

## College Students' Perception of Using Canva in English Writing Class

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### Abstrak

Perkembangan teknologi yang eksponensial telah menyediakan perangkat yang dapat mendukung proses belajar mengajar. Penelitian ini bertujuan untuk menganalisis persepsi mahasiswa tentang penggunaan alat desain grafis Canva untuk mendukung Kelas Menulis Bahasa Inggris mereka. Penelitian ini dirancang sebagai penelitian kualitatif. Subyek penelitian ini melibatkan enam belas mahasiswa di sebuah perguruan tinggi swasta. Pengumpulan data dilakukan dengan menggunakan kuesioner. Setelah terkumpul, data dianalisis secara kualitatif. Hasilnya kemudian dibandingkan dengan materi teoritis dan empiris untuk membantu peneliti dalam menganalisis data yang diperoleh untuk pembahasan. Studi tersebut mengungkapkan bahwa 86,4% siswa memiliki persepsi positif tentang kegunaan, kemudahan akses, dan kesesuaian Canva untuk mendukung keterampilan menulis bahasa Inggris, dengan 47,0% siswa sangat setuju, 39,4% setuju, dan hanya 13,5% sebagian. Sepakat. Studi ini juga mengungkapkan bahwa siswa menghadapi tantangan selama penerapan Canva di kelas Menulis Bahasa Inggris, terutama terkait dengan kesiapan mereka untuk menggunakan fitur-fitur yang disediakan Canva untuk mendukung proses menulis mereka. Temuan ini menyiratkan bahwa penguasaan fitur alat sangat penting untuk mendapatkan manfaat optimal dalam menggunakan Canva untuk meningkatkan keterampilan menulis siswa.

**Kata kunci:** Canva, Kelas Bahasa Inggris, Implementasi, Keterampilan Menulis

### Abstract

The exponential development of technology has provided tools that can support the teaching and learning process. The present study aimed to analyze college students' perceptions of using the graphic design tool Canva to support their English Writing Class. The study was designed as qualitative research. The subject of this study involving sixteen students in a private college. The data were collected using a questionnaire. After collecting the data, it was analyzed qualitatively. The results were then compared with theoretical and empirical materials to assist the researcher in analyzing the obtained data for discussion. The study revealed that 86.4% of the students had positive perceptions concerning the usefulness, ease of access, and suitability of Canva for supporting English writing skills, with 47.0% of the students strongly agreed, 39.4% agreed, and only 13.5% of them partially agreed. The study also revealed that students encountered challenges during the implementation of Canva in English Writing class, primarily related to their readiness to use the features provided by Canva for supporting their writing process. These findings imply that mastery of the tool's features is crucial for gaining optimum benefits in using Canva to improve students' writing skills.

**Keywords:** Canva, English Class, Implementation, Writing Skills

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## 1. INTRODUCTION

The exponential development of technology requires teachers to be adaptive in using teaching media, although some EFL teachers are still reluctant to use technology in teaching (Puspitasari et al., 2021; N. K. A. Suwastini, Nalantha, et al., 2021). Technology and interactive teaching emphasis several essential aspects, such as communication, interaction, discussion, and intercourse between teachers and students in the learning process (Anggeraini, 2018; Ariantini et al., 2021; Cahyani et al., 2021). Moreover, teachers must broaden their knowledge of mobile technology, particularly in teaching English as a foreign language. Mobile technologies are considered easy and attractive tools for maintaining literacy skills and developing constant access to information (Adnyani et al., 2022; Listiani et al., 2021; Yunus, 2018). The barriers faced by EFL teachers are the availability of computer

hardware and software, lack of computer knowledge, limited experience in using computers, inadequate computer technology support, lack of time, teacher's attitudes, and the lack of computer development in computer technology integration (Gilakjani et al., 2015; Rahmayanti et al., 2021).

Canva is one of the solutions to increase students' creativity by acquiring IT skills and expressing ideas comprehensively (Andriyanto et al., 2022; Christiana & Anwar, 2021). Canva has been viewed as a creative and innovative tool that can improve the teaching-learning process and help students develop their collaborative skills. Canva was used in the class to enhance students' motivation through the practical digital application (Andriyanto et al., 2022; Fitria, 2022). Students using Canva were argued more motivated and creative, resulting in a fun and enjoyable classroom activity.

Writing is the most complex and challenging skill to be mastered, especially in the EFL context (Dwiyanti & Suwastini, 2021; Maheswari et al., 2020). Previous study states that writing anxiety is experienced by students who are afraid of making mistakes (Sukandi & Syafar, 2018). Besides its technical characteristics, writing anxiety is a combination of feelings and beliefs in the psychological field. Further, the research stated that linguistic difficulties become the most significant factor that causes writing anxiety. Anxiety in writing is quite common, especially in the EFL context. The conventional ways of teaching writing might have led to much pressure felt by the students. Thus, it has been proven that advanced technology can help students overcome writing anxiety (Dwiyanti & Suwastini, 2021; Wahyuni & Umam, 2017). Students were engaged and not anxious when the teaching and learning process was integrated with writing practice which typically creates fear among students. In addition, students must re-adjust themselves to be adaptive to extensive online learning (Dwiyanti & Suwastini, 2021; Unger & Meiran, 2020). The research found that the students' anxiety took part in the sudden change in the learning system.

Canva can enhance students writing performance. That was reveal by several previous researches. One of the researcher stated that Canva motivated the students to be eager to learn more effectively, resulting in the improvement of their writing skills (Hadi et al., 2021). A similar result was also found in the research about students' motivation in writing class using Canva (Utami & Djamdjuri, 2021). Furthermore, students' motivation in writing class increased after using Canva in the teaching and learning process (Utami & Djamdjuri, 2021). Moreover, Canva has been proven to help pupils enhance their writing abilities (Yundayani et al., 2019). The pre-test and post-test were conducted to compare the writing mistakes before and after using Canva. The result was that there was an improvement in students writing while using Canva after the ANCOVA method was implemented.

The writing class can be boring if not challenged by the students in the EFL context, as also found aiming students in an EFL College students in Ubud, Bali. The English teacher implemented Canva as a project-based activity in writing classes to overcome the problem. This decision was based on the benefit of Canva in previous research, which positively impacted the students. This research investigated the students' perception of using Canva in English writing class. The result can be potential for other English teachers to see the suitability of Canva for writing classes. Furthermore, seeing the students' perspectives is beneficial for evaluating the teaching and learning process to be better in the future.

## **2. METHODS**

The present study was designed as a qualitative study according to the interactive qualitative analysis (Miles et al., 2014). The study was conducted in April 2022. In this study, the total sampling technique was applied to determine the study's sample. A total of 16

English students at one Private College in Ubud participated in giving their responses to this study.

In collecting the data, a questionnaire was used as an instrument consisting of 10 items to obtain data related to students' perception of using Canva in their writing class. It used the survey technique to collect the data by distributing the proposed questionnaire to the respondents. The respondents were asked to give their responses by filling out the provided scales in the questionnaire. The blueprint of the questionnaire can be seen in [Table 1](#).

**Table 1.** Blueprint of Questionnaire Related to Students' Perception of the use of Canva in Writing Class

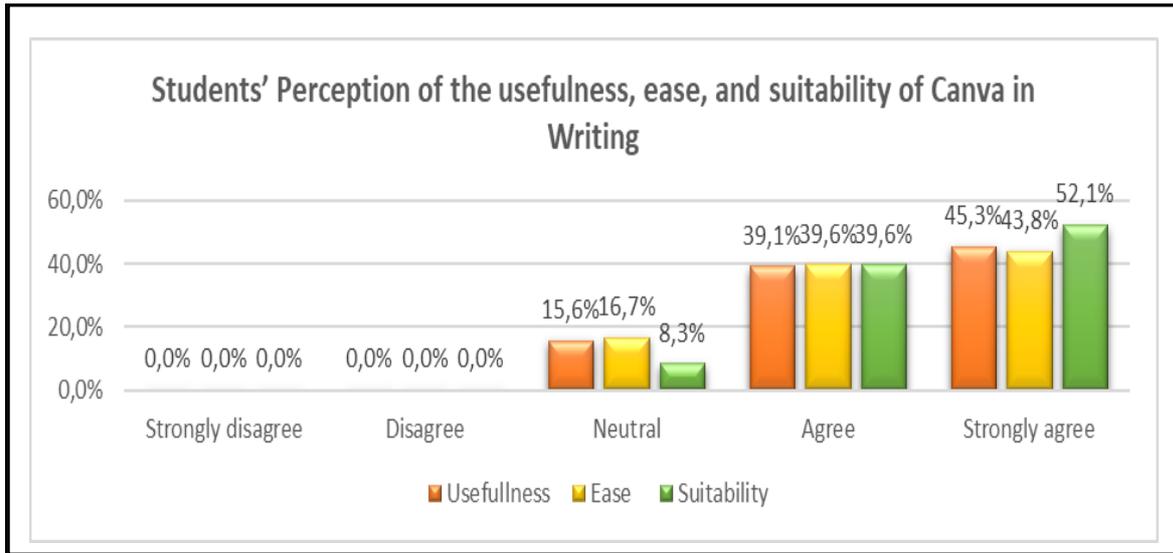
No.	Indicators	Number of Tests	Number of Items
1	Usefulness	1. Canva helps students to practice writing 2. Canva helps students to understand complex information 3. Canva attract students' attention to be focused 4. Features of Canva can be easily accessed	4
2	Ease	5. The writing result of Canva can be downloaded in different formats 6. Canva is flexible to be used in writing class 7. Canva helps to create different designs for writing	3
3	Suitability for Supporting Writing Skills	8. Canva provides effective features to assist in writing 9. Canva provides adequate writing practice 10. Canva enhances writing ability	3

Base on [Table 1](#), there were three main classifications as the indicators of the Blueprint of the questionnaire: usefulness, ease, and suitability. Usefulness was interpreted as how Canva can be useful in English writing class by its role in practising, enable to help students to understand complex information and be focused while using the features available in Canva. Second, ease was interpreted as how the feature enables different document formats, designs and flexibility. Suitability is related to how Canva can provide effective and adequate features to enhance students writing skills. In addition, it is used to measure the suitability of Canva to help improve students' writing skills. In this study, the respondents were informed by instructions on Google Forms. All the items on the questionnaire were sent through Google Forms. After collecting the data, it was analyzed qualitatively. The results were then compared with theoretical and empirical materials to assist the researcher in analyzing the obtained data for discussion.

### 3. RESULTS AND DISCUSSION

#### Results

The result of the questionnaire on students' perception of the use of Canva in English writing class concerned how Canva can be relevant to be used in English writing class. The overall result can be seen in [Figure 1](#).



**Figure 1.** Students' Perception of the Usefulness, Ease, and Suitability of Canva in Writing

***Students' Perception of the Usefulness of Canva in Writing Class***

The students responded that Canva is useful to be used in writing class. The findings show that 45.3% of the respondents strongly agreed that Canva is a useful tool in the writing class. Furthermore, 39.1% of the respondents agreed that Canva is useful for them in the writing class. In addition, only 15.6% of students partially agreed, indicating that only a few needed to be more sure, so they chose to be neutral. Thus, most students positively perceived using Canva as a useful tool for writing classes, with 84.4% of the total students agreed and strongly agreed that Canva is useful in writing class. Only 15.6% of the students were neutral.

***Students' Perception of the Ease of Canva in Writing Class***

The second finding concerns students' views on the ease with which Canva is used in a writing class. Based on data show that 43.8% of students strongly agreed that Canva makes it easy for them in writing class. In addition, 39.6% of students also agreed with Canva's ability to provide convenience to students as users in writing classes. A total of 16.7% of students partially agreed to choose neutral, indicating that they still determine whether Canva is easy or not to use. The overall score of students who agreed and strongly agreed reaches 84.4%, showing a good percentage of the whole students. With these findings, we can conclude that most students positively respond to using Canva in terms of making it easier for them in writing class.

***Students' Perception of the Suitability of Canva in Writing Class***

The third element in this finding is to see students' perception of Canva for its suitability in writing class. The data showed that 52% of students strongly agreed that Canva is suitable to be implemented in the writing class. It is the highest percentage compared to other indicators. In addition, this number is supported by other findings, which are 39.6% of students agree that Canva is suitable for writing classes. The number of students with a positive response reached 91.7%, with only 8.3% partially agreeing. With this, it can be concluded that Canva is a graphic design application that is good for making designs and can be applied in writing classes.

The total score of all categories combined was as many as 86.4% of the students had positive perceptions concerning the usefulness, ease of access, and suitability of Canva for

supporting English writing skills. The detailed explanation of the findings showed that 47.0% of the students strongly agreed, 39.4% agreed, and only 13.5% partially agreed.

## Discussion

The result of the study revealed that the students had positive perception toward the usefulness, ease of access, and suitability of Canva for supporting English writing skills. Canva is seen as a useful tool to help students in writing class. Canva can be utilized to encourage students to practice their writing skill (Diamandis & Kotler, 2012; Salam & Mudinillah, 2021). The use of Canva as learning tool has various and easy features to use by the students (Churiyah et al., 2022; Fitria, 2022). Students will not encounter any problem in utilizing Canva during their writing. It makes writing class more attractive since it also allows students to use various template to design their writing (Ersani et al., 2021; N. K. A Suwastini, Puspawati, et al., 2021). The opportunities to incorporate graphic, images, and color influence students' motivation to write. Moreover, features in Canva supports writing activities in which it provides varied templates for writing including template for PowerPoint Presentations, mind maps, brochures, flyers, posters, etc (Citrawati et al., 2021; Dantes et al., 2022). This feature support various writing activities. Therefore, the writing class will not be boring because students can be assigned to make different form of writing in each week (Larasati & Rustandi, 2022; Wijayanti, 2022). It influences students' positive engagement and motivation in writing class that can positively affect their writing skill. Through Canva, students can direct their focus better to their writing because it requires them not only considering their writing, but the design as well. Students will pay more attention on their writing and use their time to accomplish the writing task (Ariantini et al., 2021; Utami & Djamdjuri, 2021).

In addition, Canva is seen as an easy tool to be utilized in writing class as it can be easily accessed through mobile phone and personal computer. Canva can be free downloaded and installed in the users' mobile phones. It also can be accessed through browser and access Canva website. Canva is easy to use and allows the students to experience interactive learning activities (Puspitasari et al., 2021; Santiana et al., 2021). Canva provides free access for its users by logging in using Google account. It also provides premium access if the users want to subscribe to get more and exclusive templates. It gives freedom for the users to choose which version they want to use (Lailiyah & Cahyono, 2017; Melinia & Nugroho, 2022). Although Canva provides free and premium account, the free account also providing many templates to be used by its users. The users do not need to worry that they will have limited templates and designs to be accessed. Free account can use free and exclusive templates and designs, but for the exclusive templates will have watermark if the users using free account (Christiana & Anwar, 2021; N. K. A Suwastini, Puspawati, et al., 2021). This convenience makes Canva widely used, especially to support learning activities. In terms of its features, Canva has simple interface that can be easily understood by its users. Moreover, the output of Canva can be downloaded in different formats. Students can write and design in Canva, then download it based on the format they want. Canva provides many document formats to be downloaded by users (Fitria, 2022; Utami & Djamdjuri, 2021). The format is derived from PDF, JPG, PNG and many more.

In terms of suitability of Canva in writing class, Canva is known as a graphic design website, but it can be used to support writing class. The features in Canva enable students to be more creative in writing using many types of template. Students are not only encouraged to write genre texts but also to design any other types of writing such as brochure or poster. It gives students experience to write many forms of writing in fun and attractive way. Canva's features are easier to use than other graphic design applications (Larasati & Rustandi, 2022; Setyawan et al., 2020). It can increase students' motivation to write. In addition, students'

grammar can be improved by following interactive activities conducted through Canva (Nurhidayat, 2021; Saraswati & Agustika, 2020). Students can practice their grammar and enrich their vocabulary through active exposure toward instructions and features in Canva.

Despite the similarity with empirical studies regarding Canva usability in teaching writing, the present study also identified some challenges in using it. The interactive design overwhelmed the students as they focused more on the design rather than their writing. This caused the students to struggle with time allotment and Canva tools (Fauziyah et al., 2016; Ni Komang Arie Suwastini & Yukti, 2017). Students with novel experience in using Canva hesitated in navigating the application. In turn, finishing their writing required more time. This may be resulted from students's digital gap, where those with limited digital access and devices may be troubled when facing digital tools (Artini et al., 2020; Wang et al., 2018).

#### 4. CONCLUSION

The study concludes that students are satisfied with using Canva in writing class. They are satisfied in terms of the usefulness, ease of access, and suitability of Canva for supporting English writing skills. The researcher recommends acknowledging the mass opportunity of Canva, considering the positive responses from the students of Canva. The activities can be designed using Canva in English writing class or a wider spectrum. The present study enriches the option of media used in English writing class, especially when integrating technology is a must in the 21<sup>st</sup> century. Further research on the same topic is needed to be done since this study is limited to students' perception of its usefulness, ease, and suitability in writing class. It is suggested to conduct further study on the challenges and ways to cope with them. Other language skills integrating Canva in the learning process may be necessary for future studies.

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