

THE EFFECTIVENESS OF CANVA AS A DIGITAL TOOL IN IMPROVING STUDENTS' DESCRIPTIVE WRITING SKILLS

Hanifa Maudy Nursyahida^{*1}, Naf'an Tarihoran^{*2}, Kheryadi^{*3}
hanifaaam14@gmail.com^{*1}, nafan.tarihoran@uinbanten.ac.id^{*2},
kheryadi@uinbanten.ac.id^{*3}

Faculty of Education and Teacher Training^{*1,2,3}
UIN Sultan Maulana Hasanuddin^{*1,2,3}

Received: September 17, 2025

Accepted: February 16, 2026

Published: March 27, 2026

ABSTRACT

This study focuses on the use of Canva as a digital learning tool to improve the skills of junior high school students in descriptive writing. Lack of motivation, practice, and tradition-based teaching methods are some of the reasons why many students find it hard to write. To solve the problems, Canva was integrated into the lesson writing to improve the interest, creativity, and contextual knowledge of students. In his writing theory, Weigle selected a quantitative, quasi-experimental design with a population of 64 7th-grade students in SMPN 1 Cikukur, divided into experimental and control groups. SPSS 25 was used to analyze data (pre-tests, post-tests, and questionnaires). It was found that the experimental group scored higher on the post-test (mean 70.62) than the control group (mean 61.78), and the t-test was significant to prove the improvement ($t = 5.552 > 1.67$, $p < 0.05$). Moreover, students interviewed mentioned that Canva had good experiences that made writing both more interesting and creative, though they were affected by poor internet connection. In general, the results imply Canva is a helpful tool to enhance descriptive writing and suggest its incorporation into the process of teaching writing to EFL learners to improve their results.

Keywords: *Canva, Learning tool, Writing skills, Descriptive text, Quasi-experimental research.*

DOI: 10.31943/wej.v10i1.542

INTRODUCTION

Writing is one of the basic language skills that requires constant practice and a variety of teaching techniques to be constantly developed. Writing in the English as a Foreign Language (EFL) context can be regarded as one of the most challenging tasks due to the necessity to use a variety of competencies, such as language knowledge, cognitive, and creative expression. Alongside serving as a tool for expressing thoughts and ideas, writing is also an indispensable tool in developing critical thinking, problem-solving skills, and academic literacy. Through the writing process, students learn to organize their ideas, construct logical arguments, and convey meaning clearly and effectively (Harmer, 2007; Weigle, 2002).

The subject of teaching writing at the junior high school level is highly crucial since forms the basis of the future academic achievement of the students. But in reality, most of the students continue to have a severe problem with creating English texts, particularly descriptive texts. Such challenges are usually connected with the lack of motivation to study, poor vocabulary, worse grammar, and the inability to train meaningful writing. Conventional teaching methods tend to lean towards teacher-centred explanations, and textbook-based exercises do not encourage active participation of students in the writing process and do not offer a stimulating learning environment for creativity and engagement development (Dwi Oktaviani, 2019; Sadiku, 2015).

In addition (Weigle, 2002), Writing is in itself multifaceted and a cyclic procedure that involves the incorporation of multiple important elements, part of which involves content development, organization, vocabulary choice, and grammar precision, and the precision of the mechanism. To master such aspects, one must not only have knowledge but also practice with repetition aided by a systematic, diversified, and innovative teaching philosophy. Students would not have creative pedagogical methods. May have difficulties with building confidence and skills to share their ideas. Competent in written English.

Thus, enhancing writing education in junior high school needs a more interactive, accommodating, and caring approach to students' needs. The ever-growing use of digital tools in English as a there are promising opportunities to be met by foreign language (EFL) classes they can overcome these issues through interactive learning, which can be motivating and help students to generate ideas and enhance the quality of their writing.

Students, based on a preliminary study that was carried out at SMPN 1 Cikukur, have been identified to encounter a number of challenges that interfere with their effectiveness in producing descriptive texts. One of the primary issues is the limited availability of engaging learning materials that can stimulate students' interest and motivation during writing activities. As a result, many students struggle to generate ideas, express them clearly in written form, and apply the appropriate sentence structures required for descriptive writing. Consequently, most students become unable to come up with ideas, communicate them in written form clearly, and use the right sentence structures needed in descriptive writing. Poor involvement is also caused by low levels of participation in learning outcomes. There was pre-observation data of seventh-grade classes indicating that participation in writing lessons was only 45 percent, which implies that an emergency requires additional interesting and student-focused teaching methods.

Descriptive text is an essential genre taught in the junior high school English curriculum, aiming to help students describe people, places, objects, or animals in detail using relevant adjectives, vocabulary, and organized sentence structures. Mastery of descriptive writing not only enhances students' linguistic abilities but also strengthens their observational and expressive skills (Husna, 2017). Therefore, there is a strong need to implement more active learning strategies that allow students to take ownership of their learning, develop their language skills, and increase their confidence and motivation in writing.

The fast pace of development in digital technologies holds considerable promise for addressing these challenges. The integration of technology in language learning has been shown to increase students' engagement, motivation, and learning achievement when implemented effectively. Digital learning tools enable teachers to deliver instructional content in more interactive, visual, and contextualized forms (Fadillah, 2021; Tarihoran et al., 2022). However, it is highlighted that students' poor performance in language learning has been largely associated with a lack of appropriate learning strategies to facilitate active participation and engagement (Achadiyah, 2024). Thus, using technology-based learning tools is crucial for improving students' descriptive writing skills.

The term 'learning strategies' is "specific thoughts or behaviors that". "These are personal techniques that individuals use to understand, learn, or remember new facts". In addition, (Shi, 2017) further emphasizes that teachers must select appropriate teaching techniques and learning strategies that teachers must select appropriate teaching techniques and learning strategies appropriate to meet students' needs, while also guiding them in understanding and making effective use of these strategies in order to improve learning outcomes. This, in turn, emphasizes the need to offer students supportive instructional models that encourage active involvement and purposeful learning.

One of the strategic aspects to be considered is the integration of the use of digital resources into the learning process style which has increasingly become significant in contemporary education. Digital tool has transformed conventional teaching practices through greater student involvement, motivation, and learning achievement. Digital tools are commonly used by teachers. Smart boards, educational videos, and PowerPoint are all examples of English language training presentations, images, and other graphic materials to make the learning process more active, interactive, and contextual. (Wulandari, 2020).

Furthermore, (Puspitarini & Hanif, 2019) assert that learning can be a useful tool, which can also be of great use in enhancing the effectiveness and efficiency of the instructional process, which enables the students to better obtain the learning materials, motivating them to be more active and interactive in the classroom activities. This leads to the realization of learning objectives in its turn. In line with this, Yunus et al. (2013) clarify that the digital tools play a significant role in the expansion of the teachers' out-of-class learning, where learning and support could be sustained all the time. As a consequence, incorporation of a digital tool should not be viewed as a technological addition, but as a pedagogical method which deals with the changing serves the purposes of contemporary education, at the same time enhancing the quality of language acquisition.

One of the digital platforms that has recently attracted attention in educational settings is Canva. Canva is a web-based graphic design application that allows us to create various visual products such as posters, presentations, infographics, certificates, and social media content. Its user-friendly interface, numerous templates, and multitool features make it accessible even for beginners. In terms of teaching students to write, Canva would probably act as a visual aid to facilitate students in planning, imagination, and creative ways to present what they have written (Hadi et al., 2021; Hidayati, 2023). The students would perhaps

better conceptualize what they wish to describe or write about, and plan their writings methodically by making use of such visual aids as provided by Canva. Canva is perhaps capable of enabling students to comprehend what is being described in a more in-depth manner, in addition to enabling them to repeat what has been described, thereby enhancing their capacity to write even better.

Consequently, there has been a high demand for innovative and technologically sophisticated teaching strategies, which has driven a great deal of research into the use of digital tools in writing instruction. Canva is one digital design tool that allows users to create many forms of visual content, including presentations, infographics, and posters. It is a priceless tool in fostering imaginative and visually stimulating learning experiences because of its intuitive interface and wide variety of templates and features.

Several prior studies evidence Canva's positive effect on students' learning outcomes. In their study, (Hadi et al, 2021) reported that Canva significantly developed students' writing skills and increased classroom participation. Similarly, (Jamaludin & Sedek, 2023), Canva increased digital learning with the help of creative student-teacher collaboration. However, most of this research was done at the junior high school. There is a general lack of empirical investigation into the usage performance of Canva in junior high school settings, especially in the teaching of descriptive writing.

Moreover, previous studies tend to focus much on heightened arousal; although it promotes ease and creativity, it gives limited statistical evidence of learning advantages in specific writing elements, for example, the content, organization, vocabulary, and language use, and mechanics. There is also a dearth of detailed investigation on students' opinions, obstacles, and perceived benefits regarding the use of Canva in EFL writing education, in particular, Indonesian junior high schools. These limitations do more to highlight the need for further empirical research to enhance our knowledge of Canva's potential to develop skills in descriptive writing for young EFL learners.

This research examined the effectiveness of Canva as a digital learning tool for enhancing students' writing performance from the perspective of (Weigle, 2002) theory of writing assessment, which emphasizes the significance of evaluating different aspects of writing performance. It also examined students' skills in writing a description text and their perceptions of Canva, challenges and advantages faced by students during writing with Canva, and improvement in writing performance. This research will give a comprehensive understanding of the effectiveness of digital learning tools for writing instruction in the context of EFL students.

According to the issues in writing instruction at SMPN 1 Cikukur, such as poor writing performance, low participation, and poor learning media, the study discussed the writing performance of the students and their reaction to the Canva usage. The learning outcomes and students' perceptions evaluation offered the information about the teaching of descriptive writing.

Therefore, this study aims to: (1) investigate whether there is a significant effect of using Canva on students' descriptive text writing ability; (2) examine students' perceptions of using Canva as a learning medium in writing descriptive

texts; and (3) identify the challenges and benefits of using Canva in descriptive writing instruction. Based on these objectives, the research hypotheses are formulated as follows: Ha: Canva significantly improves students' descriptive writing skills; Ho: Canva does not significantly improve students' descriptive writing skills.

RESEARCH METHOD

The researcher used a quantitative method with a quasi-experimental design to conduct this study. Experimental research is a type of research that can test hypotheses to establish a cause-and-effect relationship. This design has a control group, but it does not fully function to control external variables that impact the results of experimental research. Quasi-experimental design involves at least two groups. One group was an experimental group, and the other group was a control group. That's the reason why the researcher chose this study's design method (Muijs, 2004).

Sample / Population

Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics set by researchers to study and then conclude. To collect data in this study, researchers took the population of this study, class VII SMPN 1 Cikukur, with 149 students. This study uses a quasi-experimental design, then this study took 2 classes from class VIII. The first class is the control class, and the other class is the experimental class.

A sample is a small part of the population. In this study, purposive sampling involves selecting individuals or groups depending on certain criteria, such as available classes or treatment-relevant groups (Sugiyono, 2013). That is, the experimental and control groups are already there, two distinct classes in the same school. Researchers only took 64 second-grade students. The researcher in this study will involve two classes as research samples. The first class VII C is an experimental class of 32 students for each class, and they have been taught using the Canva app on learning to write descriptive text. The second class is class VII E as a control class consisting of 32 students, and they have never been taught using Canva to learn to write descriptive text.

Instrument

The research instruments included a pre-test, post-test, and questionnaire. The pre-test was given to the experimental class before the Canva treatment, and the control class was using traditional methods, requiring students to create a descriptive paragraph that was evaluated on content, organization, vocabulary, language use, and mechanics. After the treatment, all courses were given a post-test to assess the efficacy of Canva, with students instructed to write a descriptive prose about a family member or acquaintance using a certain structure. In addition, a questionnaire was sent to the experimental class to collect students' perspectives, challenges, and benefits of using Canva to write descriptive texts, which will be used to assess its impact on learning outcomes. Then the variables are described and limited, namely:

Table 1. Questionnaire Grids

No	Indicators	Number of Test	Number of Items
1	Students' perceptions of the use of Canva as a learning tool.	Canva makes it easier for me to understand how to write descriptive text.	4
		Canva helps improve my writing skills.	
		Using Canva helps me organize ideas systematically in descriptive text.	
		My writing is better after using Canva.	
2	Challenges of the use of Canva as a learning tool.	I find it difficult to use the features in the Canva application.	3
		I feel that using the Canva application takes quite a long time.	
		I feel that using the Canva application requires a good and stable internet connection.	
3	Benefits of the use of Canva as a learning tool.	I feel that Canva app can help me in creating attractive visual designs for my writing.	3
		I feel that Canva app makes me more motivated to write description text.	
		Canva app is useful to use in learning writing in other materials and lessons.	

Data Analysis

The data of this study were collected through a pre-test, treatment, post-test, and questionnaire. The pre-test was conducted to obtain baseline information on students' writing skills by asking them to compose descriptive paragraphs. The treatment was carried out in four sessions using Canva as a tool, following three stages: pre-writing (introducing descriptive text and visual aids), while-writing (guiding students to organize ideas and write paragraphs), and post-writing (discussion, feedback, and quiz). After the treatment, the post-test was administered to measure students' improvement in writing descriptive texts. Additionally, a closed-ended Likert-scale questionnaire was distributed to the experimental class to gather data on students' perceptions, challenges, and benefits of using Canva in writing activities.

In this type of experiment, the variables to be observed or measured, namely the criterion variables, are the ability to write descriptive texts in English and whether to use Canva tool. In this case, using a single-track ANOVA, 2 types of research hypotheses need to be tested: *the main effect hypothesis* and the *simple effect hypothesis*.

There is one *main effect hypothesis*, namely the hypothesis of the influence of the treatment variable on the outcome variable (criterion). The number of *simple effect hypotheses* depends on the number of data groups or theories of attribute variables, because this hypothesis is a hypothesis that compares 2 data groups.

FINDING AND DISCUSSION

Finding

Mean Score of Writing Aspects in Pre-test and Post-test Experimental and Control Classes

Table 2 shows that the average scores increased in all components in both the experimental and control classes. In terms of content, the experimental class increased from 16.34 in the initial test to 20.62 in the final test, while the control class increased from 14.87 to 19.21. In terms of organization, the experimental class increased from 11.84 to 16.53, while the control class increased from 10.96 to 14.28. Similarly, in terms of vocabulary, the experimental class increased from 10.66 to 15.15, while the control class increased from 9.71 to 12.50. In terms of language use, the experimental class increased from 10.06 to 14.63, while the control class increased from 9.12 to 12.18. Finally, in terms of mechanics, the experimental class increased from 2.65 to 3.68, while the control class increased slightly, from 2.62 to 3.59.

Overall, the total mean score of the experimental class increased from 51.56 to 70.62, while the control class increased from 47.31 to 61.78. Although both groups improved, the experimental class was greater. The most progress has been made in the content and organization, demonstrating that Canva helped students generate ideas and structure their descriptive writing more systematically.

Table 2. Mean Score of Writing Aspects in Pre-test and Post-test Experimental and Control Classes

Aspects of Writing Score	Mean			
	Experimental Class		Control Class	
	Pre-Test	Post-Test	Pre-Test	Post-Test
Content	16.34	20.62	14.87	19.21
Organization	11.84	16.53	10.96	14.28
Vocabulary	10.66	15.15	9.71	12.5
Language use	10.06	14.63	9.12	12.18
Mechanics	2.65	3.68	2.62	3.59
Total	51.56	70.62	47.31	61.78

The result of One-way ANOVA Test

Table 3 shows that the F_{count} is 30.825; df (1,62); with the significance value of $0.000 < 0,05$, rejecting the H_0 and approving the H_a . It indicates that there is a difference in average writing skills between students who use Canva and those who do not. In other words, there were statistically significant variations between the experimental and control groups' writing ability.

Thus, the t-test and ANOVA are appropriate for verifying the validity of the assumptions and identifying significant differences between groups. The ANOVA and t-test results showed that there is a statistically significant difference between the experimental and control groups' post-test scores, with a significance value of $p = 0.000$ ($p < 0.05$). The results of the study indicate that the students' writing skills for descriptive text improved by applying the Canva tool.

This study's results are consistent with previous studies that showed the effectiveness of the Canva tool for teaching languages, specifically writing skills. The study conducted by (Hadi et al., 2021) showed that Canva helps students to

express their creativity visually; thus, they will be more engaged and involved in the learning process.

Table 3. One way ANOVA

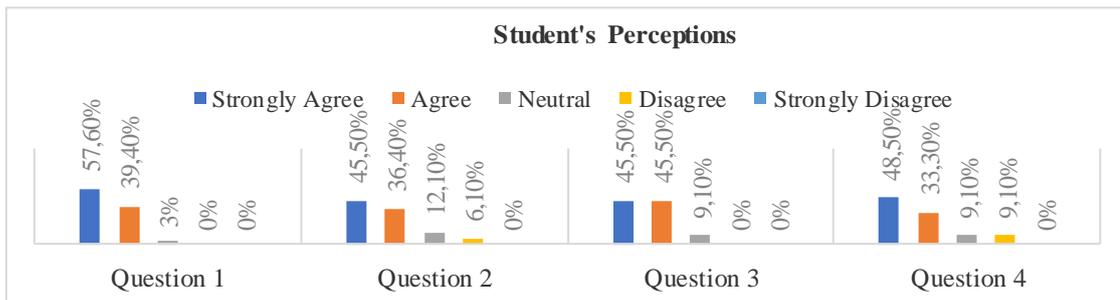
ANOVA					
Sum of Squares		df	Mean Square	F	Sig.
Between Groups	1251.391	1	1251.391	30.825	,000
Within Groups	2516.969	62	40.596		
Total	3768.359	63			

Students' Perceptions

After completing the treatment for the experimental group, the researcher utilized Canva as a tool to implement a questionnaire about students' perceptions, difficulties, and benefits associated with the learning process of writing.

According to the results presented in Figure 1 above, students' perceptions about using Canva for learning how to write descriptive text were extremely positive. Just 3% of students were neutral, and none of them disagreed or strongly disagreed with the first question, "*Canva makes it easier for me to understand how to write descriptive text*". Of the students, 39.40% agreed and 50.60% strongly agreed. This shows that the majority of students feel that Canva makes it easier for them to understand how to write descriptive text. Furthermore, in the second question, "*Canva helps improve my writing skills*", 45.50% of students strongly agreed and 36.40% agreed, while 12.10% were neutral and 6.10% disagreed, with no one disagreeing. This shows that most students think Canva contributes to their improvement of their writing skills. In the third question, "*Using Canva helps me organize ideas systematically in descriptive text*", the responses of strongly agree and agree were 45.50%, 9.10% were neutral, and there were no disagree or strongly disagree responses, indicating that Canva helps students organize ideas systematically. Finally, in the fourth question, "*My writing is better after using Canva*", 48.50% of students strongly agreed and 33.30% agreed, with 9.10% neutral, 9.10% disagreed, and no one strongly disagreed.

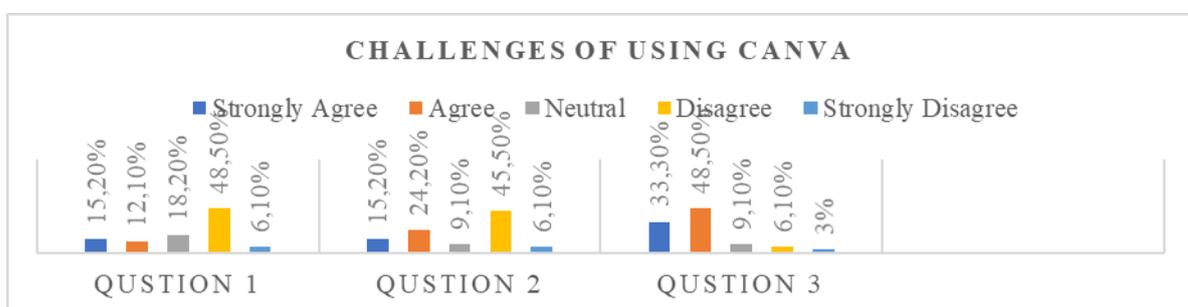
Figure 1. Students' Perceptions Diagram



Students' Challenges

Based on the results of Figure 2, regarding the challenges faced by students in using the Canva application, it can be seen that the main obstacle perceived is related to the need for a good and stable internet connection. In the first question, “*I find it difficult to use the features in the Canva application*”, only 15.20% of students strongly agreed, and 12.10% agreed, while most students, 48.50%, disagreed, and 6.10% strongly disagreed, and 18.20% were neutral. This shows that most students did not experience significant difficulties in using Canva’s features. In the second question, “*I feel that using the Canva application takes quite a long time,*” 15.20% of students strongly agreed, and 24.20% agreed, but 45.50% disagreed, and 6.10% strongly disagreed, while 9.10% were neutral. This finding indicates that although some students felt that using Canva was quite time-consuming, the majority did not find it a significant barrier. Meanwhile, on the third question, “*I feel that using Canva application requires a good and stable internet connection*”, the majority of students, 33.30% strongly agreed, and 48.50% agreed, indicating that internet access was the main challenge.

Figure 2. Students' Challenges Diagram

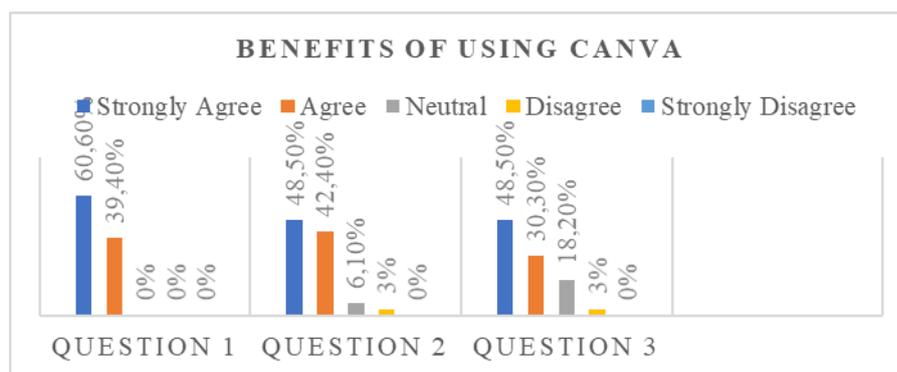


Students' Benefits

Based on Figure 3, results regarding the benefits of using Canva in learning to write, it was found that most students felt a significant positive impact from the application. In the first question, “*I feel that Canva application can help me in creating attractive visual designs for my writing*”, 60.60% of students strongly agreed, and 39.40% agreed, with no neutral or negative responses. This shows that all respondents agreed that Canva is very helpful in creating attractive visual designs for their writing. In the second question, “*I feel*

that Canva application makes me more motivated to write description text”, 48.50% of students strongly agreed, and 42.40% agreed, while only 6.10% were neutral and 3% disagreed. This result shows that the motivation of students to write descriptive texts can be promoted through the use of Canva. In addition, 48.50% of the students strongly agreed and 30.30% agreed with the third statement, “Canva application is useful to use in learning writing in other materials and lessons,” while 18.20% were neutral and 3% disagreed.

Figure 3. Students' Benefits



Discussion

The findings of the research revealed that students who learned descriptive writing with the help of Canva scored higher in writing than students who learned it using traditional methods. The improvement was seen in all aspects of writing, especially in terms of content and organization, which are crucial in writing quality descriptive writing pieces. The students in the experimental group showed clear ideas, information, and a smooth flow of information in their writing. The findings revealed that Canva is a helpful tool in writing, as it supports students in developing ideas, creating content, and coherently organizing writing.

Canva's visual templates, layout, and graphics help students organize their writing, which could be a reason for the improvement in their writing. The visual templates and layout could help students articulate their ideas before they start to write. This would help them to organize their ideas in a graphical way, reducing their cognitive load to think about organizing their ideas and content development at the same time. This would help students to organize their ideas in more detail in their descriptive paragraphs.

The improvement in the students' writing could be seen in all aspects of writing; content and organization are the two key areas in writing that help students write good descriptive paragraphs. The experimental group showed clear ideas with considerable details and information flow in their writing.

From a theoretical perspective, the results support the framework of writing assessment proposed by (Weigle, 2002), which suggests that effective writing development involves several elements, including content, organization, vocabulary, language use, and mechanics of writing. Canva supports all these elements of writing development in that it helps students to visualize their ideas systematically. This helps students to more readily identify the key ideas and

supporting details in their written descriptions. This perspective on writing development supports the idea that writing is not only a linguistic process but also a cognitive and visual process that requires effective instructional tools to support it.

The features of Canva encourage students to use words that accurately describe what they see in their visual designs. This helps to improve their vocabulary and language use in general. The use of visual elements in Canva helps to guide students to use appropriate language to describe their visual designs to their readers in order to help them visualize what they describe. This helps to improve their language use in general, which is essential in writing descriptions. Students seem to be more focused on linguistic accuracy than on mechanical accuracy in their writing, such as spelling and grammatical errors. This could be due to their greater interest in the task.

This supports the findings of (Hadi et al., 2021), which suggested that Canva can be considered to be a useful tool in language education in the development of writing skills in particular. Participation in the learning process through letting them express their meditations pictorially and imaginatively. Students demonstrated an increase in this study engaged with enthusiasm in writing sessions, engaged in the discussion, and boasted of their thoughts with more self-confidence. This increased level of participation is essential in enhancing the writing performance in the sense that motivated individuals are likely to be more ready to exercise to revise and perfect their work.

Likewise, (Jamaludin & Sedek, 2023) past studies have stated that Canva allows students to be creative, and student-centered learning is encouraged. This is supported by the current study, in which students are shown to become active actors and not passive receivers of the writing process. By using Students experiment with work with different information presentation methods, Canva with designs, and make decisions concerning how to reflect their conception. This autonomy promotes inventiveness and a pride in ownership of their writing, which positively influences the learning outcome.

This study builds on earlier studies by offering empirical data at the junior high school level, specifically descriptive writing. Although the effectiveness of Canva as a language learning tool, as a whole, was previously tested, in the present study, the focus will be on the genre of writing where visual imagination is high and well-organized. Visual-based learning tools are suitable for descriptive writing as they require one to use vivid images with the help of words. Canva is not only a perfect media of instruction due to its ability to bridge the divide between text and image and, therefore, the concept of visual representation.

Besides the quantitative findings, the positive perceptions of the students are also good evidence of the effectiveness of Canva in teaching writing. The majority of the students have stated that Canva allowed them to have a better sense of the structure and the main features of descriptive texts, besides allowing them to systematize and arrange their ideas in a logical and coherent manner. Canva provides the visuals to aid in identifying and using the required elements of descriptive writing, e.g., identification and description, which makes it simpler to use the required components since Canva offers ready-made templates, images,

layouts, and design elements. This good impression indicates that Canva is not only able to enhance writing performance, but also enhance the awareness, confidence, and knowledge on the writing process among students, particularly in planning, organizing, and developing ideas.

Students also claimed that Canva made the process of writing more enjoyable and less difficult. Writing is a skill that is usually regarded as a difficult one, particularly among. Limitations in English as a foreign language (EFL) learners. Vocabulary and grammatical proficiency. Through the introduction of Canva in education, the process of writing is more interactive and engaging, which minimizes fear and gives students confidence. This good affective response is reliable for effective language acquisition, since self-assured students are better guided by the desire to take risks and give a free expression of their ideas.

Despite these positive outcomes, limited access to the internet is identified as a major hindrance to Canva-based learning. Some students faced problems accessing Canva due to poor internet connectivity. Such problems highlight the importance of developing an effective technology base for facilitating learning through technology-integrated approaches. Teachers and educational institutions must keep such limitations in mind to ensure that every student has an equal opportunity to benefit from technology-integrated learning strategies.

The findings of this research validate the theory of interactive visual media-based learning, which emphasizes that the integration of digital media into teaching and learning processes can greatly contribute to improving students' interest, visualization of ideas, and critical and creative thinking. Canva is not just an auxiliary tool for visualization but an interactive tool for facilitating active exploration, autonomous learning, and creative thinking, and for developing meaningful knowledge. Canva assists students in connecting abstract with concrete, contextual representations to aid understanding, enhance writing coherence, and overall writing performance through a combination of visual and textual elements in a structured and engaging manner.

CONCLUSION AND SUGGESTION

This study analyzed how Canva could be used to learn about descriptive writing and discovered that students who studied with Canva improved above average compared to the control group. The positive perceptions were also expressed by students, especially concerning the capacity of Canva to assist them in sorting their thoughts and remaining active. Although the problem of low internet connectivity was still present. These results indicate that there is more interactive writing that can be facilitated by digital tools instruction. This study, however, has a short time limit and a limited sample size. Future studies may consider bigger samples, extended intervention times, or other types of writing to further understand the impact of digital media on writing development in English as a foreign language (EFL).

REFERENCES

Achadiyah, R. (2024). News Item Text Into and Vice Versa: Tertiary EFL

- Learners' Barriers in Translating Indonesian News Item Text Into English. *Wiralodra English Journal (WEJ)*, 134–146. <https://doi.org/10.31943/wej.v8i2.304>
- Dwi Oktaviani, E. (2019). Improving Writing Skills of Junior High School Students Through Picture Series Media. *Borneo Journal of English Language Education*, 1(2). www.al-kindipublisher.com/index.php/ijllt
- Fadillah, S. N. (2021). Students' perceptions on the use of Padlet in writing activities: A case study. *Wiralodra English Journal*, 5(2), 50–60. <https://doi.org/10.31943/wej.v5i2.142>
- Hadi, M. S., Izzah, L., & Paulia, Q. (2021). Teaching Writing Through Canva Application. *Journal of Languages and Language Teaching*, 9(2), 228. <https://doi.org/10.33394/jollt.v9i2.3533>
- Harmer, J. (2007). *The Practice of Language English Teaching*. In Longman: Vol. (4th edition). <https://doi.org/10.1080/03626784.1987.11075294>
- Hidayati, R. (2023). Students' Behaviour on Using Canva Application for English Project. *English Language Teaching Methodology*, 3(3), 338–348. <https://doi.org/10.56983/eltm.v3i3.1100>
- Husna, L. (2017). An Analysis Of Students' Writing Skill In Descriptive Text At Grade X1 Ipa 1 Of Man 2 Padang. *Jurnal Ilmiah Pendidikan Scholastic*, 1(1), 16–28. <https://doi.org/10.36057/jips.v1i1.281>
- Jamaludin, N. F., & Sedek, S. F. (2023). Canva as a Digital Tool for Effective Student Learning Experience. *Journal of Advanced Research in Computing and Applications*, 1(1), 22–33.
- Muijs, D. (2004). *Doing quantitative research in education with SPSS*. Sage.
- Puspitarini, Y. D., & Hanif, M. (2019). Using Learning Media to Increase Learning Motivation in Elementary School. *Anatolian Journal of Education*, 4(2), 53–60.
- Sadiku, L. M. (2015). The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour. *European Journal of Language and Literature*, 1(1), 29. <https://doi.org/10.26417/ejls.v1i1.p29-31>
- Weigle, S. C. (2002). *Assessing writing*. In Cambridge: Cambridge University Press. Cambridge University Press. <https://doi.org/10.4324/9781315561301-9>
- Shi, H. (2017). Learning Strategies and Classification in Education. *Institute for Learning Styles Journal*, 1(1989), 24–36. <https://www.auburn.edu/academic/cla/ilsrj/Journal Volumes/Fall 2017 Vol 1>
- Sugiyono. (2013). *Metodologi Penelitian Kuantitatif, Kualitatif dan R & D*. Alfabeta.
- Tarihoran, Nafan; Alhourani, Y., Alaa Q; Ocana-Fernandez, Joel, R. M. A., & Hernandez. (2022). CALLing the Process of Writing: Facebook as Language Support Learning Tool in Enhancing the EFL Learners' Online Writing Performance. *Journal of Language and Linguistic Studies*, 18(1), 496–510. <https://www.jlls.org/index.php/jlls/article/view/3831/1023>
- Wulandari, H. (2020). Strategies in Teaching Speaking used by Teachers of Young, Junior High School, Senior High School, and University Students.

Hanifa Maudy Nursyahida^{*1}, *Naf'an Tarihoran*^{*2}, *Kheryad*^{*3}
THE EFFECTIVENESS OF CANVA AS A DIGITAL TOOL IN IMPROVING
STUDENTS' DESCRIPTIVE WRITING SKILLS

E-Structural, 3(02), 115–130. <https://doi.org/10.33633/es.v3i02.4225>