

ENHANCING VOCATIONAL STUDENTS' WRITING SKILLS IN PROCEDURE TEXTS THROUGH CANVA APPLICATION: A CLASSROOM ACTION RESEARCH

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Abstract: Writing is a creative activity that entails finding and recognizing one's ideas. One definition of writing is the act of turning ideas into words and putting them in writing. This classroom action research aims to overcome students' problems in writing procedure texts by using the Canva application. There were 17 eleventh-grade students of ATPH at SMKN 1 Tungal Ilir who enrolled in the academic year 2024/2025 and participated in the study. The researcher used a writing test, observation checklist, and documentation to gather the data. The research was accomplished in three cycles. The criteria of success of this research were 85% of students to get score 75 as the minimum target. In cycle 1, 65% of students got 75. Then, there was an improvement in cycle 2, 76%. Finally, 88% students could achieve score 75 as minimum target in cycle 3. The result of this research indicates that students' writing skills in procedure text improved after the Canva application was used as the learning tool in the teaching and learning process.

Keywords: Canva Application, Procedure Text, Writing Skill

INTRODUCTION

An essential instrument for communication is language. Communication is the exchange of ideas and the formation of cultures between writers and readers or speakers and listeners. Language serves primarily as a means of communication and is the main way that individuals work together to accomplish tasks by understanding what is meant by a common ground. People must engage with others and communicate throughout their lives. English is one of the languages spoken by the greatest number of people worldwide. As a result, learning English is crucial for anyone who wants to communicate internationally. Digital technology, which can facilitate communication with individuals worldwide, is contributing to the fast growth in the usage of English. English is taught to students as a foreign language in Indonesia. The fact that English is taught in schools is evidence of its quick growth.

One of the required school subjects in Indonesia is English. The goal of teaching English in the classroom is to help students become proficient communicators with individuals from all over the world. Speaking, writing, listening, and reading are the four language competence components. Because writing is seen to be the most challenging and complex language skill for pupils to learn and because it necessitates mastery of grammar, vocabulary, and spelling, the researcher will concentrate on this part of the study. Many students in higher education, particularly those studying in Indonesia, place great value on mastering the art of English writing. When it comes to key academic skills, writing in English is seen to be the most difficult to acquire when compared to speaking, listening, and reading (Makalela, 2004). Writing is a communication skill that allows students to experience their knowledge through the development and presentation of their ideas. For many students, however, learning to write is a difficult process since they are not exposed

enough to real language outside of the classroom. Previous studies have indicated that such factors as lack of writing experience, language deficiency, and low motivation may cause students to face difficulties in writing (Ying, Yundayani, & Zhang, 2018).

Although writing skills are crucial, they do not receive enough attention or appropriate time allocation in the teaching and learning process. Students' writing must incorporate all of their vocabulary and sentence structure skills, combining sentences into paragraphs (Parmawati, 2013). People use writing daily, whether it be for personal purposes like composing announcements, messages, or application letters, advertisements and other kinds of prose. Students struggle with various aspects of writing, including lack of imagination and trouble generating ideas. Students also struggle with lacking vocabulary and coming up with ideas. Additionally, pupils must become proficient in grammar before they can write well in English. The ability to write is one of the most important skills that kids must learn. They utilize it as a tool for intellectual and emotional expression while interacting with others since creative writing allows them to convey themselves and their ideas in the most effective ways possible.

According to Huy (2015), one of the most crucial aspects of studying English is writing because it requires not only academic but also transferable abilities that are useful in any line of work. For vocational high school students, writing is a difficult skill to acquire, but it is necessary if they are to succeed in their future endeavours. English is a required subject at technical high schools; thus, teachers must devote more time to teaching writing to their students. The teacher must use a special strategy to address the issues with the students' writing abilities to accomplish these goals.

Technology is an important language teaching tool in this sense since the use of technology can increase students' motivation (Hernandez, 2017; Wiyaka, Mujiyanto & Rukmini, 2018). Technology-driven language learning is increasingly applied in EFL context (Hadi, Izzah, & Paulia, 2021). Both teachers and students can make use of technology-based learning resources. One tool that teachers utilize to promote students' creativity in the classroom is Canva. According to Gopal (2021), teachers should employ technology to teach higher order thinking abilities to their students, such as problem solving, creativity, and critical thinking. Teachers may use technology to provide creative and innovative learning in this digital age. By integrating a variety of media, teachers can promote their students' enthusiasm in learning and technological literacy. The form of the procedure text that will be created by the students can be info-graphic or poster. So, teachers may use Canva to help them be more creative when creating educational materials, and students can use Canva to help them develop their creativity and create visually appealing, easily understood media. According to Arunachalam & Munisamy (2022), Canva provides users with an adaptable platform. To enhance the teaching and learning process, teachers and students can customize the template design. Students can collaborate through Canva as well. It can improve engagement and make the learning experience more enjoyable.

The researcher observed the tenth graders while they were being taught to write at SMKN 1 Tungkal Ilir. Most students still struggle with writing in English, the study discovered. As the KKM, they received a score below 75. The researcher employed strategies such as employing pictures as learning aids, however, these did not significantly enhance their writing abilities. The teacher should use the internet to teach writing skills as the school does not have any textbooks for that purpose. However, the teacher still uses the whiteboard to explain writing concepts, and the students use their books as writing materials. The teacher should, therefore, locate a learning resource or piece of media that can be used to teach English writing. Canva was not yet utilized by the tenth grader

as a writing tool. Therefore, as they were learning to write in the eleventh grade, the researcher employed the Canva application. Canva may be used to help students in English classes and keep them from becoming bored while learning the writing skills related to English because it is more creative and engaging than other learning resources.

The study anticipated that students' writing skills, in this case, procedure-focused writing, would increase because of utilizing Canva. The focus of vocational high school education is on giving students real-world skills to get them ready for sectors or careers. Effective communication is one of these abilities, especially when it comes to writing. Procedure texts are particularly pertinent in the vocational setting because they are instructional and provide instructions on how to complete tasks or reach objectives. Because vocational education is practical, this text style fits in well with the hands-on activities that students frequently perform that call for detailed instructions, including operating machinery, cooking, programming, or product assembly.

Hadi et al. (2021), has researched "Teaching Writing Through Canva Application To Enhance Students' Writing Performance". This study aims to investigate how well students' writing skills can be enhanced by using Canva application media. Pre- and post-tests were used by researchers as part of a quantitative strategy known as pre-experimental study design. Written tests were used as research tools to compile student achievements. According to the results of this study, students can enhance their writing skills with the use of the Canva application. English teachers might use the core principle of this study as a model for future research when teaching writing skills.

Syahdan et al., (2023), entitle "Challenge and Strategies of Teachers in Integrating Canva in English Classroom Teaching". The focus of this research is to discover the experiences of English teachers in the use of Canva, an ICT application, to create attractive presentation of teaching English. From this research, it was found that Canva give many benefits for English teacher to create interesting teaching media and module easily to be used in teaching English.

Based on the problem and situation and the previous studies, the researcher conducted classroom action research with focus on the process of Canva application to improve SMKN 1 Tungkal Ilir students' skills in writing procedure text.

METHOD

This research was conducted in classroom action research to address the issues that Canva application can improve students' writing skill of procedure text. According to Sugiyono (2015) Action research is carried out in four stages: planning, acting, observing, and reflecting. Teachers conduct classroom action research (CAR) studies to improve the teaching and learning process. The research was done in three cycles, with two meetings for each cycle. The research participants were 17 eleventh graders of *ATPH* at *SMKN 1 Tungkal Ilir* because the researcher had done the observation to their writing skill in procedure text without using Canva application in the last year. The researcher used writing test, observation checklist with a teacher as a collaborator for observing and evaluating the writing test and used documentation. The collaborator was an English teacher from SMKN 1 Tungkal Ilir. For the instrument, the researcher used a rubric of writing procedure text which had been checked by two validators.

Table 1: Writing Rubric of Procedure Text using Canva Application

Criteria	4	3	2	1
Clarity of Instruction	Instructions are clear, detailed, and easy to follow.	Instructions are mostly clear but may lack some details.	Instructions are somewhat unclear or incomplete.	Instructions are confusing and hard to follow.
Organization	Steps are presented in a logical and effective order.	Steps are mostly in order but may have minor lapses.	Steps are disorganized, making it difficult to follow.	Steps are not in order or are missing critical components.
Goal and Purpose	Clearly states the goal and purpose of the procedure.	States the goal but lacks clarity in purpose.	Vaguely mentions the goal; purpose is unclear.	No clear goal or purpose stated.
Materials list	Comprehensive list of materials with specific details (size, quantity).	List of materials is present but lacks some details.	Materials list is incomplete or vague.	No materials list provided.
Use of sequences words	Effectively uses varied sequence words throughout the text (e.g., first, next).	Uses some sequence words, but not consistently.	Few sequence words used; lacks clarity in steps.	No sequence words used; very confusing structure.
Grammar and Mechanics	No spelling or grammatical errors; polished presentation.	Minor spelling or grammatical errors present but do not impede understanding.	Several errors that may distract from content but do not obscure meaning.	Frequent errors that make understanding difficult.
Visual Aids	Includes high-quality diagrams or pictures that enhance understanding.	Includes some visual aids that support the text but may lack quality.	Visual aids included but do not effectively support the procedure.	No visual aids provided or very poor quality if present.

To organize, explain, and evaluate the qualitative data gathered from observation checklists, and documentation. Each cycle's mean score was established after the quantitative data from the writing test was analysed using the scoring rubric. The criteria of success of this research were 85% students got score 75 as *KKM* score.

FINDINGS AND DISCUSSION

By facilitating the planning, drafting, rewriting, and publishing phases of the writing process, Canva's use as a teaching tool greatly improved students' writing abilities in procedure texts. The findings from student performance, feedback, and classroom observations are covered in this part, with a focus on Canva's contribution at each level.

In the planning stage, Students were able to better arrange their thoughts thanks to Canva's variety of templates and visual design tools. Using Canva's pre-made layouts, several students who had previously had trouble with brainstorming and outlining were able to produce visual representations of their process texts. For instance, students were encouraged to think sequentially by Canva's flowcharts and step-by-step images, which is essential for procedural writing. Their drafts had a strong foundation because to the more rational and transparent plans that resulted from this methodical approach.

Canva application helped students be more creative and engaged during the drafting process by letting them incorporate visuals into their work. The opportunity to incorporate text with pictures, icons, and color schemes prompted students to concentrate on their work's presentation as well as its content. Students said they were more willing to write and that utilizing Canva made the drafting process more fun by lowering their nervousness. Students were also able to experiment with different formats thanks to Canva's drag-and-drop feature, which improved their comprehension of how to properly arrange and display procedural material.

Canva's collaboration features really enhanced the editing stage. Students could instantly obtain helpful criticism after sharing their papers with their peers. Because of this teamwork, students were able to actively discuss and improve their work in a helpful learning atmosphere. Additionally, Canva's visual design made it simple for students to identify flaws or inconsistencies in their writing, such confusing directions or missing steps. This resulted in more focused and effective revisions, which produced final versions of greater quality.

Canva enabled students to display their process manuals in aesthetically pleasing styles throughout the publishing step. Pupils produced polished end products that demonstrated their writing and design abilities, such as educational posters or digital presentations. Students' confidence and motivation were increased when they were able to publish their work in a format that looked professional. Additionally, the chance to present their work to their peers encouraged a feeling of achievement and pride, which strengthened their interest in the writing process.

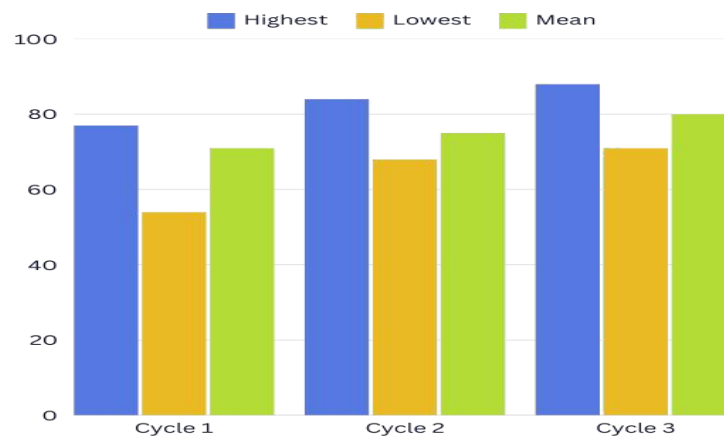
Procedure text was made dynamic and interactive using Canva in the authoring process. Through the integration of visual design and conventional writing techniques, students enhanced their capacity to organize and express procedural details and gained a deeper understanding of the writing process overall. According to the findings, Canva's features help students overcome common writing instruction problems including disengagement and trouble organizing their thoughts, which makes it an effective tool for improving student performance.

The researcher gathered and examined data from every cycle of the classroom action research after introducing the Canva application as a media and instrument for teaching process text writing. The findings demonstrated that after utilizing the Canva program during the learning process, students' ability to produce procedure language significantly improved. When comparing the test results from the first and third cycles, this improvement was clear.

Students' writing procedure text scores improved from cycle 1 to cycle 3, according to the data that was provided. In cycle 1, the lowest mean score among students was 54. On the other hand, cycle three's writing procedure text had the highest mean score, 71. This score evolution

shows that as students participated in the classroom action research, they exhibited discernible development in their ability to produce procedure language, with cycle three showing the biggest improvement.

Figure 1: Students' Writing Procedure Text Score



This research applied Canva application as learning tool in teaching of writing procedure text. The research was conducted in three cycles, and it was two meetings for each cycle. The result of this research presented how Canva application improve students' writing skill of procedure text.

In cycle 1, after being introduced to Canva and its features, students were better able to see how text and design are related. However, issues like linguistic errors and lack of familiarity with the tool were common. These early issues made it clear that additional target assistance was required for Canva use and grammatical accuracy improvement. Despite these difficulties, by the conclusion of the cycle, pupils were starting to show originality and a fundamental comprehension of the text structure. This finding was related to the research from Jumami (2021) which had found what students felt about utilizing Canva for creative writing. The students could enhance their English learning abilities.

This foundation was strengthened in Cycle 2, as students demonstrated improved Canva skills and a stronger focus on the text's content. Peer review and teacher-led grammar instruction greatly increased the precision and clarity of the language. Students produced texts that were both educational and aesthetically pleasing as they improved their ability to blend information and design. Even though there were still certain issues, including an excessive focus on design or sporadic grammatical problems, the cycle demonstrated significant growth in the students' writing skills. It showed that the students were captivated, by the program's image and found the application to be user- friendly as Hadi et al (2021) found that students can enhance their writing skills with Canva application, English teacher might use the core principle of the study as a model for future research teaching writing skill.

By Cycle 3, many of the remaining problems from earlier cycles had been resolved using group collaboration, customized subjects, and targeted feedback. While the organized phases of thought mapping, drafting, revising, and finishing texts maintained a methodical approach to the writing process, letting students select agribusiness-related topics boosted their interest and involvement. Students' work showed increased originality, better organization, and improved

linguistic accuracy. Canva gave students a chance to express their creativity and deepen their comprehension of how images can complement and elucidate written instructions. The finding of the last cycle is supported by the research from Wahyuni et.al (2022). the result of the research indicated that increasing students' engagement in their studies can be achieved by utilizing the

Canva program as a learning tool. The students showed their interest to writing when they were using Canva application.

Students' writing skills have steadily improved, according to quantitative data analysis, with mean scores in each cycle continuously above the passing mark (KKM) of 75. The classroom functioned efficiently, and students showed active involvement and excitement for learning the nuances of writing process manuals, according to qualitative data gathered from observation reports. This demonstrated that, in the context of procedure manuals, the Canva application effectively inspired students to take the initiative in their writing.

Over the course of the three cycles, Canva was used to enhance students' procedural writing abilities while also encouraging teamwork, creativity, and digital literacy. Students were given the resources to overcome obstacles and produce excellent work when technology and an organized writing process were combined. This study shows that Canva can be a useful tool for teaching writing, especially when combined with possibilities for group learning, focused feedback, and clear instructions. The development seen over the course of several cycles confirms that Canva may be an effective tool for developing students' writing skills in an interesting way.

CONCLUSION

Students were better equipped to arrange their ideas and procedures since they could plainly see their instructions thanks to Canva. Throughout the cycles, students' language accuracy significantly improved with regular practice and focused grammar teaching. Their knowledge of procedure-specific terminology, imperative sentences, and transitional phrases improved. Students were encouraged to organize their texts methodically by using Canva application. Students were able to concentrate on each aspect of their writing, guaranteeing logical flow and clarity, thanks to the organized phases of mind mapping, drafting, revising, and publishing. Students' texts got more coherent and thorough as they acquired expertise, with well-organized steps and unambiguous instructions.

Based on the findings and conclusions of this research, several suggestions can be made to enhance the effectiveness of using Canva in teaching procedure texts and to guide future studies. Firstly, teachers should provide structured and gradual training in using Canva at the beginning of the learning process, especially for students unfamiliar with the application. This will help reduce initial confusion and ensure that students focus more on content creation rather than technical challenges. Additionally, integrating targeted grammar and vocabulary instruction throughout the process is crucial to address language difficulties and improve the overall quality of students' writing.

In conclusion, Canva is an effective tool for improving students' procedural writing abilities, according to the research. Students were able to enhance their creativity, strengthen their language skills, and create procedural organized documents because to its combination of design and content development tools. This study emphasizes how useful digital resources like Canva are for contemporary teaching methods, especially when it comes to enhancing writing abilities in a useful and entertaining manner.

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