a pivotal role in English learning programs, especially for the ESL students. Due to the outbreak of pandemic, technology-driven language learning is increasingly being applied to ESL/EFL classrooms. Santiana et al. (2021) agreed that using technology tools in a classroom setting is an important part of the teacher's

profession which incorporates the use of technology to help students learn better. In addition, Haerazi et al. have also reached an agreement in 2020 to teach English writing skills by using various learning tools to develop different parts of their writing skills and improve students' writing skills and self-efficacy. Therefore, to investigate the effectiveness of using Canva to improve students' English writing skills, this study concluded that the Canva application is an effective media to promote students to improvise and sharpen their writing techniques.

English Writing

When expressing ideas, students often find it difficult to interpret words into structured writing. Before constructing writing into complete sentences, students need to understand it through comprehension in order to perceive writing (Yulinda & Dewi, 2021). Writing is an important skill for both native and non-native speakers. In foreign language teaching, learners are exposed to a wide variety of textbooks, literary texts, and other textual resources that can help to build prior knowledge and provide a template for writing. English writing skills are very important activities carried out by the schools. Writing is one of the language skills that is demonstrated in the process of teaching English. In addition, the lack of proper knowledge, skills and training, and incompetent teachers could also affect the teaching of English writing (Muhamad et al., 2021). Writing plays an important role in the teaching process because each student perceives learning differently. Therefore, the student's ability to learn can be assessed (Suputra et al., 2023). To sum up, writing can help teachers understand how well students understand when drawing conclusions.

Issues in English Writing

Students face several obstacles in English writing. As many English writing teachers have experienced, the main problem that leads to a decline in students' motivation to write is mostly because they feel lack of confident and enthusiasm (Crosby B., 2020). Students often face difficulties in acquiring ideas, choosing to write ideas, outlining, drafting, revising, and editing writing (Bulqiyah et al., 2021). Applying genre teaching models to writing classrooms can minimize or even solve these difficulties. In the writing process, teachers play an important role in guiding students. Teachers help students to develop writing strategies during the English writing classes. Teachers must be able to describe the characteristics of written text types so that

students can understand the differences between written text types (Haerazi et al., 2020). Also, teachers should be able to describe the characteristics of written discourse types so that students can understand the differences between written discourse types.

What is Canva?

Canva is an online learning platform created in 2012 by Australian entrepreneur Melanie Perkins (Alison, 2020). It enables teachers and students to access content and participate in courses. Canva offers a variety of beneficial features that teachers can utilize to improve the effectiveness of the teaching process. It gives teachers easy access to discussions, course calendars, lecture videos, grades, assignments, message analysis, reports, groups, peer-reviewed assignments, and other educational applications (Pujasari et al., 2021). In essence, Canva is an effective tool for managing ELT classroom activities (Al Khoreri et al., 2021).

Canva can be implemented as a full-time, individual, or mandatory distance learning format (Oleksii et al., 2021). It is important that students are happy to use different digital tools in their learning process. Canva opens a "window of opportunity" for all teachers and students involved. In the context of distance learning and crowding of the main platform, Canva is an interesting tool with a familiar interface and a wide range of learning opportunities, especially foreign languages (Bardus et al., 2021). In addition, Canva can be easily accessed at any time at anywhere. Ergo, by using Canva, the interaction between students and teachers will be more intense in an online learning environment (Santiana et al., 2021).

Students' Attitude Towards the Use of Canva

Soparno and Tarjana (2021) tried to investigate students' perceptions about using mobile apps for English learning. The results suggest that mobile apps may be inspiring for English learners. In addition, Shariqi and Abbasi (2020) examined students' perspectives on the relationship between classroom technology use and teaching in the 21st century. They found that using technology as an instructional media could provide a better learning experience for students.

To ensure the success of the teaching process, teachers must consider students' attitudes towards using Canva to support online teaching. Students believed that Canva is an interesting online learning and motivational tool. Perception gathered indicates Canva improves their

motivation to learn because it allows them to join online discussions. Owing to the fact that it provides users with a new learning experience. Despite Canva's supportive role, there are few factors that prevent students from using Canva in online learning. Students can use Canva to share their thoughts or opinions related to the topic being discussed, which inspires to learn more about the topic. With Canva, learners are encouraged to exchange ideas more interactively in their learning activities. Overall, students believe that Canva provides beneficial uses to support the online learning process.

Enhancing Students' Learning Autonomy

Ratu Sarah Pujasari and Ruslan (2021) stated that the teaching process using Canva actively improves students' autonomy in learning. Compared to conventional English classrooms, the use of Canva provides students with a more interesting learning ambience. In addition, the convenience of providing self-directed learning is another advantage claimed by most students. By using Canva, students can find new information relevant to the curriculum in a technology-enhanced language learning classroom. In general, Canva supports student-centered learning.

Canva Improves Students' Motivation in English Writing

Canva improves students' abilities, especially their writing skills. In addition, complex information can be more easily understood with Canva. Also, Canva improves students' concentration and narrow down the focus in English writing classes. Canva improves students' motivation to learn and write, making it easier for students to recall information. Canva also helps students to connect old and new information. As students are motivated in writing classes, learning will become easier for students. Related to this, motivation is also very important, and students must have a spirit of encouragement in the learning process (Yulinda & Dewi, 2021).

The Effectiveness of Using Canva in English Writing Class

Canva is an effective tool for facilitating students' interaction in online learning settings. Canva can support the effectiveness of learning because it facilitates communication between students and teachers, making the learning process more interactive (Santiana et al., 2021). This is because teachers inspire more knowledge of the topics discussed through online activities offered by Canva, including online discussions. In addition, students believe that using the Canva can save

time because the materials and assignments posted by the teacher help them better understand and improve their learning. Canva also offers the opportunity to practice students' English writing skills as it can make their writing experience more interesting.

Research Gap

There are several research papers that have been carried on Canva's features exploring the role of Canva for education or how to operate however hitherto no one has done the research on evaluating the effectiveness of utilizing Canva in ESL classrooms environment for English writing for form 2 students at a secondary school in Gerik. Therefore, the researchers are going to embark on this present study. The researchers chose Canva as the tool to navigate teaching because Canva helps to improve the learning process of students (Rajendran R. et al., 2023). It is believed that the outcome is going to be beneficial for all parties with the added features and designs to suit the aim of the presentation.

In summary, Canva is an effective teaching and learning platform which is being adapted in the school. It provides opportunities for students to interact with teachers and other students during learning activities. Furthermore, it can help students practice their English writing skills. In addition to improve students' motivation to write in English, it also improves the effectiveness of using Canva as an instrument for the learning process, especially in English writing classes. Most importantly, Canva can be accessed at any time, which means it can effectively improve students' academic performance. As a result, Canva is known to be a valuable and useful strategy that promotes more interactive, effective, and fun online learning.

METHODOLOGY

The effectiveness of Canva on improving students' writing skills which was also used by Audi et al (2019) was also used as an experimental research design to investigate the first research. This research included the writing skill pre-test, the implementation of the experiment on the treatment group and then the post-test. It included the manipulation of two independent variables, which were the age variable (all the participants were Form 2 students, aged of 14 years old) and the method variable (Canva application and the traditional teaching and learning session), and one

dependent variable, which was the achievement of the students in the pre-test and post-test after using the Canva to improve the writing skill.

In order to align with the second research objectives, quantitative research was also held to investigate the students' perception towards the effectiveness of Canva in improving their writing skills. Hence, to identify the second research problem, a set of questionnaires were distributed to the experimental group by the end of the post-test. This study was carried out in a secondary school that situated in Gerik Perak. The rationale behind this choice is from the sense that none of the previous research has investigated the effectiveness of using Canva in this area and the students here were familiar with the integration of technology and educational application in their teaching and learning session.

The research was conducted for two weeks among 55 participants of Form 2 students in a school in SMK. The students were selected from 2 classes through purposive sampling and 20 students were then selected randomly from each group for data analysis.

The pre-test and post-test were used to answer RQ1. The question given was narrative type which was email writing. The researcher estimated the reliability of the pre-test and the post-test using Pearson Correlation Coefficient in which the researcher tested a group of 14 students, who were studying in the Form 2 and did not participate in the experiment. They chose to take the two tests voluntarily. The results showed that the pre-test was reliable at the degree of 0.82 and the post-test was reliable at the degree of 0.85.

To investigate the second research question which is the perception of the students in using Canva to enhance their writing skill, a quantitative instrument was used which was a survey questionnaire. The questionnaire was adapted from two studies; a) Thu Dang (2020) Factors Influencing Students' Perception of Usefulness of Canvas as a Learning Management System; b) Gözlem Çeçen (2020) Tertiary Level EFL Students' Perceptions Regarding the Use of Edmodo, Quizlet, And Canva Within Technology Acceptance Model (Tam).

The data was collected through applying the pre-test and the post-test to all the participants as well as the questionnaires and the results of the three tests were analysed by using the statistical package for social science (SPSS).

The researcher used Pearson Correlation Coefficient to analyse the data of the pilot study. Means, standard deviations, T-values and P-values were utilized to examine the data of the study employing the SPSS program.

FINDINGS

Based on the result of the pre-test, the data was taken from two groups of participants which are the controlled group and the experimental group. Each group consists of 20 participants. The mean score of the T value between the experimental group and the control group is 0.910. The T-value here is small which indicates that the groups are similar. This data aims to identify their proficiency before the participants engage in Canva in learning process, which indicates both groups have similar English proficiency. There is no big gap or differences in the language level or exposure to technology which might influence the originality of the data and objectives of the research.

Table 1

The T-Value of the difference in the mean scores between the experimental group and the control group on the pre-test

Group	N	Mean	SD	T Value	P Value
Controlled Group	20	9.85	2.28	0.91	0.37
Experimental Group	20	9.20	2.24		

Table 2

The T-Value of the difference in the mean scores between the experimental group and the control group on the post-test

Group	N	Mean	SD	T Value	P Value
Controlled Group	20	10.45	1.88	-4.76	<.001
Experimental Group	20	13.75	2.47		

Post-tests are being conducted on the controlled group and experimental group to get the extent in which Canva enhances students' learning in ESL classrooms. The experimental group gets the treatment of using Canva for their writing while the controlled group retains their writing learning in the traditional manner. The data collected after the experiment aims to know the effectiveness of using Canva in ESL classrooms. The results of the SPSS test showed that students' writing performance on the post-test was significantly higher than on the pre-test. The experimental group portrayed more improvement in their writing skills after getting the treatment using Canva. Based on the results of the pre-test and post-test, the finding is to confirm the result of writing skills and investigate the effectiveness of using Canva in the ESL classroom setting.

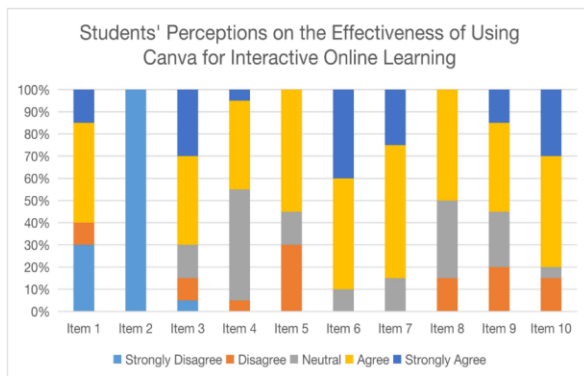


Figure 1: Students' perceptions on the effectiveness of using canva for interactive online learning

Table 4.3 apparently demonstrates the student's perceptions on the effectiveness of using Canva which is categorised according to items. For item 1, almost 50% of the students are aware of the existence of Canva. For item 2, 100% of students strongly disagree that they can always use Canva to learn English. For item 3, 70% of the students agree that Canva is easy to use. Based on the students' awareness, it is visible that there are positive and negative sides of using Canva in ESL classrooms. Further investigation on items 4 and 5 shows that students agreed with the use of Canva improvements could be seen in language competency and writing skills. For items 6 and 7, when compared to traditional classroom learning, Canva made learning more entertaining, creative, and effective. From the data analysis, there is also a high percentage for items 8, 9, and 10 whereby the students agreed with the ease of learning English through Canva, becoming skilful in using Canva, and Canva assist to be more active in English learning.

DISCUSSION

According to the results from the questionnaire, students gave their perceptions regarding the positive and negative sides of using Canva in the ESL classroom. Students revealed that most of them are not aware of the existence of Canva unless those who are technophiles (Pedroso et al., 2023). In this study, all the participants disagree with the use of Canva as the only main teaching media. The use of Canva was believed to support writing learning, however, using the same application will make the students lose their interest and motivation. Canva is not an application that is used significantly for English teaching and learning. Still, it can be an additional tool to diversify the teaching methods to enhance the learning process. Compared with other presentation platforms, Canva is indeed a friendly user application. Users can use Canva either by mobile phone or desktop. Many designed templates and fonts are available for the user to create their own project. It is also easy to access and edit compared to other similar applications. The participants also viewed Canva as an application that can attract their attention and increase their motivation in writing. Most participants approved that Canva made their writing learning more interesting. In the traditional way of teaching, students normally do the writing on the exercise books which is dull and boring. The chalk

and board method often happened in the conventional classroom and students mainly focused on teachers throughout the lesson.

Meanwhile, participants found that Canva does not help much in improving their English language competency. Participants could not gain knowledge or enhance their writing skills if they are left alone to complete the writing task given without the teacher's guidance. Canva will not be providing the students with the grammar and vocabulary lecture. Some participants also indicated that Canva was unable to provide feedback and correct writing errors. This finding is in line with Audi et al., (2019) who believed that getting feedback and correction are vital when they write. Therefore, Canva does not prove the effectiveness in writing.

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New learning must be able to develop the students' creativity and confidence. Classroom learning should be fun and joyful. With the help of Canva, students can design their own background and theme that is related to their writing. Canva has colourful and attractive templates and images for students to choose from as their layout. Students can do their writing on the layout than on a piece of white paper. Canva focused on learning activities centered on students to explore their creativity (Audi et al., 2019). This finding is also in line with Andriyati F. et al., (2023) who suggested that student-centered teaching-learning activities can be done to deepen students' understanding as well as explore their creativity by integrating it with the implementation of the online application, namely Canva.

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The participants also claimed that interesting writing methods and presentations increased their attention to writing. Collaboration happens when teachers use Canva as a teaching medium for the students to discuss and write their writing. Participants have the chance to share their ideas and responses with peers. This will unconsciously drive the participants to have more of an urge to create own themes and writing as to show to the classmates and teacher. Participants also will have competitiveness among peers to create a higher level of content to present in class. This will eventually enhance students' writing motivation and skills throughout the process.

Throughout the findings, Canva has successfully attracted the students' attention and increased their motivation to learn English. This finding shows that using Canva as a teaching media greatly impacted the students' English learning process. Interesting teaching media can increase students' interest and concentration to understand the content given and further produce individual writings. Incorporating technology into teaching can create an inviting classroom that drives motivation level, attention, and creativity. Students can be seen walking around and discussing the contents of writing with their peers. Students also ought to express their ideas and develop their own concepts to write the essay. This study also has a positive effect on the teacher as the students' interest increases, the teachers' success rate in teaching will also be significant.

The results of the SPSS test showed that students' writing performance on the post-test was significantly higher than on the pre-test. The small value in the T-value indicated the groups that participated in the research had similar English proficiency.

To contemplate, the data analysis manifest that Canva is effective and has a positive outcome on the students' writing performance. The students also highlighted the boon and bane of using Canva in helping students to heighten writing skills. In an overview, the research results admitted the effectiveness of using Canva in ESL classrooms.

CONCLUSION

To introspect, Canva is a great learning tool and effective in enhancing students' writing skills in the ESL classroom. In this digital era, integrating technology into the teaching and learning process is inevitable. Introducing Canva to the students is an ideal way to help them enhance their writing skills. Students are satisfied with the experience in using Canva for writing. It was obvious there was a marked improvement in students' writing skills through the data of the post-test. Basically, Canva offered interesting features to attract students' attention and increase motivation to complete writing task. Canva focused on student-centered learning whereby collaboration appears to be evident in the learning process to allow students to explore their creativity.

As indicated by the results obtained from the pre-test and post-test of this study, the use of Canva has a great impact on students' writing skills. Therefore, it could be helpful for teachers to take Canva into consideration as another learning medium when it comes to teaching writing. Canva as a technological learning tool has remarkable improvement in the quality of students' writing performance. Furthermore, it also made learning more interactive and fun rather than the traditional way of teaching and learning. In addition, it is important to note that the data collection showed a big impact on how students perceive technology in classroom learning. This will also lead the way for English language teachers to encourage students in using technology to improve language skills. It is a way different from students' acceptance of technology through distant learning during pandemics where some of the students showcased negative perception towards it (Laksana, 2020), but when it is integrated into classroom learning, it could be viewed as an integral part of learning activity and there will be less technical issues.

Based on the result of the study and with the regard to the limitations of this research, the researchers would recommend similar studies that can investigate further other language skills which are the reading skills, listening skills, and speaking skills. This study only examines a small sample size, thus for further research, it is suggested to get the sample as large as possible to generalise the result with a larger population. Similar to the suggestion of replicating this research in different contexts, conducting the research in a large sample size also will prevail with a generalisation through different contexts. Instead of using questionnaires to get students' perceptions of Canva, it is suggested for the other researcher to triangulate the data through interviews to reach out a detailed explanation for the perceptions of the participants. However, there are also participants who perceived doing writing in a fun way in this manner because Canva manages to make the writing process more interesting and creative. Students' might lack of motivation to do writing if it is conducted in a mundane and conventional method.

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Appendix 1

Questionnaire

The following statements ask about your opinions and your attitudes towards the use of Canva. Please rate each statement that best reflects your opinion using the scale below. Please answer open and honestly, there are no right or wrong answers.

Survey Questio	Survey Scale:			
	1-Strongly Disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly Agree			
Students' Awareness of Canva				
1. I am aware of the existence of Canva	1	2	3	4
2. I always use Canva to learn English	1	2	3	4
3. For me, it is easy to use Canva	1	2	3	4
Students' Perception on the Effectiveness of Using Canva for Interactive Online Learning				
4. I believe that using Canva can improve language competency	1	2	3	4
5. The use of Canva helped me to improve my writing skills	1	2	3	4
6. When compared to traditional classroom learning, the use of Canva made learning more entertaining.	1	2	3	4
7. When compared to traditional classroom learning the use of Canva made learning more creative and effective	1	2	3	4
8. For me, it is easy to learn English through Canva	1	2	3	4
9. For me, it is easy to become skillful in using Canva	1	2	3	4
10. Canva helped me to be more active in Learning English	1	2	3	4