

ABSTRACT

This research aimed to improve students' ability to write announcement texts by implementing the Project-Based Learning (PBL) approach with Canva as a supporting tool. A pre-experimental method was used, specifically a one-group pretest-posttest design. The study involved 20 eighth-grade students, and data were gathered through writing assessments focusing on five key areas: content, organization, grammar, vocabulary, and mechanics. The findings revealed a notable enhancement in students' writing performance following the PBL treatment using Canva. The average pretest score of 53.75 rose to 74.75 in the posttest, showing a 21-point increase. This result confirms the acceptance of the alternative hypothesis (H_1), indicating that students' writing abilities significantly improved after the treatment. A paired sample t-test further validated this, showing that the difference between pretest and posttest scores was statistically significant ($p < 0.05$). Among all aspects evaluated, organization showed the most substantial progress. Overall, the study demonstrates that integrating PBL with Canva is effective not only in enhancing students' writing skills but also in fostering their creativity and active participation in the learning process.

Keywords: Project-Based Learning, Canva, writing ability, announcement text.