



IMPROVING STUDENTS' WRITING SKILLS IN PROCEDURE TEXT THROUGH PROJECT-BASED LEARNING USING CANVA

Ayu Dyah Mayasari¹, Diani Nurhajati², Yunik Susanti³

^{1,2,3} University of Nusantara PGRI Kediri, Indonesia

Corresponding author's e-mail: ayudyahmayasari650@gmail.com

ABSTRACT

Writing is one of the essential language skills in English learning, particularly in vocational high schools. Based on classroom observation during the teaching practice program at SMK Negeri 3 Kediri, students faced problems in generating ideas, organizing information, and applying appropriate grammar in writing procedure texts, which also led to low motivation. To address this issue, this study employed Classroom Action Research (CAR) by implementing Project-Based Learning (PBL) assisted by Canva. The study aimed to describe the implementation of PBL using Canva and to improve students' writing skills in procedure text. The participants were 34 tenth-grade students in the 2025/2026 academic year. Data were collected through writing tests, observation sheets, and documentation. The findings revealed a significant improvement in students' writing performance, indicated by an increase in the mean score from 43.32 in the pre-test to 81.82 in the post-test, with a gain score of 38.50 points. Moreover, 33 students (97.06%) reached the Minimum Mastery Criterion (KKM) of 75. Observation results also showed increased student engagement, motivation, collaboration, and creativity during the learning process. Despite these positive results, this study is limited by its single-cycle CAR design and its small sample size of one class. Therefore, the findings cannot be widely generalized, and further research with multiple cycles and larger samples is recommended. Overall, it can be concluded that PBL assisted by Canva is effective in improving students' writing skills in procedure text.

Keywords: Classroom Action Research, Canva, procedure text, Project-Based Learning, writing skills.

INTRODUCTION

Writing is one of the essential language skills that students need to master in learning English. Through writing, students are able to express ideas, convey information, and

communicate messages in a structured form. Nunan (2003) states that writing is a complex process that requires learners to generate and organize ideas effectively. In vocational high schools, writing is particularly important because students are expected to develop communicative competence that can support both academic and professional needs. However, writing is often considered one of the most challenging language skills because it requires students to organize ideas, use appropriate vocabulary, and apply grammatical rules accurately. Students often experience difficulties in generating ideas, organizing information, and applying grammatical rules in writing. These problems are commonly faced by EFL learners and may affect their writing performance (Fareed et al., 2016). According to Brown (2007), writing requires learners to organize ideas and express them effectively through written language. Therefore, effective writing instruction is necessary to help students develop their writing ability.

According to Harmer (2017), writing is a process that involves planning, drafting, revising, and editing. Students are required not only to generate ideas but also to organize them into coherent and meaningful texts. Similarly, Hyland (2003) states that writing is a social and cognitive activity in which writers communicate messages to readers through written language. These perspectives indicate that writing requires both linguistic competence and higher-order thinking skills. Consequently, students need sufficient practice and guidance throughout the writing process.

In the Merdeka Curriculum, tenth-grade vocational high school students are expected to produce various types of texts for communicative purposes. One of the text types taught at this level is procedure text. Procedure text aims to explain how something is done through a sequence of steps arranged systematically. To produce a good procedure text, students need to present clear goals, organize steps logically, and use appropriate language features. According to Anderson and Anderson (2003), a procedure text is intended to explain how something is done through a sequence of steps. Similarly, Derewianka and Jones (2016) state that procedure text is designed to guide readers through a sequence of actions to achieve a particular goal. Therefore, procedure text provides opportunities for students to develop their writing skills in a meaningful context.

Based on preliminary observations conducted during the teaching practice program at SMK Negeri 3 Kediri, several problems were identified in writing instruction.

Many students showed low motivation when they were asked to write procedure texts. They also experienced difficulties in generating ideas, organizing information, and constructing grammatically correct sentences. In addition, classroom activities were often dominated by teacher explanations, resulting in limited student participation during the learning process. These conditions indicated the need for a more engaging and student-centered instructional approach.

One instructional approach that can address these challenges is Project-Based Learning (PBL). According to Thomas (2000), PBL is a learning approach that engages students in meaningful projects through investigation, collaboration, and problem-solving activities. Through project work, students actively participate in planning, developing, and presenting learning products. Bell (2010) further explains that PBL promotes student engagement, creativity, collaboration, and critical thinking. Therefore, PBL is considered suitable for supporting writing instruction because it encourages active participation throughout the learning process.

The implementation of PBL can be strengthened through the integration of digital learning media. The rapid development of educational technology has provided opportunities for teachers to create more interactive learning environments. Mishra and Koehler (2006) argue that technology integration can enhance learning when combined with appropriate pedagogy and content knowledge. One digital platform that has gained popularity in educational settings is Canva. Canva offers various templates, visual elements, and design features that help users organize information attractively and systematically. Rahmatullah et al. (2020) reported that Canva supports students' creativity and engagement in learning activities. As a result, Canva can support students in developing and presenting written projects more effectively.

The use of Canva in writing instruction is supported by multimedia learning theory. Mayer (2009) argues that learning becomes more effective when verbal and visual information are integrated. Through Canva, students can combine written texts with visual elements to improve the clarity and organization of their work. Furthermore, the platform allows students to revise and refine their projects easily during the writing process. Consequently, Canva can facilitate both writing development and project presentation.

Previous studies have reported positive findings regarding the implementation of PBL and digital media in writing instruction. Astawa et al. (2017) found that PBL

improved students' writing organization and idea development through project activities. In addition, Wahyuni et al. (2021) reported that the use of Canva increased students' creativity, confidence, and engagement in writing tasks. Similarly, Anwar et al. (2022) found that Canva-assisted learning improved students' motivation and participation in English classrooms. These findings indicate that both PBL and Canva have the potential to support writing instruction; however, the studies focused on different contexts and instructional settings.

Although previous studies have reported the effectiveness of Project-Based Learning and Canva in improving students' writing performance, several research gaps remain. Most studies examined PBL and Canva independently, focusing either on project-based activities or the use of digital media in writing instruction. Furthermore, limited attention has been given to the integration of PBL and Canva in teaching procedure texts within vocational high school settings. In addition, few studies have investigated the implementation of this integration through CAR while incorporating visual presentation as part of writing assessment alongside traditional writing aspects. Therefore, further research is needed to investigate how the integration of PBL and Canva can support students' procedure text writing in a vocational education context.

Considering the identified classroom problems and the findings of previous studies, this research integrated PBL and Canva in teaching procedure texts at SMK Negeri 3 Kediri. Unlike many previous studies that focused on general secondary school contexts, this study was conducted in a vocational high school setting, particularly involving students of the Beauty and Spa Department who were required to produce procedure texts related to professional and workplace-oriented practices. The integration of PBL and Canva was expected to provide meaningful learning experiences by enabling students to develop their writing skills through authentic project activities and digital media. Furthermore, this study evaluated not only conventional writing aspects such as content, organization, vocabulary, and grammar, but also students' visual presentation of procedure texts created through Canva. Therefore, this research contributes to the growing body of literature on technology-assisted project-based learning by highlighting the implementation of PBL and Canva in a Beauty and Spa vocational education context and by incorporating visual presentation as an additional aspect of writing assessment.

This study aimed to describe the implementation of PBL assisted by Canva in teaching procedure text and to determine the results of its implementation on students' writing skills. The findings of this study are expected to provide practical insights for English teachers in vocational high schools regarding the use of project-based and technology-supported instruction. Furthermore, the study is expected to contribute to the development of effective strategies for improving students' writing performance in English language learning.

METHODS

This study employed Classroom Action Research (CAR) to investigate the implementation of Project-Based Learning (PBL) assisted by Canva in improving students' writing skills in procedure text. CAR was selected because it allows researchers to implement classroom actions while observing their effects on students' learning outcomes. The study adopted the model proposed by Kemmis and McTaggart (1988), which consists of planning, acting, observing, and reflecting stages. Through this design, the researcher was able to evaluate both the learning process and students' writing achievement systematically. Therefore, CAR was considered appropriate for addressing the classroom problems identified during the preliminary observation. This view is supported by Burns (2010), who states that CAR enables teachers to improve teaching practices through systematic reflection and action.

The study was conducted in one cycle because the predetermined criteria of success were achieved after the implementation of the action and the teaching practicum period provided limited time for conducting multiple cycles. According to Burns (2010), a CAR study may be completed in a single cycle if the intended improvement has been achieved and the classroom problems have been sufficiently addressed. In this study, the cycle was considered successful because the students' mean writing score exceeded the Minimum Mastery Criterion (KKM) and the indicators of classroom engagement were fulfilled. The cycle integrated PBL activities with the use of Canva as a digital learning platform. Both qualitative and quantitative data were collected to provide comprehensive information regarding the implementation and effectiveness of the instructional strategy. Qualitative data described classroom activities and students' participation, while quantitative data measured students' writing

achievement. The combination of these data strengthened the validity of the research findings.

Participants

The participants of this study were 34 students of class X Beauty 1 at SMK Negeri 3 Kediri during the 2025/2026 academic year. The class was selected based on preliminary observations indicating that the students experienced difficulties in writing texts. In addition, a collaborator assisted the researcher in discussing the lesson plan, observing the classroom activities, and providing feedback throughout the implementation of the action. The collaborator was a fellow teaching practicum student at the same school.

Instruments

Three instruments were used in this study, namely observation sheets, writing tests, and documentation. The observation sheets were used by the collaborator to collect qualitative data regarding students' participation, interaction, collaboration, and responses during the implementation of the learning activities. Observation was conducted throughout the teaching and learning process to identify students' engagement in project-based tasks. According to Cohen et al. (2018), classroom observation provides valuable information about students' behavior and participation during learning activities. Therefore, observation played an important role in describing the implementation of the action.

The students' writing performance was assessed through writing tests administered before and after the implementation of PBL assisted by Canva. The students' writing products were evaluated using a rubric covering content, organization, vocabulary, grammar, and visual presentation. The rubric consisted of five assessment aspects with specific performance descriptors: content, organization, vocabulary, grammar, and visual presentation. A summary of the scoring rubric is presented in Table 1. To improve the reliability of the assessment, the scoring process involved both the researcher and the collaborator as raters. The scores were then compared and discussed to ensure consistency in the assessment results. In addition, documentation in the form of photographs, students' projects, and assessment records was collected to support the research findings. These documents provided additional

evidence regarding students' learning activities and project outcomes. Consequently, the use of multiple instruments enabled the researcher to obtain comprehensive and reliable data.

Table 1. Summary of Writing Assessment Rubric

Aspect	Description	Maximum Score
Content	Relevance, completeness, and clarity of ideas in the procedure text	20
Organization	Logical arrangement of goals, materials, and steps	20
Vocabulary	Appropriate and varied word choice	20
Grammar	Accuracy of sentence structure and language features	20
Visual Presentation	Layout, readability, design, and effective use of Canva features	20
Total Score :		100

Procedures

The procedure of the research followed the steps of CAR in one cycle. During the planning stage, the researcher discussed with the collaborator to prepare lesson plans, select the teaching materials, write the test, as well as develop assessment rubrics, observation sheets, and documentation tools. These preparations were designed to support the implementation of PBL assisted by Canva in teaching procedure text. The planning stage also involved determining the learning objectives and assessment criteria used during the study. As a result, all instructional activities were organized systematically before the action was implemented.

The second stage was acting in which the researcher played a role as teacher model who implemented the plan. During the acting stage, the researcher implemented PBL activities that involved planning, developing, and presenting the project. While she taught, the collaborator conducted classroom observation. After the implementation, she analyzed students' writing performance and observation results during the reflecting stage. Reflection was conducted to evaluate the strengths and

weaknesses of the implemented strategy and to determine the effectiveness of the action in improving students' writing skills.

Criteria of Success

The action was considered successful when both process and product criteria were achieved. The process criterion was fulfilled if at least 75% of the students actively participated in the learning activities, including planning, developing, and presenting their projects. The product criterion was achieved if at least 75% of the students obtained a score of 75 or higher, which met the school's Minimum Mastery Criterion (KKM). These criteria were used to determine whether the implementation of Project-Based Learning assisted by Canva successfully improved students' writing skills and classroom participation.

Data Analysis

There were two types of data: qualitative data and quantitative data. The first data obtained from observation sheets and documentation were analyzed descriptively. The analysis focused on students' participation, engagement, collaboration, and responses during the implementation of PBL assisted by Canva. These data were used to explain how the learning activities were conducted and how students responded to the instructional strategy. In addition, documentation data were used to support the observation findings. Therefore, qualitative analysis provided a detailed description of the classroom learning process.

The quantitative data were obtained from students' writing scores in their projects. The scores were calculated using the established writing rubric and then analyzed by determining the mean score of the class. To determine whether there was improvement, the researcher compared the students' writing performance before and after the implementation. The success of the action was determined based on the Minimum Mastery Criterion (KKM) of 75 established by the school. Thus, the quantitative analysis provided evidence of the effectiveness of PBL assisted by Canva in improving students' writing skills.

RESULTS AND DISCUSSION

Implementation of PBL Assisted by Canva

The implementation of PBL assisted by Canva was conducted through one cycle consisting of planning, acting, observing, and reflecting stages. During the planning stage, the researcher prepared lesson plans, teaching materials, observation sheets, writing assessment rubrics, and learning media. The learning activities focused on writing procedure texts related to beauty products and treatments. The implementation was carried out from September 22 to September 25, 2025, in class X Beauty 1 of SMKN 3 Kediri. Throughout the learning process, students were encouraged to participate actively and collaborate with their peers in completing project tasks.

During the acting stage, the students learned the characteristics and language features of procedure texts before developing their projects using Canva. They identified the goal of the procedure, organized materials, arranged the steps systematically, and designed their projects using Canva templates. Classroom observations showed that most students were enthusiastic and actively involved in discussions during the project activities. Students also demonstrated greater confidence when presenting their projects in front of the class. These findings indicate that the integration of PBL and Canva created a more engaging and student-centered learning environment.

The observation results revealed that the students became more active, collaborative, and motivated throughout the learning process. The project activities provided opportunities for students to learn through experience while developing their writing skills. In addition, Canva helped students organize ideas and present information in a more attractive and systematic manner. These findings support Bell's (2010) view that Project-Based Learning promotes active learning, collaboration, and meaningful student engagement. Therefore, the implementation of PBL assisted by Canva contributed positively to the teaching and learning process.

Students' Writing Performance Before and After the Implementation of PBL Assisted by Canva

The results of the writing assessments showed improvements in students' writing performance after the implementation of PBL assisted by Canva. Before the

implementation, many students experienced difficulties in developing ideas, organizing information, and applying appropriate grammar and vocabulary in procedure texts. As a result, their writing performance was still categorized as relatively low. These findings were consistent with the problems identified during the preliminary observation. Therefore, the implementation of an innovative instructional strategy was necessary to support students' writing development.

Table 1. Distribution of Students' Writing Scores Before the Implementation

Score Range	Frequency
30–39	5
40–49	28
50–59	1
Total	34

To provide a clearer description of students' progress, the average scores of each writing aspect before and after the implementation were calculated. The assessed aspects included content, organization, vocabulary, grammar, and visual presentation. The results showed that all aspects improved after the implementation of PBL assisted by Canva. This improvement indicates that students benefited from the project-based learning activities and the use of Canva as a learning medium. Furthermore, the integration of PBL and Canva helped students organize their ideas more effectively and present their procedure texts in a more structured manner.

After the implementation, students demonstrated better performance across all assessed aspects of writing. The class mean score reached 81.82, exceeding the Minimum Mastery Criterion (KKM) of 75 established by the school. In addition, 33 out of 34 students successfully achieved the expected level of mastery. Most students were categorized as Good, Very Good, or Excellent based on the writing assessment rubric. These results indicate that students were able to produce more organized, meaningful, and visually attractive procedure texts.

Table 2. Distribution of Students' Writing Scores After the Implementation

Score Range	Frequency
70–79	4
80–89	28
90–100	2
Total	34

The students' mean writing score increased significantly from 43.32 before the implementation to 81.82 after the implementation of PBL assisted by Canva, indicating a notable improvement in writing performance.

The improvement in students' writing performance can be attributed to the implementation of PBL assisted by Canva. Through project activities, students were encouraged to generate ideas, revise their work, and improve the quality of their writing before submitting the final product. Canva also supported students in presenting their procedure texts more systematically through visual design features. Therefore, PBL assisted by Canva can be considered an effective approach for improving students' writing skills in vocational high schools.

Discussion

The findings of this study demonstrate that PBL assisted by Canva contributed positively to students' writing development. The implementation encouraged students to participate actively in learning activities and provided opportunities for collaboration during project completion. These findings are consistent with Thomas (2000), who argues that PBL promotes meaningful learning through project-based tasks that require students to construct knowledge actively. The students were involved in planning, developing, and presenting their projects, which supported the writing process systematically. These findings are also supported by Larmer and Mergendoller (2015), who emphasize that PBL promotes authentic learning experiences through meaningful projects. Therefore, the learning activities aligned well with the principles of project-based instruction.

The results also support previous studies related to PBL and writing instruction. Astawa et al. (2017) reported that project-based activities improved students' writing

organization and idea development. Similarly, Wahyuni et al. (2021) found that Canva enhanced students' creativity, confidence, and ability to present written work effectively. In the present study, students showed improvement not only in writing performance but also in classroom participation and engagement. The integration of Canva with project activities created a more interactive and motivating learning environment. Therefore, the findings strengthen previous evidence regarding the effectiveness of technology-assisted project learning.

Furthermore, the study highlights the importance of integrating instructional technology into writing instruction in vocational education. Digital platforms such as Canva provide opportunities for students to organize ideas, revise texts, and present projects more creatively. These activities support both writing development and digital literacy skills required in contemporary education. The findings indicate that meaningful project activities combined with digital tools can enhance students' learning experiences and academic achievement. This finding is consistent with Kessler (2018), who argues that technology integration supports language learning by encouraging communication, collaboration, and creativity. Therefore, English teachers are encouraged to integrate PBL and educational technology into writing instruction to create more engaging and effective learning environments.

Despite the positive outcomes, several challenges were identified during the implementation. Some students initially experienced difficulties in using Canva because they were not familiar with all of its features. In addition, a few students still encountered problems in applying appropriate grammar and organizing sentences accurately when writing procedure texts. Although most students successfully achieved the expected learning outcomes, one student did not reach the Minimum Mastery Criterion (KKM). This student showed limited prior writing ability and required more intensive guidance throughout the writing process. These findings suggest that while PBL assisted by Canva can effectively support students' writing development, individual differences in language proficiency and digital skills should also be considered. Therefore, teachers need to provide additional support and scaffolding for students who experience learning difficulties during project-based activities.

CONCLUSION

The implementation of Project-Based Learning (PBL) assisted by Canva successfully improved students' writing skills in producing procedure texts at SMKN 3 Kediri. The learning activities encouraged students to participate actively in planning, developing, and presenting writing projects. Classroom observations showed that students became more motivated, collaborative, and confident during the learning process. The post-test results demonstrated substantial improvement in students' writing achievement, with a mean score of 81.82, exceeding the school's Minimum Mastery Criterion (KKM) of 75. In addition, 33 out of 34 students achieved the expected level of mastery. Therefore, the predetermined criteria of success were achieved within one cycle of Classroom Action Research.

The findings suggest that the integration of PBL and Canva can create a more engaging and meaningful learning environment for writing instruction. Through project activities and visual design features, students were able to organize ideas more systematically and present their procedure texts more effectively. Therefore, English teachers may consider integrating project-based learning and digital media to support students' writing development, classroom participation, and creativity.

Despite the positive results, this study is limited by its single-cycle Classroom Action Research design and small sample size involving only one class. Therefore, the findings cannot be generalized to all vocational high school students or other educational contexts. In addition, the study focused only on procedure text writing and was conducted within a limited teaching practicum period. Future studies are recommended to involve larger samples, multiple CAR cycles, or different text types to provide broader evidence regarding the effectiveness of PBL assisted by Canva in English language teaching.

AUTHOR BIOGRAPHY

Ayu Dyah Mayasari is an undergraduate student in the English Education Study Program at the University of Nusantara PGRI Kediri, Indonesia. She is currently completing her undergraduate study with a research focus on the integration of educational technology in English language teaching. Her academic interests include writing instruction, Project-Based Learning, educational technology, and English language pedagogy. Her undergraduate research examines the implementation of

3rd INTERNATIONAL CONFERENCE ON ENGLISH LANGUAGE EDUCATION FOR UNDERGRADUATE STUDENTS

Organised by the English Education Department, Faculty of Teacher Training and Education,

Universitas Islam Kediri ©2026

Project-Based Learning assisted by Canva to improve students' writing skills in vocational high schools. She is interested in exploring innovative teaching strategies that support student engagement and learning achievement.

Diani Nurhajati is a lecturer in the English Education Study Program at the University of Nusantara PGRI Kediri, Indonesia. Her academic expertise includes English language teaching, applied linguistics, curriculum development, and teacher education. She has supervised numerous undergraduate research projects and has contributed to various studies in English language education. Her research interests focus on language pedagogy, teacher professional development, and classroom-based research. She actively promotes innovative and effective teaching practices in English language learning.

Yunik Susanti is a lecturer in the English Education Study Program at the University of Nusantara PGRI Kediri, Indonesia. Her research interests include English language teaching, educational technology, language assessment, and instructional media. She has been involved in research and academic activities related to technology-enhanced language learning and innovative teaching methodologies. Her work emphasizes the integration of digital tools to improve students' learning experiences and outcomes. She is committed to supporting effective and student-centered English language instruction.

ACKNOWLEDGEMENTS

The author would like to express sincere gratitude to Allah SWT for His blessings and guidance throughout the completion of this study. The author also extends appreciation to the supervisors, Dr. Diani Nurhajati, M.Pd., and Yunik Susanti, M.Pd., for their valuable guidance, constructive feedback, and continuous support during the research process. Special thanks are addressed to the principal, English teacher, and students of class X Beauty 1 at SMKN 3 Kediri for their cooperation and active participation in this study. The author is also grateful to the English Education Study Program of the University of Nusantara PGRI Kediri for providing academic support and learning opportunities. Finally, appreciation is extended to all individuals who contributed directly or indirectly to the successful completion of this research and manuscript.

REFERENCES

- Anderson, M., & Anderson, K. (2003). *Text types in English 1*. Macmillan Education.
- Anwar, K., Susanti, R., & Hidayat, R. (2022). Canva-assisted learning in improving students' motivation in English writing class. *Journal of English Education and Linguistics Studies*, 9(2), 101–110.
- Astawa, I. N., Artini, L. P., & Nitiasih, P. K. (2017). Project-based learning activities and EFL students' writing skills. *Journal of Language Teaching and Research*, 8(6), 1165–1174.
- Bell, S. (2010). Project-based learning for the 21st century: Skills for the future. *The Clearing House*, 83(2), 39–43.
- Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson Education.
- Burns, A. (2010). *Doing action research in English language teaching*. Routledge.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.
- Derewianka, B., & Jones, P. (2016). *Teaching language in context* (2nd ed.). Oxford University Press.
- Fareed, M., Ashraf, A., & Bilal, M. (2016). ESL learners' writing skills: Problems, factors and suggestions. *Journal of Education and Social Sciences*, 4(2), 81–92.
- Harmer, J. (2017). *The practice of English language teaching* (5th ed.). Pearson.
- Hyland, K. (2003). *Second language writing*. Cambridge University Press.
- Kemmis, S., & McTaggart, R. (1988). *The action research planner* (3rd ed.). Deakin University Press.
- Kessler, G. (2018). Technology and the future of language teaching. *Foreign Language Annals*, 51(1), 205–218.
- Larmer, J., & Mergendoller, J. R. (2015). *Gold standard PBL: Essential project design elements*. Buck Institute for Education.
- Mayer, R. E. (2009). *Multimedia learning* (2nd ed.). Cambridge University Press.
- Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017–1054.
- Nunan, D. (2003). *Practical English language teaching*. McGraw-Hill.

- Rahmatullah, A., Inanna, & Ampa, A. T. (2020). The effectiveness of Canva media in learning. *Journal of Educational Technology*, 14(3), 45–52.
- Thomas, J. W. (2000). *A review of research on project-based learning*. Autodesk Foundation.
- Wahyuni, S., Fitriani, D., & Sari, R. (2021). Canva application in improving students' creativity in writing. *Journal of English Language Teaching*, 10(1), 55–63.