STUDENTS' PERCEPTIONS OF USING CANVA IN PROJECT-BASED LEARNING FOR WRITING ACTIVITIES

(*A Descriptive Study conducted on the Ninth-grade Students at SMP Suster Pontianak in Academic Year 2025/2026*)

A THESIS

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ABSTRACT

This study explored students' perceptions of using Canva in Project-Based Learning (PjBL) for writing activities among ninth-grade students at SMP Suster Pontianak. Writing is often considered one of the most challenging skills in English language learning because students frequently experience difficulties in generating ideas, organizing content, and maintaining motivation. This study employed a qualitative descriptive design involving 35 students from Class 9B selected through purposive sampling. Data were collected through questionnaires, classroom observations, and documentation. The findings revealed that students generally had positive perceptions of Canva in PjBL writing activities. Canva helped students organize ideas, improve creativity, increase motivation, and enhance confidence in completing writing tasks. The platform also encouraged collaboration and active participation during project-based activities. Nevertheless, several challenges were identified, including internet connectivity issues and difficulties in using certain Canva features. Overall, Canva was perceived as an effective and engaging learning tool that supported writing activities and contributed positively to students' learning experiences within the Project-Based Learning framework.

Keywords: *Canva, Project-Based Learning (PjBL), Students' Perceptions, Writing Activities*

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CHAPTER I

INTRODUCTION

1.1 Research Background

Writing is one of the important skills in learning English because it enables students to express ideas, share information, and communicate thoughts in written form. However, many students still experience difficulties in expressing their ideas through writing. Writing requires students to organize vocabulary, grammar, and ideas coherently, making it one of the most challenging skills in English as a Foreign Language (EFL) learning. According to Harmer (2004), writing requires students to generate and organize ideas into meaningful written expressions.

In writing activities, students often encounter various difficulties. Some students experience problems in generating ideas, organizing content, and maintaining motivation during writing tasks. Students may also need more time before beginning to write because they are uncertain about how to develop their ideas into sentences and paragraphs. As a result, students frequently feel less confident when they are asked to write in English. Richards and Renandya (2002) explain that writing is often considered the most difficult productive skill for EFL learners because learners need to express ideas clearly while maintaining language accuracy and organization.

Furthermore, although digital facilities such as computers and internet access are available in many schools, the use of digital tools to support writing activities remains limited. In many classrooms, technology is mainly used for

accessing information rather than supporting students' creative learning processes. Digital technology has the potential to create more interactive, collaborative, and engaging learning environments. According to Gilakjani (2017), the use of digital media in language learning can enhance students' participation, motivation, and interaction when implemented appropriately in classroom learning activities.

One learning approach that can support students' engagement and collaboration is Project-Based Learning (PjBL). This learning model encourages students to work collaboratively on projects and produce meaningful products through problem-solving and creative activities. Through project-based tasks, students are not only asked to complete assignments but also encouraged to explore ideas, discuss them with peers, and present their work meaningfully. Bell (2010) explains that Project-Based Learning allows students to develop critical thinking, creativity, and collaboration skills while actively participating in the learning process.

To support project-based learning activities, digital platforms such as Canva can be used as learning tools. Canva is a digital design application that provides various templates, images, fonts, and visual elements that help students present ideas creatively. By using Canva, students can create visual learning products by combining written text and graphic elements. These visual features can help students organize information more clearly and present their ideas in more engaging ways. Previous studies have shown that Canva can increase students' creativity, participation, and motivation because students can create visually attractive projects (Fitria, 2022).

In this study, writing activities focused on procedure text because this text type requires students to organize ideas systematically and present information clearly. During Project-Based Learning activities, students used Canva to create procedure text projects, discuss ideas with their peers, and complete writing activities collaboratively.

Students' perceptions are important because they provide information regarding students' responses, opinions, experiences, engagement, and participation during learning activities. Positive perceptions can encourage students to participate actively in classroom activities, while negative perceptions may reduce students' willingness to engage in learning tasks. In this study, questionnaire items regarding organizing ideas and completing writing tasks were designed to explore students' perceptions of how Canva supported their writing activities.

Based on the researcher's observations during the MBKM internship program at SMP Suster Pontianak in the 2024/2025 academic year, some students still experienced difficulties in writing activities due to a lack of ideas, difficulty organizing content, and low motivation. Most writing tasks were still completed individually using traditional methods, resulting in students being less engaged in the learning process. Some students also appeared hesitant when they were asked to present their work because they lacked confidence.

SMP Suster Pontianak was selected because students had previous experience using Canva during Project-Based Learning activities when they were in grade eight. Since students were already familiar with Canva, they were able to

provide meaningful responses and share their experiences regarding its use in writing activities. Therefore, ninth-grade students were considered appropriate participants because they had sufficient experience using Canva and could provide information related to their perceptions of the application.

Although previous studies have investigated Canva in language learning, many of them focused more on learning outcomes and effectiveness. Research specifically examining students' perceptions of using Canva in Project-Based Learning for writing activities remains limited. Most previous studies have not explored students' responses, experiences, engagement, and participation while using Canva during writing activities.

Therefore, this study aims to explore students' perceptions of using Canva in Project-Based Learning for writing activities and students' perceptions regarding the use of Canva in helping them organize ideas and complete writing activities.

1.2 Research Questions

1. What are the students' perceptions of using Canva in Project-Based Learning (PjBL) for writing activities?
2. How do students perceive the use of Canva in helping them organize ideas and complete writing activities within the PjBL framework?

1.3 Research Purpose

1. To describe the students' perceptions of using Canva in Project-Based Learning (PjBL) for writing activities.

2. To explore students' perceptions regarding the use of Canva in supporting idea organization and writing task completion within the PjBL framework.

1.4 Research Significance

1.4.1 Students

Through this research, students are expected to gain a better understanding of how Canva can support writing activities through Project-Based Learning (PjBL). By understanding students' responses and experiences regarding the use of Canva, students may become more motivated and confident when completing writing projects. This research is also expected to encourage students to use digital tools more effectively in organizing ideas and completing writing tasks.

1.4.2 Teacher

For teachers, this research can serve as input in selecting and utilizing appropriate digital media to improve the learning process, especially in teaching writing. By understanding students' perceptions regarding the use of Canva, teachers can adjust learning strategies, provide appropriate guidance, and design Project-Based Learning activities that are more engaging and meaningful for students.

1.4.3 Future Researchers

This study can serve as a reference for future researchers who wish to examine the use of Canva or other digital media in Project-Based Learning activities. The findings of this study can be further developed in different contexts,

language skills, or educational levels to provide broader and more in-depth research findings.

1.5 Scope and Limitation

1.5.1 Scope of Research

This research focuses on students' perceptions of using Canva in Project-Based Learning (PjBL) during writing activities. The scope of this study is limited to students' responses, experiences, engagement, and participation regarding the use of Canva as a learning tool, particularly in helping them organize ideas and complete writing activities. This research was conducted in English learning activities among ninth-grade students at SMP Suster Pontianak. The writing activity focused on procedure text developed through Project-Based Learning activities using Canva. This study does not measure improvements in students' writing abilities but rather explores students' perceptions regarding the use of Canva in writing activities.

1.5.2 Research Limitations

This research has several limitations. First, the study was conducted only at SMP Suster Pontianak; therefore, the findings may not represent students from other schools with different learning environments. Second, the results depend on students' personal perceptions, which may vary according to their experiences and familiarity with digital tools. Third, this study focuses only on students' perceptions and does not assess actual improvements in writing performance. Furthermore, students' experiences in using Canva may vary depending on their previous exposure to the platform and their level of digital literacy.

1.6 Research Terminology

To clarify and provide a deeper understanding of this study, the following are some of the terms used.

1.6.1 Project-Based Learning

Project-Based Learning (PjBL) is a student-centered learning approach in which students engage in project activities that involve collaboration, problem-solving, creativity, and active participation in the learning process. In this study, PjBL refers to learning activities where students worked collaboratively to complete writing projects using Canva as a learning tool.

1.6.2 Canva

Canva is a digital design platform that allows users to create visual content such as posters, presentations, and other creative products using templates and visual elements. In this study, Canva was used as a supporting tool in Project-Based Learning activities to help students organize ideas and complete writing activities creatively.

1.6.3 Writing Activities

Writing activities refer to activities involving the process of producing written texts in English learning. In this study, writing activities focused on creating procedure texts through Project-Based Learning activities using Canva. The activities included organizing ideas, developing content, and completing writing tasks as part of the project process.

1.6.4 SMP Suster Pontianak

SMP Suster Pontianak is a private Catholic junior high school in Pontianak, West Kalimantan. The school implements the Merdeka Curriculum and conducts offline classes from Monday to Friday. This study focuses on Class 9B due to its active involvement in Project-Based Learning and exposure to digital tools such as Canva.