

**CANVA-AIDED PROJECT-BASED LEARNING
TO IMPROVE STUDENT'S WRITING ACHIEVEMENT**

A THESIS

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2024

ABSTRACT

CANVA-AIDED PROJECT-BASED LEARNING TO IMPROVE STUDENT'S WRITING ACHIEVEMENT

By

Khafit Royani

This research aims to investigate the significant difference in students' writing achievement and explore their perceptions after the students are exposed to canva-aided project-based learning. The study employed a quantitative experimental method in which the data were taken from pre-test and post-test of writing and students' perception questionnaire. The research used one group pre-test and post-test design and the samples were taken randomly. The samples were 29 students in one class of SMK IT Baitun Nur Central Lampung grade eleven. The data were analysed statistically by using a paired sample t-test.

The results demonstrated that the integration of canva in the project-based learning positively impacted the students' writing achievement. The mean score of the pre-test was 63.62 and the post-test was 76.28. The gain between the mean score of pre-test and post-test was 12.655. In addition, the significance level was $0.000 < 0.05$. It means that there was significant difference between students' writing achievement in the pre-test and post-test. Besides that, the researcher also compared t-value with t-table. In this research, t-value was $19.716 > 2.048$. It means that the implementation of canva-aided project-based learning could improve the students' writing achievement. Regarding the students' perception after the implementation of canva-aided project-based learning, the majority of students in this research delivered positive perceptions when they gave respons to the questioners administered to them. They found that utilization of canva was enjoyable, engaging, and effective for various learning task.

In conclusion, this research highlights the potential benefits of using appropriate technology, such as canva, in language education to foster learning achievements. Implementing Canva-aided project-based learning provided visually appealing support and encouraged students' creativity in expressing their ideas. The researcher suggests further integration of this technology into the language learning process to improve students' writing skills and overall learning motivation.

Keywords: Canva-Aided Project-Based Learning, Writing Achievement and Students' perceptions

**CANVA-AIDED PROJECT-BASED LEARNING
TO IMPROVE STUDENT'S WRITING ACHIEVEMENT**

By
Khafit Royani

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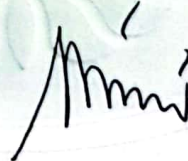
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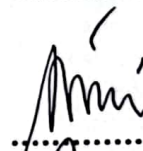
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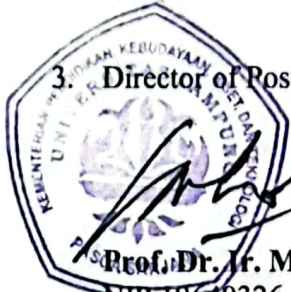
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The writer's name is Khafit Royani. He was born on December 25th, 1991 in Punggur. He is the first child of Mr. Misbahuddin and Ms. Windarti. He has one brother named Nurmansyah Mahmudin and one sister named Ulul Ilmi.

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MOTTO

Allah will elevate those who believe among you and those who
have been given knowledge by several degrees.

(Q.S. Al-Mujadalah ayat 11)

DEDICATION

From the depths of my heart, this thesis is dedicated to everyone who cares and loves me. I extend my deepest gratitude and dedication to Allah Subhanahu wata'ala, who always supports and guides His servants, and to Nabi Muhammad ﷺ, whose teachings illuminate our path from darkness to light. Heartfelt appreciation goes to my beloved parents, Mr. Misbahuddin and Ms. Windarti, for their unwavering support and prayers that have paved the way for my success; may Allah bless your lives abundantly. I am grateful to my cherished lecturers in the English Education Study Program at Lampung University, who have not only imparted knowledge but also significantly contributed to my personal growth. Lastly, a special dedication to my beloved students, whose enthusiasm and time amuse me daily

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Finally, the writer realizes that this thesis still has some weaknesses. Therefore, criticism and suggestions are invited for its improvement. Hopefully, this thesis can give benefits to the readers and those who want to carry out further research.

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I. INTRODUCTION

This chapter will discuss the background of the problem, the formulation of the problem, the objectives, the uses, the scope of the research, and the definition of terms.

1.1 Background of The Problems

Many reasons show that writing is essential in English. Brown (2004) said that there are four skills in English language teaching that are considered to be important skills. These skills include listening, speaking, reading, and writing. It means that writing is one of the important skills in English language teaching. Therefore, the students learn and practice writing. Furthermore, Siahaan (2008) said that writing is a product of language skills which is written. It means that writing becomes an ability how people communicate in the form of text.

According to Galko (2001), writing is a lifelong skill which is commonly used in education, the vocation, or for own personality. In other words, writing is one of the skills which exist all throughout our life. For example, many students learn writing in school. They make sentences, clauses, or paragraphs to give information. While in vocation, writing usually is done by someone for getting a job.

In addition, Leo (2007) said that writing involves the act of expressing ideas or thoughts through the use of words which are made in leisure time. In other words, writing is the output of the ideas or the thoughts which are shown in the series of words systematically. So, one of the functions of writing is media for expressing filling, thoughts or ideas. Moreover, Barli (1995) told that writing is the best use of sentences to express a message. In similar words, writing is one of the ways to send information to the reader. The function of writing is the media for communicating our purpose to the reader.

Although previous research has emphasized the importance of writing skills in learning English, there are still some problems in students' writing achievement. According to Barli (1995), the common problem might be a lack of ability to construct grammatical sentences. Furthermore, Ekarista (2018) said that for students in Senior high school, writing looks very difficult because the students lack vocabulary and they do not have ideas in their minds, do not understand English grammar and also lack practice. It means that many students have some obstacles with grammatical errors when writing a sentence. Besides that, students do have not enough words and ideas to put in a sentence. So, the students are not interested in writing.

Moreover, Hidayati (2018) identified that there are several problems arise in writing classroom situations. These problems include a lack of interest among students in writing class, low attention during the teacher's explanation, Time-consuming task initiation, and disruptive behaviour during the teaching-learning process. In a similar word, many students have difficulties during the

process of writing. Students are not interested in writing. Students do not give attention to the teacher's explanation. Students spent a lot of time in writing. Students talk to each other so they make the classroom crowded.

Then, project-based learning has recently been widely used to improve students' mastery of writing. According to Thomas (2000), project-based learning is a model that organizes learning around projects. Projects are complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision-making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time. Furthermore, Hedge (1993) said that a project is an extended task that usually integrates language skills work through several activities. These activities combine in working towards an agreed goal and may include planning, the gathering of information through reading, listening, interviewing, etc., discussion of the information, problem-solving, oral or written reporting, and display.

Many studies have recently been undertaken with respect to the implementation of project-based learning for writing in a number of countries. For example in Iraq (Kavlu, 2017), in Malaysia (Sapan et al, 2019) and in Greece (Fragoulis, 2009). Almost all of the studies found that project-based learning had a statistically significant effect on writing.

However, the students have difficulties when they face complex projects. According to Thomas (2000), students have difficulties benefiting from self-directed situations, especially in complex projects. The difficulties are

associated with initiating an inquiry, directing investigations, managing time, and using technology productively. It means that students often face difficulties when engaging in self-directed learning in complex projects. The mentioned challenges include initiating an inquiry, directing investigations, managing time, and using technology productively. The difficulties can hinder students' ability to fully benefit from self-directed learning experiences.

Based on the obstacles to the implementation of project-based learning above, the researchers use canva as a digital media to overcome the problems. Canva is a digital media that has several advantages. According to Utami and Djamjuri (2021), canva is a twenty-first-century LMS: customizable, reliable, easy to use, and designed to help teachers and administrators reduce the time they spend in their classrooms and institutions. In similar words, when teachers and students use technology canva media, they can save their time more efficiently because they can design the learning project easily. Besides that, the students also learn the technology productively in complex project through using canva media which is familiar in this century.

Furthermore, Smaldino and Lowther (2015) stated that visuals in the classroom, including canva, can serve multiple purposes, such as; 1) to make abstract ideas concrete; 2) to motivate students; 3) to give direct attention; 4) to repeat the information; 5) to recall previous knowledge; and 6) to reduce learning effort. In other words, canva help students in the learning process. Canva can help students that have difficulties visualizing abstract ideas

becomes concrete ideas. So, the students are able to engage in self-directed inquiry. Furthermore, canva provides more features which might the students get more information. So students are able to do direct investigation dealing with formal invitations through canva media.

The utilization of digital canva media in the project-based learning gives more interactive and creative teaching methods. However, it is important to understand how students' perceptions of these media. According to Hafrizal et al (2021), perception shapes the way learners react to learning, and it can be a determining factor between success and failure. Positive factors contribute to success in education, while negative factors contribute to failure. Therefore, understanding students' perceptions of digital media like Canva within the context of project-based learning becomes essential for the researcher. By recognizing and addressing students' perceptions, educators can optimize the learning experience

The backgrounds above have motivated the researcher to conduct the research which is titled canva-aided project-based learning to improve students' writing achievement, in a setting where is canva as the tool or media in project writing an formal invitation.

1.2 Identification of the Problems

Based on the background above, the problems of this study can be formulated as the following here:

1. The students are not interested in writing
2. The students pay less attention to the teacher explanation

3. The students lack of vocabulary
4. The students lack of ideas to write a sentence
5. The students lack of English grammar
6. The teaching model may not be suitable.
7. The learning facilities used do not support the writing process.

1.3 Limitations of the Problems

Based on the identification of the problems, the research is focused on the following:

1. The teaching model used in writing may not be suitable.
2. The learners need interesting learning media in the process of writing.

1.4 Formulation of Research Question

Therefore, the research questions in this study are formulated as follows:

1. Is there any significant improvement in the students' writing achievement after the students are taught through canva-aided project-based learning?
2. What is the students' perception after the students are taught through canva-aided project-based learning to improve students' writing achievement?

1.5 Objectives of the Research

Therefore, the research objectives of this study are as below:

1. To find out the significant different improvement in the students' writing achievement after the students are taught through canva-aided project-based learning.

2. To find out the students' perception after the students are taught through canva-aided project-based learning to improve students' writing achievement.

1.6 Uses of the Research

This study is expected to give a valuable contribution to the following parties:

1.6.1 Theoretical uses

This research is utilized for the purpose of validating the previous research that pertains to canva learning media and project-based learning.

1.6.2 Practical uses

This research is useful for teachers as a reference in teaching writing. Besides that, it is useful for the students as a reference in improving their writing.

1.7 Scope of the research

This research focuses on canva-aided project-based learning to improve students' writing achievement. The subject of the research is the students of the eleventh class of SMK IT Baitun Nur Punggur at the academic year 2022/2023.

1.8 Definition of Terms

1. Writing means expressing ideas and sending information through written forms.
2. Canva as a graphic-design tool website is a visual technology media.

3. Project-based learning is a method that allows the students to design, plan, and carry out an extended project that produces a publicly exhibited output such as a product, publication, or presentation.
4. Perception refers to the process by which we receive, interpret, and understand information from our senses, such as sight, hearing, touch, taste, and smell, in order to make sense of the world around us.
5. Students' perception refers to how students interpret and make sense of their educational experience, including their thoughts, feelings, beliefs, and attitudes.

Indeed, this chapter already presents the background of the problem, formulation of the problem, objectives, uses, the scope of the research, and the definition of the terms in conducting the research entitled canva-aided project-based learning to improve students' writing achievement.

II. THEORETICAL FRAMEWORK

In this chapter, the researcher provides some theories related to the research. The theories will be references for the researcher in conducting this research. The following are the theories:

2.1 Concept of Writing

It has widely been accepted that writing is a productive skill in English. It is one of the important linguistic subjects. Several definitions of the writing concept are taken from the experts as follows:

According to Bowker (2007), writing is a skill that is required in many contexts throughout life. For instance, you can write an email to a friend or reflect on what happened during the day in your personal diary. In school, writing is a way of life with which learners pass the course; “Without some ability to express yourself in writing, you don’t pass the course” (Brown, 2004)

Furthermore, Siahaan (2008) told that the written productive skill is called writing. It is a skill of the writer to communicate information to a reader or group of readers. Moreover, Nunan (2003) said that writing is the physical act of committing words or ideas to some medium. On the other hand, writing is

the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

In addition, Ekarista (2018) argued that writing usually uses graphic symbols which are letters or combinations of letters which relate to the sounds made in speaking. Moreover, Byrne (1993) said that writing involves the encoding of a message of some kind: that is, we translate our thoughts into language.

Besides that, Richards and Renandya (2022) also stated that writing is the most difficult skill for second language learners. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into a readable text. The skills that are involved in writing are highly complex. Second language writers have to pay attention to their skill of planning and organizing as well as their skill of spelling and giving punctuation.

2.2 Process of Writing

In relation to the writing Richards and Renandya (2022) told that process of writing as a classroom activity incorporates the four basic writing stages. Those are planning, drafting (writing), revising (redrafting) and editing. Three other stages are externally imposed on students by the teacher, namely, responding (sharing), evaluating and post-writing. Furthermore, Harmer (2004) said that the process of writing has four elements: planning, drafting, editing and final version.

1. Planning: the writers plan what they are going to write. The writers consider the purpose, the audience, and the content structure of the piece.

2. Drafting: the writers restate the ideas into a piece of writing such as some words and coherent statements. The first text is frequently completed on the assumption that will be developed later. The writing process will develop into editing or reviewing and a lot of writing processes may be provided on the way to the final version.
3. Editing: after the writers have final drafting, they read through what they have written to see where it works and where it does not. They make some corrections dealing with detailed information, ambiguous or confusing text and grammatical accuracy. Reflecting and revising are often helped by other readers who comment and make suggestions.
4. Final version: make sure the writers have edited the draft and considered the changing which is necessary. Finally, they produce their final version and are ready to present to the readers.

By following the stages above, the students can effectively plan, draft, edit, and finalize an invitation letter, ensuring that it is clear, engaging, and informative for the recipients.

2.3 Teaching Writing

According to Richards and Renandya (2022), there is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into readable text. In addition, Harmer (1998) stated that the reasons for teaching writing to students of English as foreign language include reinforcement,

language development, learning style and most importantly, writing as a skill in its own right.

Moreover, Nunan (2003) suggested a few principles that every teacher should consider while planning a course, whether it is a writing course or a course in which writing will play a part. These principles can be adapted to many different learning situations.

1. Understanding your students' reasons for writing.

The teacher explains the goals of the learning to the students in ways that make sense to them why they need to learn writing. The teacher also gives the kinds of writing which is made. So, the students know what is the benefit that they will get after studying.

2. Providing many opportunities for students to write.

Writing can be an exercise for students. When they are writing, the teacher can manage the time for the students appropriately.

3. Making feedback helpful and meaningful.

Be cautious about the tone of the comments. Make sure the students understand the vocabulary or symbols that they use.

4. Clarifying for yourself, and for your students, how their writing will be evaluated.

The teacher and students discuss the scoring rubric that is used to do corrections for the text of writing. So, the students understand what is the characteristic of good writing.

2.4 Measuring Writing

As asserted by Nunan (2003) writing is used to show that students have mastered a particular grammatical rule, rather than have a good idea about the subject matter. In fact, correct spelling, grammar, and overall organization are the most important evidence of second language proficiency.

Another category of writing evaluation is presented by Brown (2004). There are six general categories that are often the basis for the evaluation of student writing. Those are content, organization, discourse, syntax, vocabulary and mechanics.

The descriptions are as follows:

- 1 content: it involves thesis statement, related ideas, development of ideas through personal experience, illustration, facts, opinions, use the description, cause/effect, comparison/contrast and consistent focus.
- 2 organization: it covers effectiveness of introduction, logical sequence of ideas, conclusions and appropriate length.
- 3 discourse: it consists of topic sentences, paragraph unity, transitions, discourse markers, cohesion, rhetorical conventions, reference, fluency, economy and variation.
- 4 syntax: it is a logical flow of ideas and emphasizes key points, making it easier for readers to follow and engage with the text.
- 5 vocabulary: it is choosing words that fit the content.
- 6 Mechanics: it could be spelling, punctuation, citation of references, neatness and appearance.

Furthermore, Heaton (1998) said that writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. The following analysis attempts to group the many and varied skills necessary for writing good prose into five general components or main areas. Those are language use, mechanical skills, treatment of content, stylistic skills and judgment skills. The components are described as follows:

- 1 language use: the ability to write correct and appropriate sentences;
- 2 mechanical skills: the ability to use correctly those conventions peculiar to the written language, e.g. punctuation, spelling;
- 3 treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information;
- 4 stylistic skills: the ability to manipulate sentences and paragraphs and use language effectively;
- 5 judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organise, and order relevant information.

Both Brown's and Heaton's aspects of evaluating writing cover important aspects that can be useful for evaluating invitation letters. Therefore, to evaluate invitation letters, the researcher formulates some categories which consist of content, organization, language use, vocabulary, and mechanics. Those are described as follows:

- 1 Content: involves the clarity and completeness of the information presented in the invitation letter. The information includes the date, time, place, theme of the event, and contact information where you can be contacted. Make sure all information is clear.
- 2 Organization: evaluates the layout, arrangement of paragraphs, and the flow of thought in the invitation. A good invitation letter should have a well-organized structure, be easy to follow, and follow a common format for invitation letters.
- 3 Vocabulary: is the choice of words and terms in the invitation letter that involves the use of words that are accurate, appropriate, and unambiguous. Good choice of words and terms must avoid excessive repetition and use the right words to describe the events or activities that are invited.
- 4 Language use: is the use of appropriate, clear and friendly and assessment of correct and consistent use of grammar which includes the use of subject, predicate, and object, as well as the use of appropriate tenses, tenses, and sentence structure.
- 5 Mechanics: involves an assessment of the correct and consistent use of spelling (such as writing the time format (AM/PM or 24 hours) must be written clearly and accurately) or, punctuation (such as periods, commas, colons, quotation marks, question marks, and exclamation points), capitalization (such as the use of capital letters at the beginning of sentences, titles, names of people or places, acronyms, and so on), and writing conventions (the use of correct numbers and symbols, use of known abbreviations or acronyms)

2.5 Concept of Project-Based Learning

According to Barron and Hammond (2008), there are three approaches to inquiry-based learning: project-based learning, problem-based learning, and design-based instruction. Project-based learning involves completing complex tasks that typically result in a realistic product, event, or presentation to an audience. Furthermore, Moss et al (1998) explained that project-based learning is an instructional approach that contextualizes learning by presenting learners with problems or issues to solve or products to develop.

In addition, Thomas (2000) said that project-based learning is a model that organizes learning around projects. Projects are complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time. Moreover, Bell (2010) told that project-based learning is an innovative approach to learning that teaches a multitude of strategies critical for success in the twenty-first century. Students drive their own learning through inquiry, as well as work collaboratively to research and create projects that reflect their knowledge.

Moreover, Moursund (2016) told that project-based learning constitutes a broader category of instruction than problem-based learning. While a project may address a specific problem, it can also focus on areas that are not problems. A key characteristic of project-based learning is that the project does not focus on learning about something. It focuses on doing something. In

addition, Hedge (1993) said that a project is an extended task which usually integrates language skills work through a number of activities. These activities combine in working towards an agreed goal and may include planning, the gathering of information through reading, listening, interviewing, etc., discussion of the information, problem-solving, oral or written reporting, and display.

According to Hamidah et al (2020), project-based learning is a teaching model that put emphasise on assigning tasks, particularly in the form of projects that can lead students to experience an inquiry process. Moreover, Grant (2022) concluded that project-based learning offers an engaging instructional method to make learners active constructors of knowledge. Rooted in constructivism, constructionism and cooperative/collaborative learning, project-based learning has strong theoretical support for successful achievement.

2.6 Procedures of Project-Based Learning

According to Fragoulis (2009), there are four stages in implementing project-based learning. Those are speculation, designing the project activities, conducting project activities, and evaluation. Moreover, Moss and Van (1998) proposed three major steps to implement PBL. The first step is Selecting topics. The second step is making plans and doing research. The Third step is sharing results with others.

In addition, Jalinus et al (2017) proposed the seven stages of project-based learning. Those are the formulation of expected learning outcomes, understanding the concept of teaching material, skills training, designing the project theme, making the project proposal, executing the tasks of project and presentation of the project report. Furthermore, Hamidah et al (2020) developed the schema of project-based learning in eight stages. Those are 1) choosing the project topic 2) pre-communicative activities 3) asking essential questions 4) Designing the project plan 5) creating a project timeline 6) finishing the project 7) assessing the project results and 8) evaluating the project.

Based on the explanations above, the various stages or steps highlight the importance of careful planning and execution throughout the project-based learning process. From selecting topics and formulating learning outcomes to designing project activities and evaluating the project's results, each stage plays a crucial role in promoting active engagement, critical thinking, and collaborative learning among students.

2.7 Teaching Writing Using Project-Based Learning

Hamidah et al (2020) concluded that project-based learning enables to accommodate the achievement of three basic competencies, namely attitudes, knowledge and skills in the Indonesian 2013 Curriculum. Therefore, project-based learning can be used as an alternative in implementing the Curriculum 2013. Moreover, Kovalyova et al (2016) come to the conclusion that project-based learning is an ideal teaching method since it allows engineering students

to improve significantly their oral and written communication skills as well as apply the content knowledge in the field of their professional activity within the English language course.

Furthermore, Alotaibi (2020) investigated the effect of the project-based learning model on the persuasive writing skills of Saudi EFL secondary students which shows that participants' level of persuasive writing performance significantly developed after receiving the explicit project-based learning model.

2.8 Advantages of Project-Based Learning

Project-based learning offers several advantages for students. According to Hamidah et al (2020), the benefits of project-based learning in several points as follows:

- 1 Improving students' academic achievement;
- 2 Developing critical thinking skills, data and information processing, problem-solving, teamwork, communication and self-management;
- 3 Increasing students' motivation and interest; and
- 4 Giving learning experiences-based students' real life

In conclusion, project-based learning offers numerous benefits to students. It improves academic achievement, fosters critical thinking skills, enhances various competencies, increases motivation and interest, and provides valuable

real-life learning experiences. Implementing PBL can contribute significantly to students' overall learning and development.

2.9 Disadvantages of Project-Based Learning

The teachers are also expected to pay attention to the following points that may become obstacles in implementing project-based learning. According to Thomas (2000), in implementing project-based learning students have difficulties benefiting from self-directed situations, especially in complex projects. Chief among these difficulties are:

- 1 initiating an inquiry
- 2 directing investigations
- 3 managing time
- 4 using technology productively

To overcome these obstacles, teachers should provide guidance, support, and scaffolding to help students develop the necessary skills and strategies. This can include explicit instruction on inquiry techniques, time management skills, effective use of technology, and ongoing feedback and assistance throughout the project-based learning process.

2.10 Concept of Canva

According to Gehred (2020), canva is a graphic design tool that was created in 2012 by Australian entrepreneur Melanie Perkins. It utilizes a drag-and-drop format that will be familiar to the average user as well as design professionals. It features fonts, graphics, vectors, and templates. Moreover, Paula (2021) told that canva application is an application that

was recently released among the public that provides various digital templates for writing such as creating advertisements, curriculum vitae, short information and so on.

In conclusion, Canva is a popular graphic design tool that was created by Melanie Perkins in 2012. It offers a user-friendly drag-and-drop interface, making it accessible to both regular users and design professionals. Canva provides a wide range of features including fonts, graphics, vectors, and templates. Additionally, it has recently released an application that offers digital templates for various purposes, such as creating advertisements, resumes, and informative content. The availability of these templates expands the versatility and convenience of Canva for users in different contexts.

2.11 Canva-Aided Project-Based Learning in Teaching Writing

Project-Based Learning is a student-centered teaching approach that involves students in the process of solving real-world problems or completing meaningful projects. In this context, Canva can be a valuable tool for facilitating PjBL in teaching writing.

In the previous study, Yuandayani et al (2019) told that the effect of canva on students' writing skills through the communicative approach (CLT) confirms the positive effect of canva in improving students' writing skills. Moreover, Utami et al (2021) said that canva application is an effective use of media in teaching writing skills. Besides that, the positive impact of

Canva increases students' motivation and students' abilities in writing classes.

According to Fauziyah et al (2022), the effectiveness of canva for education and the students' perception. The result shows that the student's perception toward the use of canva for education' in writing procedure text gave several impacts on improving their writing skills and they felt enthusiastic about learning by using canva for education. In addition, Ali (2022) found that the students' most preferred digital learning is the activity of publishing works in canva and writing posts on LinkedIn. In similar word, students really liked using canva to publish their work as an activity on the digital learning platform.

Moreover, Hadi et al (2021) concluded that canva application is an effective media to facilitate students to improve their writing performance. For further studies, English teachers can imitate the basic theory of this study as a consideration to teach writing skills. Furthermore, Christiana and Anwar (2021) divided the function and benefit of canva into two categories, namely supplement and substitution. The supplement function of canva is (1) canva facilitates the teacher to make learning media, (2) canva application improves online teaching process. The substitution function of canva is (1) canva application improves learning media effectively, (2) learning media of canva is easy to distribute to students (3) canva application can help the technology requirement. That is, the function of canva obtained in this study.

In conclusion, canva is a valuable tool for facilitating project-based learning in teaching writing skills. It can serve as a supplement or substitution for traditional teaching methods, offering teachers a versatile platform for designing engaging and visually appealing learning resources. The findings collectively highlight the potential of canva as an effective tool for implementing student-centered approaches like project-based learning. Therefore, the researcher use canva as media in the implementation of project-based learning to improve the students' writing achievement, particularly in writing formal invitation letters.

2.12 Concept of Perception

According to Yunita and Maisarah (2020), perception is the process of giving meaning to the environment by an individual. Perception is also defined as a response or judgment about an object that is produced based on a person's experience and knowledge. Furthermore, Khrismaninda and Refnaldi (2021) concluded that perception is the impression obtained by the individual through the senses, and then through analysis (organization), interpretation, and evaluation so that the individual can obtain meaning.

In addition, Ansow et al (2022) defined perception as the process taken by individuals to understand objects in their environment by the process, organizing and interpreting sense impressions in order to give certain meaning to their environment. Moreover, Hafrizal et al (2021) concluded that perception is the ability to see, understand, and then interpret a stimulus

to produce interpretation. Besides that, perception is a previous experience that often appears then becomes a habit.

Besides that, Juhariyah et al (2022) said that the nature of perception refers to the interpretation of sensory data. In other words, sensation involved detecting the presence of a stimulus whereas perception involved understanding what the stimulus means. For example, when we saw something, the visual stimulus was the light energy reflected from the external world and the eye becomes the sensor. This visual image of the external thing became perception when it was interpreted in the visual cortex of the brain.

In short, perception refers to the process by which we receive, interpret, and understand information from our senses, such as sight, hearing, touch, taste, and smell, in order to make sense of the world around us. It involves how we perceive and interpret the meaning of sensory impressions based on our previous experiences, knowledge, and understanding.

2.13 Students' Perception

Ansow et al (2022) said that students' perception is how students' thought to respond about what they have done or about what they learned. Moreover, Hafrizal et al (2021) concluded that students' perception is a psychological process to respond, understand or want to understand about certain objects after receiving the stimulants from the outside.

Furthermore, Schunk (2009) told that student perceptions are thoughts, beliefs, and feelings about persons, situations, and events. Student perceptions typically are assessed through questionnaires or interviews in which students are presented with items asking about their beliefs and they judge each item using a numerical scale or respond to it verbally.

In short, students' perception refers to how students interpret and make sense of their educational experience, including their thoughts, feelings, beliefs, and attitudes about their learning environment, teaching methods, curriculum, support, motivation, engagement, and other factors that shape their overall perception of their education. Students' perception can vary greatly among individuals and can impact their level of satisfaction, motivation, and engagement in the learning process.

2.14 Hypothesis Testing

The hypothesis was analyzed using paired t-test of Statistical Package for Social Science (SPSS) v 25. If the p value of the data was equal to or less than 0.05, the null hypothesis was rejected. The hypothesis is to test the reject or accept one of the following hypotheses :

- 1 H_0 : There is no significant improvement in the students' writing achievement after the students are taught through canva-aided project-based learning.

- 2 H₁: There is significant improvement in the students' writing achievement after the students are taught through canva-aided project-based learning.

One of the hypotheses above will be accepted or rejected based on the criteria of data analysis interpretations. If the probability value or Sig (2-tailed) < 0.05, H₁ is accepted. On the contrary, if the probability value or Sig (2-tailed) > 0.05, H₀ is accepted.

Briefly, those are the explanations of several points in this chapter; they are design, population and sample, instruments, data collecting technique, instruments, normality and homogeneity tests, scoring system, research procedure, data analysis, and hypothesis testing. Those are the subchapters that deal with the method used in this research that will be done by the researcher ranging from the design of the research to hypothesis testing.

III. METHODS

In this chapter, the researcher discusses subchapters related to the methods of the research. They are design, data, data sources, instruments, data collection, data analysis, and hypothesis testing.

3.1 Research Design

This research is quantitative research. The objectives of the research were to find out whether there is a significant improvement in the students' writing achievement before and after the students were taught through canva-aided project-based learning and to find out the students' perception after the students were taught through canva-aided project-based learning to improve the students' writing achievement.

The design is a one-group pre-test-post-test design. According to Setiyadi (2018), the purpose of providing an initial test (T1) to the student in this design is to evaluate their initial competencies, while the ultimate goal of a final test (T2) is to evaluate the level of knowledge or skill that they have been acquired after undergoing a particular treatment. It means that the researcher administered the initial test (T1) to the students to evaluate the students starting level of ability or knowledge, while the researcher administered the

final test (T2) to the students to evaluate the students writing achievement after the students were given the treatment.

The illustration of one group the pre-test-post-test is:

T1 X T2

Where:

T1: The pre-test

X: The treatment (canva-aided project-based learning)

T2: The post-test

In relation to this research, the researcher also surveyed the students' perception after the students were given the treatment. To find out the students' perceptions, the researcher administered a questionnaire about the implementation canva-aided project-based learning to improve students' writing achievement.

3.2 Population and Sample

According to Sugiono (2012), the population is a subject or target that has certain qualities and characteristics in the research, while a sample is part of the number and characteristics possessed by the population. Therefore, the population for this research was the eleventh-grade students of SMK IT Baitun Nur Punggur, Central Lampung.

There are two courses in tenth grade, namely mechanical engineering and computer network engineering. Mechanical engineering has three classes and computer engineering also has three classes. The researcher took one class of computer network engineering as a research sample which consists of 29 students.

3.3 Instrument

According to Sathiyaseelan (2015), the instruments are the tools that the researcher uses to collect the data. There were two instruments which are used in this research. The instruments were the writing test and the questionnaires which were described as follows:

3.3.1 Writing Test

The researcher gave the writing test to students in the pre-test and the post-test. The students were asked to make a formal invitation letter. It was used to find out whether there was a significant improvement in students' writing achievements before and after the students were given the treatment. In order to know the validity and reliability of these instruments. It would be explained in the following paragraph.

1. Validity of Writing Test

According to Hatch and Farhady (1981), construct validity refers to the degree to which a measure assesses the underlying construct or concept that it is intended to measure. This means that a measure has construct validity if it accurately reflects the theoretical concept or construct which is designed to measure. Therefore, the researcher

applied three types of validity to know whether the writing test had good quality or not. They were content validity, construct validity, and face validity.

Content validity is the extent to which a test measures a representative sample of the subject matter content. The focus of content validity is on the adequacy of the sample and not simply on the appearance of a test. The test items which are adapted from the materials that have been taught to the students should be constructed to contain a representative sample of the course (Heaton, 1988).

In this research, the students were given a writing test that was appropriate to the curriculum of 2013 and the syllabus for the eleventh grade of vocational school and related to the text. The researcher chose two basic competencies of the 2013 English curriculum and syllabus that are related to writing skills. The basic competencies were as follows.

3.3 (*Membedakan fungsi sosial struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya*). Differentiating the social function, textual structure, and linguistic features of several specific texts in the form of the formal invitations by asking and

giving information related to the school/workplace activities according to their contextual use.

4.3.2 (*Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks*). Composing specific texts in the form of formal invitations oral and written, related to the school/workplace activities by considering the social function, textual structure, and linguistic elements accurately and in accordance with the context.

Next, construct validity measures certain specific characteristics related to the theory of language behaviour and learning. It examines whether a test is actually in line with the theory. To fulfil the construct validity, the instruments were constructed based on some aspects of writing. Heaton (1998) identified five aspects of good writing that are important for producing high-quality written work. They are language use, mechanical skills, treatment of content, stylistic skills and judgment skills. It means that these five aspects are important and necessary for effective writing.

In this research, the researcher considered some aspects to fulfil face validity as follows:

1. The instruction of the test should be clear for the students, what they need to do in the test.
2. In the test, the students were instructed to do some activities to compose a formal invitation letter. Thus, the degree of difficulty of the test needs to be appropriate to their level.
3. The consideration of the time allocation must be done clearly. Moreover, the face validity of the research instrument had been validated by the experts or lecturers. To see the validity, it was needed to have raters to get the final scores. Therefore, the test should be designed and the instruction should be very clear so that it was really measuring the students' writing achievement.

2. Reliability of Writing Test

Reliability is a necessary characteristic of any good test: for it to be valid at all, a test must be initially reliable as a measuring instrument (Heaton, 1998). In addition, reliability is the overall consistency of measurement. According to Hatch and Farhady (1981), reliability refers to the extent to which a test produces consistent results when administered under similar conditions. The concept of reliability stems from the idea that no measurement is perfect even if we go to the same scale there is always to be concluded. It means that the goal of assessing reliability was to minimize the impact of these sources of error and to increase the consistency and accuracy of the results obtained from a test or measurement.

Therefore, the researcher involved interrater in achieving reliability and reducing the impact of subjectivity. By comparing and analyzing the assessments or ratings provided by multiple independent raters, it was possible to measure the level of agreement and establish the reliability or consistency of the scoring process.

In achieving the reliability of the writing test, the first and second raters used the same scoring rubric in order to achieve the reliable result of the test that would be used to make decisions or draw conclusions. According to Cohen et al (2007), the criteria of reliability are as follows:

1. Reliability range from 0.81 up to 1.00 is very high
2. Reliability range from 0.61 up is high
3. Reliability range from 0.41 up to 0.60 is average
4. Reliability range from 0.21 up to 0.40 is low
5. Reliability range from 0.00 up to 0.20 is very low.

Table 3.1 The Pre-Test Result of Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.757	5

Table 3.2 The Post-Test Result of Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.846	5

From the table above, it can be drawn a conclusion that the result obtained in the SPSS (Statistical Package for Social Science) by used Cronbach Alpha, the result of reliability in the pre-test is 0.757 which means it has high reliability while in the post-test is 0.846 which means it has very high reliability.

3.3.2 Questionnaire

According to Nurgianto (2001), a questionnaire is a research tool that consists of a series of written questions that are addressed to a specific group of individuals, such as students, with the goal of gathering information or data on a particular topic or problem. Therefore, the researcher administered the questionnaire to the students to find out what is the students' perceptions after the students were taught through canva-aided project-based learning to improve the students' writing achievement.

The questionnaire was made by the researcher and the students were asked to answer after the students were given the treatment. The questionnaire was in English and Indonesian to minimize misinterpretation from the students. It was the close-ended type with four options that used a Likert scale starting with strongly agree to strongly disagree on each item of the statement.

The criteria for the questionnaire must have good validity and reliability requirements which were described by the researcher as follows:

1. Validity of the Questionnaire

The validity of the questionnaire was measured to find out whether the components were already suitable and related to the relevant theories of students' perception. For face validity, it would be previously checked by the advisor to see whether the items in the questionnaire were clear, readable, and understandable to be responded to by the students.

To fulfil the construct validity of the questionnaire, the researcher constructed the questionnaire based on the aspect of students' perception. Schunk et al (2009) told that the students' perception involves thoughts, beliefs, and feelings about persons, situations, and events. Moreover, Hafrizal et al (2021) concluded that students' perception is a psychological process to respond, understand or want to understand certain objects after receiving the stimulants from the outside.

From the theories of the students' perception above, the researcher made the indicator of the questionnaire. There were thoughts, beliefs and feelings about the implementation of canva-aided project-based learning to improve the students' writing achievement. The indicators were used to create the statements. The indicators and numbers of the statements of perceptions were as follows:

Table 3.3 Indicators of Students' Perception Questionnaire

Indicators	Statements
1. The students have a feeling of pleasure and comfortable to learn.	1,2,3,4
2. The students express their thoughts on learning	5,6,7,8,9, 10
3. The students understand the certain object	11,12,13
4. The students believe in canva-aided project-based learning to improve writing skills.	14,15

2. Reliability of the questionnaire

Reliability is the consistency of a measuring instrument, or the extent to which the measuring instrument can measure the same subject at different times but shows relatively the same results (Setiyadi, 2013).

The researcher used SPSS 25 calculation to estimate the reliability of the questionnaire. Moreover, Cohen et al. (2007) stated that one method for calculating reliability in a questionnaire or survey research is to use Cronbach's alpha coefficient, which measures the internal consistency of a set of items intended. The guidelines are presented as follows:

Table 3.4 Cronbach's Alpha

Alpha value	Descriptions
> 0.90	Very highly reliable
0.80-0.90	Highly reliable
0.70-0.79	Reliable
0.60-0.69	Minimally reliable
<0.60	Unacceptably low reliability

From the table, it could be described that if Cronbach's Alpha value is greater than 0.90, it indicates that the set of items or questions being measured is very consistent and reliable. A Cronbach's Alpha value between 0.80 and 0.90 still suggests high reliability. It means that the items have a strong level of internal consistency and are highly correlated. Alpha values in the range of 0.70 to 0.79 indicate that the set of items is reliable, but the internal consistency is not as strong as in the previous categories.

When Cronbach's Alpha falls between 0.60 and 0.69, it suggests only minimal reliability. The internal consistency is weak, and researchers should be cautious when interpreting the results from the scale. If Cronbach's Alpha is below 0.60, it indicates unacceptably low reliability. The items in the scale are not consistent, and the questionnaire may not effectively measure the intended construct.

The result of the reliability statistics was as follows:

Table 3.5 The Reliability of the Questionnaire.

Reliability Statistics	
Cronbach's Alpha	N of Items
.797	15

From the results of the Reliability Statistics, it could be concluded that the 15 question items had a good level of internal reliability. Cronbach's Alpha value of 0.797 indicates that these items have fairly high consistency in measuring the same construct.

3.4 Data Collecting Technique

In collecting the data, the researcher used several techniques as follows:

1. Administering the pre-test

The pre-test was administered to the students before the students were given the treatment of teaching writing by using canva-aided project-based learning. It was conducted to know the initial students' scores in writing. The type of pre-test was a writing test to make a formal invitation letter. To do the test, the students were given about 30 minutes.

2. Administering the post-test

The post-test was administered to the students after the students were given the treatment of teaching writing by using canva-aided project-based learning. The form, time, and material in the post-test were the same as in the pre-test. The result of the post-test was compared with the pre-test in order to know whether there was a significant improvement in the students' writing achievement.

3. Distributing the questionnaire sheet

The questionnaire was distributed to the students in the class to determine the students' perception after the students were taught through canva-aided project-based learning to improve students' writing achievement, practically in writing a formal invitation letter.

3.5 Normality and Homogeneity Tests

Before the researcher used paired T-tests to analyze the data, the researcher needed to find out normality and homogeneity tests. The normality

distribution test was a test to measure whether our data have a normal distribution. To find out the normality, the researcher used the Shapiro-Wilk test with SPSS 25.00.

The hypotheses for testing normality are:

1. H_0 : The data are normally distributed.
2. H_1 : The data are not normally distributed.

The criteria are as follows:

1. H_0 is accepted if the alpha level is higher than 0.05 ($p > 0.05$).
2. H_1 is accepted if the alpha level is lower than 0.05 ($p < 0.05$).

Table 3.6 The Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pre test writing achievement	.151	29	.088	.904	29	.013
post test writing achievement	.156	29	.071	.957	29	.269

a. Lilliefors Significance Correction

From the table, it can be seen that the sig value of the test was 0.013 for the pretest and 0.269 for the post-test. It means that the sig value was higher than 0.05. It could be concluded that H_1 was accepted. In other words, the data of the test were distributed normally.

3.5.1 Homogeneity Test

Homogeneity testing is used to measure the obtained score whether it is homogeneous or not. To examine the assumption of homogeneity of variance, Levene's test is used with SPSS 25.00. It is used to assess if

the groups have equal variances. The hypothesis for testing homogeneity is:

1. H_0 : The variance of the data is homogenous.
2. H_1 : The variance of the data is not homogenous.

The criteria are as follows:

1. H_0 is accepted if alpha level is higher than 0.05 ($p > 0.05$).
2. H_1 is accepted if alpha level is lower than 0.05 ($p < 0.05$).

3.6 Scoring System

To measure the students' scores, the researcher considered five aspects of writing. The following formula was utilized to calculate the scores of the students' pre-test and post-test.

Table 3.7 The Scoring System in Writing

No.	Students' Code Name	C (13-30)	O (9-20)	LU (9-20)	V (10-25)	M (2-5)	Total Score
1							
2							
3							

Where:

C : Content

O : Organization

LU: Language Use

V : Vocabulary

M : Mechanics

Then the researcher used rating scale in scoring the students' writing from Heaton (1998). It was used to make sure the consistency and objectivity in the assessment process. It served the different levels of proficiency, ranging from

excellent to very poor, in content, organization, vocabulary, language use, and mechanics. By understanding and applying these criteria, the researcher assessed the students' writing abilities effectively (see appendix 7).

3.7 Research Procedure

In conducting the research using quantitative in one-group pretest-posttest design, the researcher determined the procedures as follows:

1. Administering the pre-test

The researcher administered the pre-test before the students were given the treatment of teaching writing by using canva-aided project-based learning. It was used to know the student's writing achievement. The researcher explained the instructions for the students to do the test clearly.

2. Giving the treatments

The researcher gave the treatments to the students in three meetings. The researcher introduced canva by showing the video tutorial. The researcher also gave a model of how to make a formal invitation letter using canva. Then, the researcher guided the students to make a formal invitation by using canva.

3. Administering the post-test

The researcher administered the post-test in order to find out the improvement of the student's writing achievement after the students were given the treatment. The instructions and the materials were the same as the pre-test.

4. Scoring the samples' writing

The researcher and inter-rater assessed the students' writing test. These were two formulas that were used in calculating students' total scores as follows:

Formulating the scores from 1st rater and 2nd rater

$R1 = C + O + LU + V + M$
$R2 = C + O + LU + V + M$

which:

R1 : Score from 1st rater

R2 : Score from 2nd rater

C : Content

O : Organization

LU : Language use/grammar

V : Vocabulary

M : Mechanics

5. Calculating the Total Score

$TR = \frac{R1 + R2}{2}$

which :

R1 = first ratter score

R2 = second ratter score

TR = total score

6. Analysing the Data

After the total scores of writing were collected, the average scores from the two raters were statistically analysed by using Paired Sample t-test to know the improvement of the student's writing achievement between the pre-test and post-test.

The researcher analyzed the tabulated data in this step. The analysis was done by using SPSS 25 computer program. The researcher analyzed the data by using paired t-test. In this analysis of the data, the researcher tried to find out which treatment makes the best improvement on the students' writing achievement.

7. Drawing the conclusion

Finally, the conclusion was summed up based on the result of the data analysis. It was shown in order to find out whether there was a significant improvement before and after the students were given the treatment.

3.8 Procedure Implementation Canva-Aided Project-Based Learning

Canva could be a useful tool in a project-based learning approach to teaching writing, as it allowed the students to create professional-looking visual content to support their writing projects. The table below showed the procedure for using Canva in a project-based learning approach to teaching writing invitation letters.

Table 3.8 The Procedure Canva-Aided Project-Based Learning in Teaching Writing

PjBL in Teaching Writing (Hamidah et al, 2020)	Canva-Aided PjBL in Teaching Writing
1. Choosing the project topic	1. Choosing the project topic
2. Pre-comunicating activites	2. Pre-comunicating activites
3. Asking essential questions	3. Asking essential questions
4. Designing the project	4. Introducing canva
5. Creating the project time	5. Designing the project using canva
6. Finishing the project	6. Creating the project time
7. Assessing the project result	7. Finishing the project using canva
8. Evaluating the project	8. Assessing the project result
	9. Evaluating the project

From the table above, the phases of canva-aided project-based learning develop in nine steps in writing a formal invitation letter. Below are the explanations:

1. Selecting a project topic: For this stage, the teacher gave the project topic would be writing an invitation letter for a specific purpose, such as inviting someone to a birthday party or a school event.
2. Engaging in pre-communicative activities: This stage involved engaging in activities that help students understand the purpose, audience, and context of the invitation letter. The teacher could provide examples of different types of invitation letters and ask students to identify the key elements and design choices.
3. Asking essential questions: the students were asked essential questions about the task, such as "What information should be included in an invitation letter?", "How can you design an invitation letter that is visually appealing?", and "How can you make sure your invitation letter is clear and concise?"

4. Introducing canva: the students were familiarized with canva's features, such as its design templates, font options, and image editor. The researcher provided some examples of invitation letter templates that they could customize. The researcher gave a model of the writing process by writing an invitation letter in front of the class, highlighting the essential elements and design choices. The researcher used a template available in canva as a starting point.
5. Designing the project plan using canva: In this stage, the students would plan their invitation letter project using canva. They would choose a template and customize it to fit their invitation letter's purpose, audience, and context.
6. Creating a project timeline: Students would create a timeline for their project, identifying key milestones and deadlines for each stage of the writing process.
7. Finishing the project: This stage involved the students to write their invitation letter using canva and applying the skills and knowledge they have.
8. Assessing the project results: Students would assess their invitation letter based on established criteria, such as the clarity of the message, coherence of the content, and design quality.
9. Evaluating the project overall: In this final stage, students would reflect on their learning process, evaluate the success of their project, and identify areas for improvement.

By using the procedures above, the researcher effectively integrated canva into a project-based learning approach to teaching writing invitation letters, providing students with a powerful tool for creating visually appealing and professional-looking invitation letters while developing important writing skills.

V. CONCLUSIONS AND SUGGESTIONS

This chapter deals with conclusions and suggestions based on the results and discussions of the research

5.1 Conclusions

Based on the result of the findings and discussion as well as related literature study, the researcher concluded this research. The implementation of canva-aided project-based learning to teach writing formal invitation could improve students writing achievement. The implementation of canva-aided project-based learning could improve students' writing in terms of content, vocabulary, language use, organization and mechanics. Regarding the students' perception after the implementation of canva-aided project-based learning, the majority of students in this research delivered positive perceptions when they gave respons to the questioners administered to them. They found that utilization of canva was enjoyable, engaging, and effective for various learning task.

5.2 Suggestions

Some suggestions that the researcher would like to propose based on the conclusion are as follows:

1. For the Teachers

- a. The teachers are suggested to provide instructions that are easily understood by students when applying learning with canva-aided project-based learning.
- b. The teachers are suggested to provide feedback on the student performance. It can help increase their confidence and interest in learning.

2. For the Further Research

- a. The researcher can use canva-aided project-based learning to improve the students' writing achievement. Future research can do this media on difference aspects of English.
- b. The researcher can use the difference digital media to improve the students' writing achievement. The researcher can collaborate among the difference digital media, the difference technique or using difference grade level.

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