STUDENTS' PERCEPTION OF USING CANVA IN PARAGRAPH WRITING CLASS

Siti Elvyn Rokhmatin[1], Rini Lindawati[2], Nurhayati Ganinda[3]
[1,2,3] FKIP Universitas islam Majapahit, Jl. Jabon Raya KM 07 Mojokerto
Email: [1]sitielvynrokhmatin@gmail.com, [2]rinilindawati@unim.ac.id,
[3]nurhayatiganinda@unim.ac.id

Abstract

This study aims to find out the students' perceptions of the Canva application in the Paragraph Writing class and the students' perceptions when working on projects in the Paragraph Writing class. The research was conducted in the English Education Department at Majapahit Islamic University. This study seeks the students' perceptions of using the Canva application in the learning process and their experiences in project-based learning tasks. This study used a descriptive qualitative method. The researcher used Focus Group Discussions (FGD) as the data collection technique. Focus Group Discussion conducted by researchers with a group of people over time. This group of people was not interviewed separately, but together in the form of a forum. In this research, two findings was found out students' perceptions in the Paragraph Writing class and students' projects in the Paragraph Writing class. First, all students gave positive perceptions regarding their understanding of the learning in the class using the Canva application as the media. Students also stated they benefitted from the advantages of using the Canva application in learning. Second, the Canva application helped students complete their projects, although challenges and obstacles arose when students directly applied Canva as an assisting medium. In conclusion, the learner's perception of the Canva application in the Paragraph Writing class was positive because Canva helps students understand the learning material better. The project also had positive results because it was easier for students to complete the project of creating a digital fiction book. Through this research, the researcher hopes that in future research the results of this study could be used in compiling further research designs that are relevant and more varied

Keywords: Writing, Paragraph Writing, Canva

A. INTRODUCTION

Writing abilities became crucial while creating textual content, especially in English. As a result, people had to become proficient writers in the English language to write and speak clearly with others well. However, learning this skill was more complex for students. This assertion was consistent with the findings of Richards and Renandya (Fahmi & Rachmijati, 2021) who asserted that mastering writing was the most challenging skill for learners of second or foreign languages. By mastering writing skills, students can transfer ideas well so that readers can understand their writing (Fahmi & Rachmijati, 2021).

Students in writing face problems, including psychological problems, linguistic problems, and cognitive problems (Amelya, Nandha; Samtidar; Baa, 2018). This means that writing was a need that students often had to complete. Hensel quoted in Agesta (Humairoh, 2021) that there were many writing problems, such as grammar and punctuation difficulties. This happens to students due to many factors, such as their need for more ability to read, translation, and practice in writing. Writing skills were the ability to compose, which was very important for students in supporting learned activities. Problems in composing could be seen from the length of the essay, the use of grammar in the form of spelling and punctuation, the maturity/abstractness of the theme, the size of sentences, vocabulary, and the form of handwriting and letters (Studi et al., 2023). This was why writing was considered difficult to do as a language activity.

There were many challenges that students must face when writing a paragraph. Apart from students being required to understand the rules of good and corrected writing, another challenge felt by students in paragraph writing class was thinking that writing studied could have been more exciting. This situation could be called boredom in the learning process. When learned boredom reaches students, this usually has negative consequences for learned achievement. Even though the learning process was quite long, the results could have been more optimal. This was because the students were bored, which means the way the brain worked could have worked better. To achieve learned objectives, a facility, tool, or anything that helps the learned process was needed, whether it was objects around the student's environment or the meaning of learned media. Choosing suitable media could also increase students' interest and motivation to learn. Digital media with features made it easier for learners to enable more varied and non-monotonous learning. That is why digital media and technology have been used as a solution to overcome this in writing studies. Current technological developments have made various types of media a means of learning. Canva was one application that became a solution to increase student creativity by acquiring IT skills and expressing ideas comprehensively (Priyatna et al., 2023). Canva was a creative and inventive tool that might enhance the teaching and learning process and assist students in growing as collaborative learners. Canva was utilized in the classroom as a valuable digital tool to boost student enthusiasm (Priyatna et al., 2023).

This was in line with the problems in a paragraph writing class at Majapahit Islamic University. Lecturers in the paragraph writing class at Majapahit Islamic University thought the writing course was challenging for students and tedious because it only had reading and writing activities. This was also supported by the online learning factor, which was still in force then, and students were less active in learning. Teaching lecturers found it challenging to control the writing class and looked for media that could be used for collaboration. One way was to use Canva for collaborative writing. By using Canva, lecturers could supervise and provide direct feedback through the application. Because the teaching lecturers at that time used the (PjBL) project-based learned method, students had to have products produced from the course. Through this project, it was hoped that students would remain active in learning even though it was online. However, the lecturer

also had other views on using Google Forms as a medium. Still, by using Canva, students could be more creative in producing written work, so Canva was used as a tool for teaching writing at Majapahit Islamic University. In light of the background information provided above, the researcher conducted a study titled Students' Perception of Using Canva in Paragraph Writing Class.

B. THEORETICAL OVERVIEW

1. Writing

According to Sufatmi and Aizen (Hadi et al., 2021) writing was one of the proper English language abilities that EFL students in Indonesia needed to be able to do for academic writing assignments and written communication, including project reports, theses, essays, papers, journals, letters, etc.

Writing could be seen as a process and a product. Writing was an activity that involved composition activities (Hadi et al., 2021). Writing meant that students had very productive activities because, by writing, students were able to produce a work that readers could enjoy. According to Bayor (Hadi et al., 2021) writing means learning because writing has several other purposes for students in writing, or it is also called several other functions of writing for students. Writing itself had different goals depending on the writing they created, including how students learned how to convey information through written work.

2. Paragraph Writing

Tarigan in Putri (Studi et al., 2023) states that a paragraph is a set of sentences arranged in a logically systematic manner which is a unified expression of thought that is relevant and supports the main idea implied in the entire essay.

The essence of the paragraphs was more complex. A paragraph was a miniature of an essay. The requirements for an essay were in the paragraphs. Understanding the ins and outs of paragraphs also meant understanding the miniature structure of an essay. Being skilled at building paragraphs means being competent at building miniature essays in appropriate proportions. This means that paragraphs are the primary basis for coral-composing activities (Studi et al., 2023).

3. Paragraph Writing Class

Paragraph writing classes are instructional sessions designed to provide students with comprehensive knowledge about effective writing and proper paragraph construction, focusing on writing rules and grammar. These classes aim to train students to use paragraphs to articulate ideas according to the specific writing style. Through practical exercises and guidance, students learn to structure paragraphs coherently, ensuring clarity and relevance in their written communication.

The lecturer in the paragraph writing class was carried out by 6th-semester EFL learners at Majapahit Islamic University using the Project-Based Learning method. So, at the end of the semester, the students are assigned to write essays according to the type of text being taught. The type of essay that is used in their project is narrative text. This project was created by students based on new ideas that they developed into an essay, which then went through an editing process using the Canva application.

4. Perception

Perception is a psychological processes that allow people to transform information into either positive or negative views based on the experience they have obtained through their five senses. Responses are acquired by going through the phases of interpretation, reaction, and selection (Erin & Maharani, 2018). Fieldman (Sudrajat & Rochsantiningsih,

n.d.) Defines perception as a process of classifying, evaluating, understanding, and combining the inputs coming from our senses, organs, and brain.

According to Kotler (Sudrajat & Rochsantiningsih, n.d.), perception describes the process by which an individual chooses, arranges, and evaluates the input data to produce a coherent overall idea. Gibson, et al. (Sudrajat & Rochsantiningsih, n.d.) Defines perception as a cognitive process that people employ to make sense of and comprehend the environment they live in (the object). They continue to explain that perception is the process by which people interpret their surroundings.

5. Canva

As stated by Suhartono and Saraswati, (Susilawati & Chairunnisa, 2019) the application of visual media can facilitate students' idea generation. Canva is a graphic-design tool website, a visual technological media that offers access to over a million images, graphics, and typefaces in a drag-and-drop manner. It includes hundreds of typefaces, millions of photos, free icons and shapes, and photo effects (Susilawati & Chairunnisa, 2019).

Astuti (Fitria, 2022), stated that the Canva design learning application can be utilized as a platform for online instruction on static electricity physics content due to its user-friendly interface and appealing appearance. Tanjung & Faiza (Fitria, 2022) stated that Canva learning media is practicable to apply throughout the educational process. This is because Canva is a website that provides visual material that can operate as a window into the world outside of language classes, an easily accessible library of authentic information.

C. RESEARCH METHODS

This research was conducted on June 6, 2024. This study used a descriptive qualitative method. This study observes students' perceptions of using the Canva application in the learning process and their experiences in project-based learning tasks. This study aims to learn about the Students' perception of the Canva application in the Paragraph Writing class and the Students' perceptions when working on projects in the Paragraph Writing class. The research target is the students in the sixth semester at the English Education Department, Majapahit Islamic University. The target is about seven students who attended the Paragraph Writing Class. Analytical techniques in this research, refer to Miles, Huberman, and Saldana (L, 2022). They see data analysis as divided into three parallel activity streams: 1) data condensation, 2) data display, and 3) conclusion drawing/verification. Below is a more complete explanation of each of these components.

In principle, conducting research is taking measurements, so there must be good measuring instruments. The researcher used a forum discussion as the instrument in this research. Focus Group Discussion forum conducted by researchers with a group of people over time. This group of people was not interviewed separately but together in a meeting, (Nur & Utami, 2022). This approach aims to foster a semi-informal atmosphere where participants feel comfortable expressing their opinions about using the Canva application to learn and share their challenges and experiences in creating projects for the paragraph writing subject. FGD is a fundamental method that allows participants to discuss and contribute diverse perspectives on the topic, facilitating a comprehensive exploration of their perceptions and experiences. According to Irwanto in Amalia, et al. (Kurniawan, 2012), Focus Group Discussion is a systematic process of collecting data and information regarding a particular, particular problem through group discussions. This is why using Focus Group Discussion as a data collection technique is necessary for researchers; by using this technique, researchers will get in-depth information and more specific data.

D. RESEARCH RESULTS AND DISCUSSION

1. Research Result

a. Students' Perception in Paragraph Writing Class

The Focus Group Discussion included five questions about implementation, understanding, challenges and difficulties, advantages, and suitability of the media's entire subject material. First, this study found that students positively perceived the absorption of the Canva application as a medium used in the Paragraph Writing class. Data obtained revealed the active role of the teaching lecturer in introducing the Canva application through classroom learning. Students stated that using Canva in class was exciting because the teaching lecturer explained how to operate the Canva application for various uses, such as designing posters, creating mind maps, and developing digital books.

Second, all students gave positive perceptions regarding their understanding of the learning in the Paragraph Writing class using the Canva application as the media. All students confirmed that they understood the material in the Paragraph Writing class using Canva. The reason is that Canva is an exciting learning medium that helps students learn the material quickly. Using Canva, students in the Paragraph Writing class could grasp the material well during the learning process.

Third, based on the data obtained, the first and most significant challenge was the presence of several paid features in the Canva application. Students had to upgrade to a premium version to produce output that could be downloaded. Non-premium features were limited. Even if they could be used, the output often included a watermark. Thus, students needed to purchase premium features to continue using Canva for editing and other purposes.

Fourth, there are advantages to using Canva. The first advantage, five students' agreement in the Paragraph Writing class, was increased student creativity. The second advantage was that Canva's various features made it easier for students to complete various assignments. These features enabled students to create attractive and diverse designs that could be adjusted to their needs. The third advantage was that the many elements and designs available in Canva made students' time more efficient. The fourth advantage was that it was straightforward to use for beginners.

Fifth, based on the Focus Group Discussion, another perception revealed that all of the students in the Paragraph Writing course gave positive statements about the Canva application, considering it suitable for use in the course. They also believed Canva could be utilized in other classes as a creative learning medium. This was because Canva enhanced the creation of more engaging learning materials with its numerous advantages, such as strengthening visual presentations, facilitating graphic design creation, and developing learning materials.

b. Students' Perception of Project in Paragraph Writing Class

Four questions were discussed in the Focus Group Discussion, and the questions were about the ease, obstacles, reuse, and impression of the Canva application used as an editing medium in student's projects in Paragraph Writing Class. First, it is discussed the students' perceptions of integrating the Canva application as a medium for creating digital fiction books in the Paragraph Writing class. Data obtained from the Focus group Discussion revealed that the features available in Canva facilitated students in their project work, with all seven students agreeing on this point. Students stated that Canvas features made project work more accessible because they found numerous exciting features and templates within the application. These templates included images, text options, and editing tools

suitable for their project needs, requiring only minor adjustments to fit the storyline of the digital fiction book they were developing.

Second, challenges and obstacles arose when students directly applied Canva as an assisting medium in their projects. Four out of seven students stated that they encountered no significant obstacles; they could overcome any challenges they faced on their own. Furthermore, many students needed help with projects to create digital fiction books. The first set of obstacles included internal challenges stemming from the students' creativity, such as difficulty in generating ideas, organizing paragraph structures, and selecting appropriate words. The second set of obstacles related to the Canva application included difficulties integrating ideas with the elements available in Canva, challenges in selecting essential elements due to limitations posed by paid features, and the requirement for a strong and stable internet connection. Weak internet connectivity resulted in prolonged wait times for design synchronization, adding to students' difficulties when working with Canva.

Third, reusing the Canva application as an editing medium. From the data obtained, students expressed their perceptions about why they would use Canva again. The data show that the first reason all students agreed to use Canva again was its ease of use and engaging nature. The second reason was that, based on their positive experience and the benefits of using Canva, they were enthusiastic about recommending it to lecturers as a learning medium when applicable.

Fourth, reviewing the students who gave positive reactions to the use of the Canva application as a teaching medium and a tool for project work, it is clear that Canva left a memorable impression on them after becoming familiar with the application. The first impression students mentioned was the enjoyment derived from their projects, experiencing both the fun and a bit of fatigue during the process and feeling a certain excitement when tasked with creating a digital fiction book. Students' second impression of using the Canva application during their project work elicited positive reactions. They found it easier to design book covers, create visual illustrations, and incorporate cute and exciting elements. This facilitated student creativity and ultimately led to satisfactory final results.

2. Discussion

a. Students' Perception in Paragraph Writing Class

Based on the result of this research, the implementation of Canva as a medium in Paragraph Writing Class could not be separated from the teaching lecturer, who played an active role in guiding students in introducing the Canva application through the classroom. In addition, Students stated that the Canva application was a learning media that helped students understand learning in class, with exciting visualizations, making students more enthusiastic about the learning process. Similar to this finding, there are findings in the previous research, which was a journal article conducted by Mey Nanda and Sitti Fatimah (Nanda & Fatimah, 2023). This study used a quantitative method with descriptive data analysis in the form of percentage representation. The results of the study showed that students rated Canva as an excellent English learning tool.

This research also covered students' perceptions regarding the challenges and difficulties encountered when using the Canva application in the learning process. The first and most common difficulty was that students had to pay for the Canva application. While some features in the Canva application were free, certain features were premium, and users were required to upgrade the application to produce downloadable output if they wanted to use them. This is in line with the statement from Haake [8], which stated that Canva is an online graphic design tool that offers several features that are accessible for free. One of these features is

creating GIF animations, which facilitate the creation of desired designs, although the number of free templates is limited.

The advantages of using Canva in learning included increasing creativity. The indirect enhancement of students' creativity through Canva was the primary benefit perceived during the learning process. Similar to this finding are the findings in Tira Nur Fitria's (Fitria, 2022) research about how informatics students in the English Study Program at ITB AAS Indonesia might utilize Canva as media to teach English and foster students' creativity. Based on the data, all students participating in the Paragraph Writing course expressed positive views regarding the suitability of Canva for enhancing their learning experiences. They unanimously agreed that Canva is well-suited for the course and recommended its application in other classes as a creative learning tool. This indicated a broad acceptance and perceived utility of Canva beyond specific contexts, reflecting its versatility and effectiveness in supporting various educational activities. This is supported by statements from Astuti (Fitria, 2022), who stated that the Canva design learning application can be used as an online learning platform for static electricity physics material because of its user-friendly and attractive appearance. Tanjung & Faiza (Fitria, 2022) also stated that the Canva learning media is practical to apply in education. This is because Canva is a website that provides visual materials that can function as a window to the world outside the language class, as well as a library of authentic information that is easily accessible. This was why the Canva application was suitable for use in the world of education as an innovative media in learning, not only in the English education department but also in courses in other departments according to the needs of each course.

b. Students' Perception of Project in Paragraph Writing Class

Based on the previous study, in the form of journal articles conducted by Putu Dipta Priyatna, Ni Komang Arie Suwastini, and Gede Rasben Dantes (Priyatna et al., 2023), the survey results showed that 86.4% of students stated that Canva was useful, easy to access, and suitable for helping English writing skills. This previous study was similar to the result of this research, which showed how easy Canva is for students to use. Students stated that the Canva application features are straightforward and complete to use in editing the desired theme, making it easier for them to work on projects in the Paragraph Writing course.

However, some students encountered several obstacles while working on digital book creation projects in the Paragraph Writing course. The first obstacle was internal and related to their creativity, including difficulties in generating ideas, structuring paragraphs, and selecting the appropriate word order. The second obstacle involved the Canva application itself, such as struggles in choosing essential elements due to paid features and difficulties in integrating ideas with application elements. This is also exacerbated by the need for a strong internet connection, as stated by Pelangi (Candra et al., 2022), that a strong and reliable network connection is necessary for the Canva application to function properly on the device or PC that will be used. If the connection is unstable, Canva cannot be accessed online.

From the data findings, all students agreed to use the Canva application again after benefiting from it and recommended it to their lecturer for a similar project. There are two reasons emerged why students would use this application again. The first reason is that the Canva application is very easy to use and attractive. Ease of use with the available features and templates is a common reason given by students. This is under Bradley's (Fitria, 2022) statement, which states that Canva provides various ready-to-use designs to create social media headers for user

accounts, posters, presentations, and blog graphics. This aligned with Canva, which had features for editing photos and audio that users could utilize to create the designs they needed, such as posters and motion graphics. The second reason was that based on their previous experience with Canva and its ease of use, students opted to use the application again on subsequent occasions.

E. CONCLUSION

1. Conclusion

Based on the results of qualitative research with Focus Group Discussion (FGD) techniques, conducted at the Majapahit Islamic University regarding EFL learners' perceptions of the use of the Canva application as a media for learning in the Paragraph Writing course and the projects obtained from the course, several conclusion can be drawn. The findings are presented as follows:

a. The learner's perception of the Canva application in the Paragraph Writing class was positive. Students find that Canva helps them understand the learning material better and provides numerous benefits as a learning tool. It can be seen from the student FGD in the research. Based on the results of the Focus Group Discussion, students conveyed that using the Canva application helped them create visualizations in Writing. In the implementation, students stated that the use of Canva in the Paragraph Writing class was closely supported by the lecturer, who played an active role in teaching and explaining how to utilize the Canva application for various writing purposes, such as designing posters, creating a mind map, and developing digital books. Moreover, all students also stated that they understood the material in the Paragraph Writing class by using the Canva application as a medium. The challenges and difficulties faced when using the Canva application in the learning process included some paid features in Canva, requiring students to upgrade to the premium version to access them. From the data found, with the multiple advantages offered by Canva to make learning materials more interesting, all students rated the Canva application as suitable for the course. Furthermore, students assessed that the application could be a creative learning medium in other classes.

b. The learners' perception of the Canva application in the projects in the Paragraph Writing class was positive because it was easier for students to complete the project of creating a digital fiction book with the help of the Canva application. This can be seen from the students' FGD in the research. Based on the Focus Group Discussion results, the digital fiction book creation project used the Canva application as an editing media, making it easier for students to work on. Besides that, there are obstacles related to internal problems stemming from the students' creativity, including difficulty in finding ideas, organizing paragraph structures, and choosing appropriate words for the story. Based on the data, all students agreed to reuse Canva on another occasion. The reason was that Canva helped them work on digital fiction book creation projects in the paragraph writing class. Students' impressions of the Canva application also received positive reactions, as the application greatly assisted them in their projects and helped students achieve satisfactory final results.

2. Suggestion

Based on the research results, several unsolved problems were found, so the researcher put forward several suggestions. These suggestions include the following:

a. The lecturers, in all departments, could develop more digital and innovative learning media, such as the Canva application used in the Paragraph Writing Course. Because of the constant development and updating of teaching media, students have been more interested in learning and understanding more about the material presented.

b. For the future researcher, hopefully, the results of this study could be used in compiling further research designs that are relevant and more varied.

BIBLIOGRAPHY

Amelya, Nandha; Samtidar; Baa, S. (2018). An Analysis of Student's Difficulties in Writing Narrative Text. *Journal of English and Education*, *1*(2), 16–22. https://www.researchgate.net/publication/332186338

Candra, R. M. A., Chandra, N. E., & Hidayat, F. (2022). the Use of Canva Application in Creative Writing Course : Students ' Perceptions. *InCoLLT*, *InCoLLT*, 187–203.

Engkus, E. (2019). Pengaruh Kualitas Pelayanan Terhadap Kepuasan Pasien Di Puskesmas Cibitung Kabupaten Sukabumi. *Jurnal Governansi*, *5*(2), 99–109. https://doi.org/10.30997/jgs.v5i2.1956

Erin, E., & Maharani, A. (2018). Persepsi Mahasiswa Pendidikan Matematika terhadap Perkuliahan Online. *Mosharafa: Jurnal Pendidikan Matematika*, *7*(3), 337–344. https://doi.org/10.31980/mosharafa.v7i3.39

Fahmi, S., & Rachmijati, C. (2021). Improving Students' Writing Skill Using Grammaly Application for Second Grade in Senior High School. *PROJECT (Professional Journal of English Education)*, *4*(1), 69. https://doi.org/10.22460/project.v4i1.p69-74

Fitria, T. N. (2022). Using Canva As Media for English Language Teaching (Elt) in Developing Creativity for Informatics Students'. *ELT Echo : The Journal of English Language Teaching in Foreign Language Context*, *7*(1), 58. https://doi.org/10.24235/eltecho.v7i1.10789

Hadi, M. S., Izzah, L., & Paulia, Q. (2021). Teaching Writing Through Canva Application To Enhance Students' Writing Performance. *JOLLT Journal of Languages and Language Teaching*, *9*(2), 228. http://ojs.ikipmataram.ac.id/index.php/jollt/index

Humairoh, S. A. (2021). *Exploring Students' Difficulties in Writing (A Case Study at the Department of English Education UIN Syarif Hidayatullah Jakarta)*. 99. https://repository.uinjkt.ac.id/dspace/handle/123456789/59494

Kurniawan, R. (2012). Perpustakaan Universitas Airlangga. *Toleransi Masyarakat Beda Agama*, *30*(28), 65.

L, J. M. (2022). Metodologi Penelitian Kualitatif. In Metodologi Penelitian Kualitatif. In *Rake Sarasin* (Issue Maret). https://scholar.google.com/citations?user=O-B3eJYAAAAJ&hl=en

Nanda, M., & Fatimah, S. (2023). Students ' Perception of Canva as A Media In Learning English : A Descriptive Study at SMA N 6 Sijunjung. *Journal of English Language Teaching*, *12*(1), 176–187. https://doi.org/10.24036/jelt.v12i1.121625

Nur, A., & Utami, F. Y. (2022). Proses dan Langkah Penelitian Antropologi: Sebuah Literature Review. *Ad-Dariyah: Jurnal Dialektika, Sosial Dan Budaya*, *3*(1), 44–68. https://doi.org/10.55623/ad.v3i1.109

Priyatna, I. P. D., Suwastini, N. K. A., & Dantes, G. R. (2023). College Students' Perception of Using Canva in English Writing Class. *Indonesian Journal Of Educational Research and Review*, *6*(1), 9–17. https://doi.org/10.23887/ijerr.v6i1.57231

Studi, P., Dasar, P., Pascasarjana, P., & Bosowa, U. (2023). *Emi Santagu NIM: 4620106022*.

Sudrajat, S., & Rochsantiningsih, D. (n.d.). a Teacher ' S Perception Toward the Use of Vocabra. *Journal Perception*, 488–498.

Susilawati, A., & Chairunnisa, S. (2019). Investigating the effect of Canva on students' writing skills. *ENGLISH REVIEW: Journal of English Education*, *7*(2), 169–176. https://doi.org/10.25134/erjee.v7i2.1800.Received