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# Leveraging the Effect of Canva on Developing Students' Report Writing Skills and their Perception towards the Application

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## Abstract

The present study leverage the effect of using the Canva application for developing the report writing skills of the students studying at the Marketing department, Faculty of Business Administration, Delta University for Science and Technology in addition to investigating their perceptions toward the application. The study adopted the pre/post test quasi-experimental design with a control group and an experimental group. The control group studied the course content through traditional teaching methods, while the experimental group studied through using the Canva application with all its features and facilities to learn the same content. The study instruments were a pre/post report writing skills test in addition to an online questionnaire to examine students' perception towards using the Canva application. The study treatment was conducted online during the first semester of the academic year 2023. The study findings revealed that the experimental participants surpassed their counterparts in the control group with regard to the study variables which are C.V. writing skills, writing business e-mail, designing advertisements and designing business brochures. The statistical results proved the effectiveness of using the Canva application for developing the students report writing skills. In addition, the study attempted to investigate the students' perception towards the effectiveness of the Canva application through online questionnaire using the five-point Likert scale. The statistical analysis of the questionnaire results indicated that the students have a positive perception towards using the Canva application for developing their report writing skills. Thus, the statistical results proved the effectiveness of the Canva application in developing the report writing skills of the students studying at the Marketing department, Faculty of Business Administration.

**Keywords:** Canva application; Report Writing Skills; English as a Foreign Language (EFL); Education Technology; Teaching writing.

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## **1. Introduction**

The use of technology-driven language learning in English as a Foreign Language (EFL) contexts is growing. An increasing number of studies on language teaching have begun to examine the role of technology in writing instruction. Recent research on (EFL) classes highlighted the benefits of incorporating technology to help students enhance their writing skills.

A website for graphic creation called Canva offers access to more than millions of images, graphics, and fonts in a drag-and-drop manner. As a source of visual media, Canva can serve as a window to the broader world outside the language classroom, offering students exposure to authentic materials that are readily available. Utilizing Canva as a technological tool can help students improve the overall quality of their writing performance (Fauziyah, et.al., 2022).

Canva was founded by Melanie Perkins in 2012 and launched in 2013. Canva is available in multiple versions. To download it, users can simply type "WWW.Canva.com" in a search engine or search for "Canva" in the app store and then install it. Canva offers both a paid and a free version, with the free version being suitable for the learning stage (Fitria, 2022). It is an online graphic design platform that can be used to create various materials, such as web journal designs, Facebook headers, and fliers. It is a user-friendly, free-access website that gives users the opportunity to select from its extensive collection of millions of pictures and design formats. This makes Canva a potentially valuable tool for educational applications (Smaldino and Lowther, 2019).

Canva is one such application that enhances the development of student creativity. It enables users to create complex print media designs offered through a selection of ready-made designs for making presentations, posters, . a selection of ready-made designs for making presentations, posters, C.Vs., fliers, invitation cards, blog graphics, info graphics, book covers, newsletters, reports, and various other materials. blog graphics, info graphics, book covers, newsletters, reports, and various other materials (Navarre, 2018; Haake, 2021).The platform's drag-and-drop functionality makes it easy for both teachers and students to design engaging and interactive educational content (Martin, 2016; Waring, 2021; Navarre, 2018).

Canva provides a variety of conveniences for producing unique and imaginative instructional materials. It is beneficial for teaching and learning activities, as it prioritizes communication between teachers and students. Students can use Canva to submit their works, receive notifications, and access allocated learning resources. With Canva, teachers can track student progress, provide feedback, and integrate videos, blogs, wikis, and other educational channels. The platform offers excellent built-in audio and video recording features, which can be helpful for delivering assignments, exams, and course materials (Arunachalam & Munisamy, 2022).

The evolving nature of curricula requires teachers to take on diverse roles, responsibilities, and competencies to create interactive and engaging learning environments. The use of Information and Communication Technology (ICT) as a teaching tool can further enhance students' foreign language learning by enabling them to be more innovative and providing greater access to research, analysis, and knowledge (Fauziyah et. al, 2022; Nilsen, 2016). Martin (2016) asserts that Canvas is one of the best platforms for online education. It has a number of distinctive Web 2.0 characteristics. It offers easy management of the learning process for both teachers and students. In addition, it provides flexibility and ease of communication and interaction.

Writing is a skill that can be developed through instruction and practice, even for those learning a foreign language. (EFL) learners are exposed to a variety of course materials, literary texts, and other text resources that can help them develop their existing knowledge (Hadi, et al., 2021). Writing is an extremely complex skill because it requires students to understand syntax, phrases, spelling, vocabulary, and writing structures (Haerazi et al., 2020; Noor and Karani, 2023).

Writing is a major skill for higher education students. It allows students to express their ideas, thoughts, feelings, and opinions as well as socialize well. Many (EFL) students are not exposed to the real language outside the classroom. Students may struggle with writing due to variables such as the lack of writing experience, linguistic deficiencies, and low motivation (Yundayani, 2019).

The effective integration of ICT and visual/digital tools in teaching, particularly for developing writing skills, is crucial. Teachers must be skilled in leveraging technology to foster students' critical thinking, creativity, and mastery of course content through improved writing abilities. This approach can lead to more engaging, effective, and innovative learning experiences (Gopal,2021; Fitria, 2022). That's why Canva's features and capabilities make it a valuable tool for enhancing the teaching and learning experience.

Canva's intuitive visual design features enable students to readily craft a diverse range of imaginative online materials which support their creativity and learning experiences. The Canva application has a positive contribution in improving students' English language knowledge and writing skills as well as its capacity to engage and motivate learners through its practical and user-friendly design features.

Previous studies explored the use of Canva in the learning process. Susilawati, Chairunnisa & Yundayani (2019) demonstrated that students using Canva as a writing medium made fewer writing

errors compared to a control group. The results showed the effectiveness of using Canva for developing the students' writing skills. Hadi, Izzah and Paulia (2021) found the Canva application to be a useful and efficient tool in enhancing students' writing skills through their experimental study.

Paulia (2021) examined the effectiveness of utilizing Canva for developing students' writing skills. The study concludes that the application impacts highly the students' writing skills. Candra (2022) examined students' perceptions of using the Canva application in a creative writing course. The findings indicated that students had an overall positive perception of using Canva in their creative writing class. It helped them express their thoughts more creatively and produced more professional-looking writing. Students also reported feeling more motivated and confident in publishing their work.

Fauziyah, Widodo, and Yappi (2022) proved that Canva application was beneficial in developing the participants writing skills. Moreover, students had positive attitudes towards using the tool in their learning. Larasati, Rustandi, and Friatin (2022) investigated the utilization of Canva for teaching writing and its effectiveness on the students' perception. The researchers employed a qualitative research design, incorporating various data sources such as observations, questionnaires, and interviews. The findings revealed that the Canva application enhanced students' writing skills and increased their motivation for learning.

Febriyanti and Haryanto (2024) investigated the impact of Canva application on helping students learn English and expand their vocabulary. Canva was utilized to help the experimental group acquire English vocabulary, whereas PowerPoint presentations were employed as a teaching tool for the control group. The findings demonstrated that the experimental participants surpassed the control group in the vocabulary learning as a result of learning English using Canva.

Thus, these studies provide consistent evidence that incorporating Canva into the teaching and learning of writing in

English can have a positive impact on developing students' writing skills, creativity, and critical thinking skills. That's why the research suggests utilizing Canva as a valuable educational technology tool for teaching report writing skills for students studying at the higher education institutions.

## **2. Statement of the Problem**

As an English lecturer, the researcher observed that many students encounter numerous challenges and problems while learning the “Report Writing Skills” course in English. A significant issue is that many students fail to recognize the importance of writing due to inadequate explanation from their teachers. Additionally, the limited vocabulary of students adversely impacts the quality of their writing. It is crucial for students to possess a robust vocabulary in order to effectively express their ideas and write proficiently.

Writing is often considered as one of the most essential and challenging skill for university students. Learning to write effectively is not a simple task, particularly for English as a Foreign Language (EFL) students who have limited exposure to native language outside of the classroom.

The researcher identified a number of difficulties that need to be solved after taking the problem's history into account. These difficulties like students' problems in formulating and articulating their thoughts and ideas in writing. Students have problems writing properly. Students are not motivated to write. The adopted teaching methods are traditional and not interesting for the students. Teaching strategies lack the use of technology, though we are living in the digital era and digital technology. The lack of writing experience, lack of confidence and enthusiasm, limited writing practice, language barriers, and low motivation. All these elements contribute to the challenges students face when developing their writing proficiency. Addressing these issues through effective teaching strategies and the integration of technology-based tools, like Canva, can be beneficial in enhancing the students' writing

skills and overall language development. To address these challenges, teachers need to create an engaging and interesting learning environment.

In the current educational landscape, the researcher observed that students are increasingly drawn to activities that involve the use of technology. Therefore, incorporating technology and digital tools into the “Report Writing Skills” course classroom can be an effective way to engage students and make the learning process more appealing to them. By utilizing technology as a medium for learning, teachers can tap into students’ interest and motivation, which makes writing activities more interactive and enjoyable.

That’s why the researcher attempted to investigate the effect of leveraging the Canva application for developing the “Report Writing Skills” of the Marketing department students, studying at the Faculty of business Administration, Delta University for Science and Technology. In addition to investigating students perception towards using the application.

### **3.Research Questions**

The main question of the study is: “What is the effectiveness of leveraging the Canva application in developing the report writing skills of the students studying at the Marketing Department, Faculty of Business Administration, Delta University for Science and Technology”?

The study question can be subdivided into the following sub-questions:

1. What are the technical report writing skills needed by the students studying at the Marketing Department, Faculty of Business Administration ?
2. How can Canva application be used for developing the students’ technical report writing skills at the Marketing Department?
3. What are the students’ perceptions towards leveraging the Canva application for developing their report writing skills?

#### **4. Research Hypotheses**

The present study examined the following hypotheses:

1. There will be statistically significant differences at the 0.001 level between the mean scores of the control and experimental groups with regard to the C.V. writing skills.
2. There will be statistically significant differences at the 0.001 level between the mean scores of the control and experimental groups with regard to writing business e-mail skills.
3. There will be statistically significant differences at the 0.001 level between the mean scores of the control and experimental groups with regard to designing business brochures skills.
4. There will be statistically significant differences at the 0.001 level between the mean scores of the control and experimental groups with regard to designing business advertisements skills.

#### **5. Methodology**

##### **5.1. Design**

The present study used the pre/post test quasi-experimental design with a control group and an experimental group. The control group studied the course content through traditional teaching methods, while the experimental group used the Canva application and all its features to learn the same content. To examine if there were any statistically significant differences between the two groups, the researchers employed the t-test analysis. The recent study was conducted online.

##### **5.2. Sample**

The sample of the study was the third year students studying at the Marketing department, Faculty of Business Administration , Delta University for Science and Technology who study the “Report Writing Skills” course. The study sample consisted of (80) student divided randomly into the control group (40) and experimental groups (40).

##### **5.3. Instruments**

The study adopted two instruments developed by the researcher which are:



- A pre/post report writing skills test
- Online questionnaire

These instruments will be illustrated as follows:

**i- The pre/post report writing skills test**

The test consists of four major questions. It was carried out online in the computer lab. Students were asked to use the Canva application, which was downloaded on the devices. The first question asks the students to write a C.V. The second question was to write a business e-mail. The third question asks the students to design a brochure for a job vacancy in the marketing field. Then, the last question was to design an advertisement for a “computer services company”.

The students’ answers were reviewed by three reviewers. The reviewers evaluated the students’ work in terms of structure, subject matter, vocabulary, purpose, and language use. Then, the average of the reviewers’ scores was the student’s final total mark. Students’ answers were sent to the researcher e-mail in order to be corrected. The test was out of (40 marks) divided equally between the four questions.

**- Test Validity**

The report writing skills pre/post test was submitted to a jury of (6) experts specialized in English language curricula and teaching methods. The jury members were asked to evaluate the test in terms of the readability, clarity of instructions, appropriateness for the study sample, and whether the test questions measure the intended skills or not. The jury members agreed that the test was suitable and valid for the study purposes.

**- Test Reliability**

The researchers applied two methods to examine the reliability of the pre/post test which are the Alpha Cronbach method, and the test-retest method. The Alpha Cronbach correlation coefficient was 0.92 which indicates a high level of internal consistency reliability. While, the test-retest correlation coefficient was 0.94, also demonstrating a high degree of reliability. These

results show confidence in the quality of the assessment tools used to evaluate the effectiveness of Canva integration for developing (EFL) students' technical report writing skills.

### **ii- The online questionnaire**

The researcher developed an online questionnaire with (20) statements to investigate the perceptions of students with regard to leveraging the use of the Canva application for developing their report writing skills. The questionnaire was administered online through Google Forms and was completed by (40) participants in the experimental group. The questionnaire contained statements related to the advantages, disadvantages, effects, and challenges experienced by students when using the Canva application. The data was collected using the five-point Likert scale survey. Then, the results were analyzed statistically.

## **6. Material of the Study**

The material of the study was the content of the “Reports Writing Skills” course which was taught to the third year students studying at the Marketing department, Faculty of Business Administration, Delta University for Science and Technology.

The course content covered a variety of technical and professional writing topics, including: Writing C.V., memos, emails, cover letters, business letters, meeting minutes, announcements, and agendas. Creating materials for job postings such as job vacancy announcements. Developing media releases. Designing presentations, posters, brochures, graphics, videos, info graphics, banners, fliers, certificates, invitation cards, business cards, thank you cards, postcards. Creating logos, labels, bookmarks, newsletters, flip-books, book covers, and desktop wallpapers. All these topics are related to the business and marketing field.

The researcher attempted to make use of the Canva application in order to develop the students' technical report writing skills according to their major. In addition to investigating how Canva might improve students' technical report writing skills . The

study is to aid in the creation of efficient teaching and learning strategies for writing by analyzing the efficacy of this application.

## **7.The Treatment**

The study followed the following procedures:

The study employed the pre/post-test design with both a control group and an experimental group. The participants were randomly divided into the control group and the experimental group with (40) student in each group. The experimental group received a 9-week treatment during the first term of the academic year (2023) with one lecture per week, two hours each in the computer laboratory. The experimental group participants received an orientation on how to use the Canva application to support their technical report writing skills. The control group received traditional instruction, where the researcher provided the writing topics and students wrote without using any ICT tools. Both groups were taught by the researcher/teacher.

Both the experimental and control groups took the same pre-test and post-test writing assessments. The pre/post-test writing test was scored by three raters using a standardized rubric. The purpose was to compare the writing performance of the two groups before and after the Canva application treatment for the experimental group in order to determine if using Canva led to any improvements in the students' report writing skills. This rigorous experimental design with random assignment to conditions, a control group, and multiple raters for the writing assessments helps to strengthen the internal validity of the study and the ability to attribute any observed differences in outcomes to the Canva intervention.

The researcher provides below an example of a lecture leveraging the Canva application as follows:

- Explaining the significance of technical report writing skills in the marketing field. Highlighting the importance of skills such as writing C.V., e-mail, product descriptions, user manuals, and

- designing business brochures, and advertisements, which are essential for effective marketing.
- Emphasizing the introduction and familiarization of students with the Canva application. It involves covering the various features, user interface, and design elements of Canva.
  - . Introducing students to the main features and templates available in Canva that are suitable for marketing materials. Encouraging students to explore templates for various marketing purposes like brochures, presentations, social media graphics, and info graphics.
  - Explaining how to effectively structure technical writing reports. Emphasizing the importance of using headings, subheadings, bullet points, and maintaining a logical flow and coherence in the writing.
  - Guiding students on creating visually appealing reports. Demonstrating the selection of fonts, colors, and images that align with the marketing message to enhance the visual appeal of the documents.
  - Highlighting the importance of feedback and peer reviews in helping students improve their technical reports writing and design skills.
  - Assigning practical exercises to students, where they are required to create marketing-related technical reports writing projects using Canva. Examples of such projects include product brochures or social media advertisements, allowing students to apply their newly acquired skills.
  - Showcasing and discussing examples of well-executed student projects after each lecture. The goal is to highlight the strengths, weaknesses, and lessons learned from these projects, providing valuable insights to the students.

The researcher provides below a lecture model for using the Canva application for teaching how to write and design an appealing C.V. for the Marketing department students:

- Introduction to C.V. Writing: Explaining the purpose and importance of C.Vs in marketing, and discuss the essential components like personal information, professional summary, education, work experience, and skills.
- Familiarizing with Canva: Introducing students to the Canva platform, highlighting its features, navigation, templates, fonts, and customization capabilities to create visually engaging C.V.s.
- Showcasing exemplary C.V. models: Sharing examples of well-designed marketing C.Vs. made with Canva. Analyzing the structure, content, and visual elements to illustrate effective C.V. formatting and design.
- Selecting Appropriate Templates: Demonstrating how to choose Canva templates that align with the candidate's personal brand and desired job position in marketing.
- Student Presentations: Giving students the opportunity to present their own Canva-based C.V. models, encouraging them to explain their design choices and justify the content they included.
- Review and Feedback: Providing constructive feedback to help students refine their C.V. writing and design based on the presented work.

The overall goal is to teach students how to leverage Canva's capabilities to create visually compelling and professionally-formatted C.Vs. that showcase their marketing expertise and personal brand. Teaching technical report writing to the marketing students using the Canva application can be a creative and engaging way to teach them how to design and write effectively in their major.

The figures (1-3) present some templates for designing C.V., brochures, and announcement for Job Vacancy using the Canva application:

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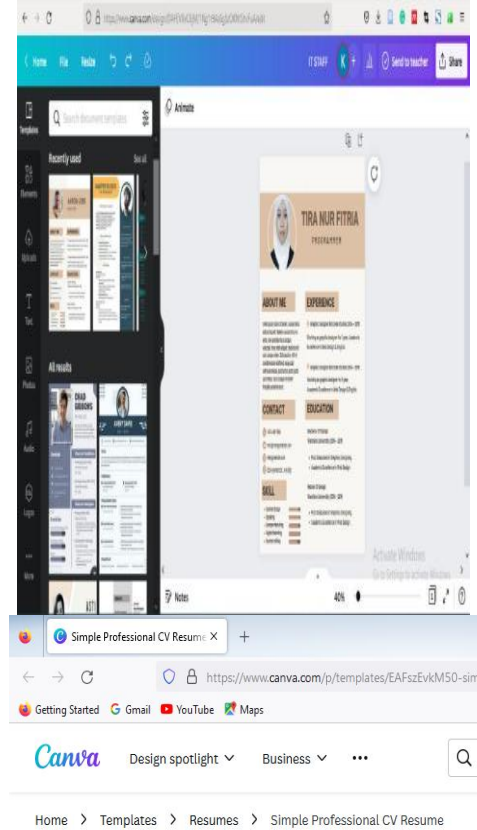


Figure 1: Design of Curriculum Vitae (C.V.)

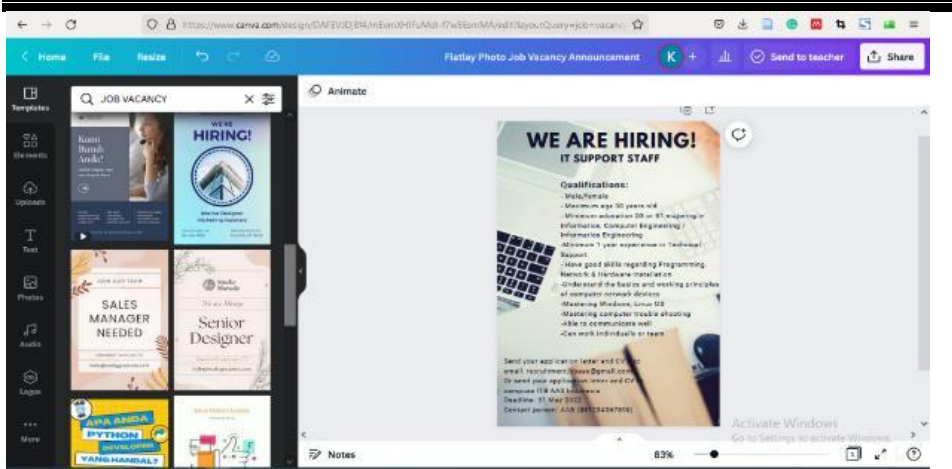


Figure 2: Design of Brochure

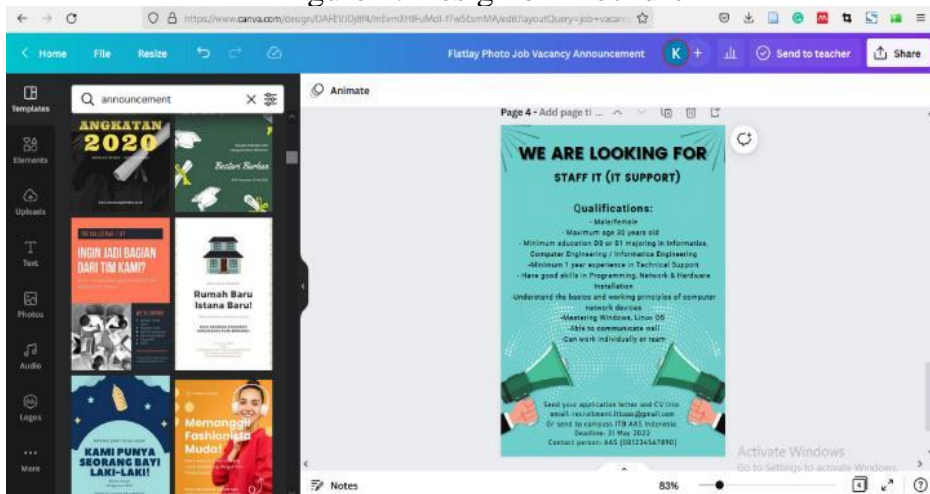


Figure 3. Design of Announcement for Job Vacancy

## **8. Results and Discussion**

### **8.1 The Results**

Before examining the study hypotheses, the t-test for independent samples was calculated between the mean scores of the experimental and control groups on the pretest. The purpose was to investigate the consistency between the mean scores of the two groups to ensure that any differences found on the post test, if any, would be due to the effectiveness of the study treatment. Table (1)

presents the mean scores, standard deviations, and t-test values for the pretest as follows:

**Table1: The t-test values for the mean differences between the two groups on the pretest**

Skill	Study Group	No.	Mean	Standard Deviation	Freedom Degrees	T - Value	Signif. level	Significance
C.V. writing	Control	40	5.5475	1.321	78	0.599	0.001	Not significant
	Experimental	40	5.7275	1.364				
Writing business e-mail	Control	40	6.6075	1.485	78	0.240	0.001	Not significant
	Experimental	40	6.675	1.013				
Designing Advertisements	Control	40	6.13	1.499	78	0.401	0.001	Not significant
	Experimental	40	6.2675	1.434				
Designing Brochures	Control	40	6.375	1.009	78	0.0947	0.001	Not significant
	Experimental	40	6.4025	1.491				

As indicated in table (1), the t-test shows that there are no statistically significant differences between the mean scores of the study groups (experimental and control) on the pretest at the (0.001) level prior to the experiment. The t- value is (0.599) in the C.V. writing skills, the t-value is (0.240) in writing business e-mail skills. Besides, the t-test value is (0.401) in designing business advertisements skills, and the t- value is (0.0947) concerning designing business brochures. All these results indicate that there are no statistically significant differences between the two groups prior to the experiment and the two groups are homogeneous and equivalent.

After the experimentation, the means, standard deviations and t-test values were calculated in order to investigate whether there are any statistical significant differences between the post test mean scores of the experimental and control groups with regard to the study variables in order to investigate the study hypotheses as shown below.



**Table 2: The t-test values for the mean differences between the two groups on the post test**

Skill	Study Group	No.	Mean	Standard Deviation	Freedom Degrees	T - Value	Signif. level	Significance
C.V. writing	Control	40	6.044	0.671	78	22.138	0.001	Significant
	Experimental	40	8.658	0.328				
Writing business e-mail	Control	40	6.476	0.800	78	19.881	0.001	significant
	Experimental	40	9.207	0.339				
Designing Advertisements	Control	40	6.590	0.696	78	19.623	0.001	significant
	Experimental	40	9.133	0.433				
Designing Brochures	Control	40	6.210	0.675	78	16.553	0.001	significant
	Experimental	40	8.714	0.678				

As shown on table (2), the t-test illustrates that there are statistically significant differences between the post test mean scores of the experimental and control groups concerning the study variables. The t- value is (22.138) which is insignificant in favor of the experimental group with regard to the C.V. writing skills at the (0.001) level. So, the first hypothesis is supported. The t-test value is (19.881) concerning writing business e-mail , which is significant in favor of the experimental students. Thus, the second hypothesis was verified. In addition, the t-value is (19.623) which is significant in favor of the experimental group students as far as designing business advertisements skills are concerned. Thus, the third hypothesis is supported. While, the t-test value was (16.553) in favor of the experimental students regarding designing business brochures is concerned, which assures the verification of the fourth hypothesis.

In order to investigate the students' perception toward leveraging the Canva application for developing their report writing skills, the researcher analyzed the questionnaire data. The questionnaire consisted of twenty statements examining various aspects of student behavior and feedback concerning the use of Canva application for developing their report writing skills. These

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statements covered the advantages, disadvantages, and challenges associated with students' behavior and experiences in utilizing the Canva platform. The data was collected and analyzed using the five-point Likert Scale questionnaire survey as follows:

Table (3) Sugiyono Likert Scale (2010)

No.	Responses	Score ( positive)	Score (Negative)
1	Strongly agree	5	1
2	Agree	4	2
3	Neutral	3	3
4	Disagree	2	4
5	Strongly Disagree	1	5

In order to analyze the obtained data to investigate the experimental students' perception towards the application, this involved compiling the responses from the participants and converting them into percentages using the following equation (Sugiyono Likert Scale, 2010):

$$P = \frac{S}{N} \times 100\%$$

Information :

P = Percentage of score components

S = Total of score components were obtained

N = Maximum score

After converting the students' responses into percentages, the researcher determined the qualitative criteria based on the collected data using the percentages ranges and qualitative criteria developed by (Hanas Ulfah Safitri & Peptia Asrining Tyas, 2022).

Table (4): Percentages Ranges and Qualitative Criteria

No.	Percentages Ranges	Students' Perception
1	81%-100%	Very Good
2	61%-80%	GOOD
3	41%-60%	Enough
4	21%-40%	Low
5	≤ 20%	Very Low

The combination of statistical analysis and qualitative insights allows the researcher to paint a holistic picture of the effectiveness and suitability of Canva as a tool for enhancing students' report writing skills in the marketing field to provide a robust and well-rounded evaluation of the research topic. The following table shows students' perceptions toward using the Canva application for developing their report writing skills as follows:

Table (5) Students' Perception towards Leveraging the Canva Application

Statement No.	SA	A	N	D	DS	P	Quantitative Criteria
1. The Canva application is an effective tool for supporting technical report writing skills.	20	16	4	0	0	88%	Very good
2. Canva's features, such as images, colors, make it a valuable resource for technical report writing tasks.	22	12	2	4	0	86%	Very good
3.The use of Canva in report writing skills course does not lead to boredom for the student.	20	10	8	2	0	84%	Very good
4.Incorporating the Canva application into report writing tasks allows for publication on social media platforms.	20	10	4	4	2	81%	Very good
5.The Canva application provides a high degree of flexibility in report writing course.	18	11	5	3	3	79%	good
6.Leveraging Canva's capabilities enables the development of innovative brochures and advertisements.	16	18	6	0	0	85%	Very good
7.While Canva may be a comprehensive tool, students believes that other similar applications could fulfill their writing needs.	2	2	4	20	12	79%	good
8.The design templates available within Canva facilitate the creation of eye-catching designs for report writing topics.	17	8	8	6	1	77%	good
9.The use of Canva increases students fascination and engagement with their report writing course.	19	8	7	4	2	79%	good
10.Canva provides effective features that enhance the overall writing process.	22	10	3	2	3	83%	Very good
11.Using Canva may lead to a decreased interest in report writing topics.	1	4	3	16	16	81%	Very good
12.Canva enhances students confidence and improves the success of their creative writing.	23	8	5	2	2	84%	Very good
13.Canva may inhibit students creativity rather	3	4	7	14	12	74%	good

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than fostering it in the context of report writing.							
14. There is no improvements in students imagination for report writing even with the use of Canva.	2	2	3	15	18	82.5%	Very good
15. The Canva application does not enhance interactions among students.	1	3	6	13	17	81%	Very good
16. Using Canva design templates causes less confidence among students as they worry that others may perceive them as lacking in creativity.	4	1	3	13	19	81%	Very good
17. Canva enhances students confidence and improves the success of their report writing.	21	15	2	2	0	87.5%	Very good
18. Students agrees that Canva enhances their overall writing ability.	23	9	4	2	2	84.5%	Very good
19. Canva supports the creation of diverse designs for curriculum vitae (CV) writing.	18	15	3	2	2	82.5%	Very good
20. Canva fosters and stimulate students creative imagination when engaging in writing tasks.	19	14	2	2	2	82%	Very good

Table (4) above shows the results of investigating the experimental students' perception towards using the Canva application for developing their report writing skills in the marketing field. For example, the statistical findings of the first statement proved that the percentage of the experimental students' perception who agree that "Canva is an effective tool for supporting technical report writing skills" was 88%. The results were as follows 20 % of the participants strongly agree, 16% agree, 4% neutral, 0% disagree and 0% strongly disagree. This percentage means "very Good" perception according to (Hanas Ulfah Safitri & Peptia Asrining Tyas, 2022). These findings justify that the experimental participants' perception towards leveraging the Canva application was positive "very good". The findings justified that the students exhibited an overwhelmingly positive attitude towards using the Canva application. Therefore, the incorporation of the Canva appears to have a favorable impact on students' perceptions regarding the development of their technical report writing skills.

Concerning the second statement, the percentage of the participants agreeing that "Canva's features, such as images and colors make it a valuable resource for technical report writing tasks"

was 86%. The results were as follows 22 % strongly agree, 12% agree, 2% neutral, 4% disagree, and 0% strongly disagree. These findings justify that the experimental participants' perception towards leveraging the Canva application was positive "very good". As for the third statement, the results proved that 84% of the experimental participants agree that " the use of Canva in report writing skills course does not lead to boredom for the student", and this percentage means "very Good" perception. The results were as follows 20% strongly agree, 10% agree, 8% neutral , 2% disagree, and 0% strongly disagree. Then, the results of the eleventh statement were 81% which is "very Good". The results were 1% strongly disagree, 4% agree, 3% neutral, 16% disagree, and 16% strongly disagree. It means that most students disagree to the statement that "using Canva may lead to a decreased interest in report writing topics". The same results as statement number thirteen, the percentage of the students' perception was 74%. The results were 3% strongly agree, 4% agree, 7% neutral , 14% disagree, and 12% strongly disagree. These findings proved that most students disagree that "Canva may inhibit students creativity rather than fostering it in the context of report writing", and so on till the end of the questionnaire statements. Thus, the table above illustrates the statistical results of the experimental participants' perception towards leveraging the Canva application as indicated in percentages,

The overall results proved that the students' perception was positive towards the Canva application. The majority of the students agreed that the Canva application improved their report writing skills and enhanced their motivation. The findings demonstrated that the experimental participants displayed an overwhelmingly positive attitude towards utilizing the Canva application. Therefore, employing the Canva application has a positive impact on students' perception towards developing their technical report writing skills in English.

## **8.2. Discussion of Results**

The study aimed to examine the effectiveness of leveraging the Canva application on developing the Marketing department students' technical report writing skills studying at the Faculty of Business Administration, Delta University for Science and Technology. The results revealed significant differences in technical report writing skills between the experimental group that used the Canva application and the control group that received traditional instruction. The experimental group participants showed remarkable achievement in the post test outperforming the control group in the following skills C.V. writing, business e-mail writing, designing advertisements, and designing brochures. This improvement can be attributed to the use of Canva, which has the potential to stimulate students and develop their technical report writing skills. Incorporating visual elements like photos, graphics, and fonts in the writing process using Canva serves as a motivational tool for students. The use of technology like Canva enhances students' active engagement, digital literacy, creative thinking, communication, and productivity in the report writing process.

Mastery of writing skills in English is a priority for many higher education students. Canva is a comprehensive design application that enables users to make visually appealing graphics. The students expressed very positive perceptions concerning their writing experiences using Canva. The integration of technology like Canva appears to have a highly beneficial impact on developing students' technical report writing skills.

University students exhibit a preference for learning through the utilization of technology. Notably, researchers like Zhang (2018) emphasizes the significance of technology as a valuable tool in language teaching. The integration of technology in education has been found to enhance students' motivation and equip them with essential skills for the digital age. The Canva application offers a learning experience that aligns with the characteristics of students as digital natives. Additionally, employing the Canva application

supports (EFL) students in expressing themselves and effectively communicating with others (Darmayanti, 2022; Abdulla, 2024).

Canva can be effectively utilized as a tool to enhance the learning process. Incorporating visual media like Canva can provide multiple advantages. These include making abstract concepts more tangible, motivating students, directing their attention, reinforcing information, facilitating the retrieval of prior knowledge, and reducing cognitive effort. Canva, with its user-friendly interface, enables students to transform abstract ideas into concrete visual presentations. Moreover, students have a positive perception of their learning environment when they actively participate to the learning process (Smaldino and Lowther, 2019).

Based on the provided context, the researcher attempted to enhance student motivation in writing by applying digital posters created through the Canva application. The use of these digital posters has been found to have a positive impact on the learning process. When used as a teaching medium for technical report writing in English, Canva captured students' attention due to the wide selection of attractive, contemporary models and colors. Additionally, the presence of diverse images facilitated students' comprehension of vocabulary, facilitates the understanding of the subject matter. Thus, the researcher's approach of incorporating Canva effectively engaged students and enhanced their learning experience in report writing skills.

Adopting the Canva application proved to have a supportive contribution in promoting students' English language and writing skills. The use of Canva application motivates students and positively influence their learning outcomes in the context of English language learning. Canva's design learning tool is very helpful in online learning (Suhartono & Laraswati, 2016; Jumami, 2021; Melinda & Saputra, 2021; Astuti, 2021; Candra et. al., 2022; and Pratiwi, et. al. 2024). The Canva application and its features can help designers organize content and material in a professional manner. Curriculum developers do not need to spend an excessive

amount of time focused on design when creating educational materials, instead they can dedicate more of their efforts towards developing high-quality content and refining effective teaching methods (Salam & Mudinillah, 2021; Utami, 2021, Pedroso, et al., 2023).

The integration of technology, exemplified by the Canva application, has been found to positively impact students' writing skills by increasing their motivation and enabling the development of crucial competencies, such as creativity, communication, and productivity. Leveraging technology-enhanced tools can be a valuable approach to enhancing students' language learning, particularly in the area of writing (Ying, 2018; Yundayani, 2018; Zhang, 2018; Yundayani, Susilawati, & Chairunnisa, 2019; Yessirkepov, Zimba, & Gasparyan, 2021; Wahyuni, & Autila, 2022).

Moreover, teachers can create instructional materials with a writing correction or grammar checker by utilizing the Canva tool. According to Anwar (2021) the Canva program can be utilized to create a variety of items for educational purposes. Al-khoeri et al. (2021) provide evidence that Canva is a visual design tool that makes it simple for students to create a variety of imaginative materials online (Rister & Bourdeau, 2021; Bener & Yildiz, 2019, and Yundayani, 2019). These results go in line with Khezrlou (2020) who asserts that students must learn enough vocabulary and gain sufficient understanding of the subjects they will be writing about. Canva's user-friendly design features allow students to easily craft visually engaging educational resources. Canva's drag-and-drop interface and pre-made templates empowered students across different subjects to express their creativity and develop innovative content (Haerazi et al., 2020).

Hence, Canva's accessibility allows students experience to produce visually attractive and meaningful learning resources . The platform's tools facilitate students' ability to bring their ideas to life through the creation of engaging visual content. Thus, the Canva



application's diverse features, creativity-enhancing capabilities, time-saving benefits, high-quality output, and accessible design make it a valuable tool for educators to create engaging and effective learning media. These advantages align with the positive feedback from students regarding the use of Canva for writing skills development.

### **9. Conclusion**

The present study proved that students report writing skills were significantly improved through the use of the Canva application. The experimental participants demonstrated remarkable progress and achieved higher scores on the post-test compared to the control group students. Presenting the Canva application appears to have contributed to this improvement in the students' technical report writing performance.

The findings highlight that Canva serves as an efficient and effective medium for developing students' report writing skills. The application's features and capabilities enable students to write more effectively, while also saving time and increase their motivation and engagement in the writing process.

The integration of Canva's diverse visual features and capabilities provides significant advantages that can enhance students' writing performance, creativity, expression, and the overall quality of their written work. Integrating Canva as a technological tool helped students enhance the quality of their report writing skills. It has also allowed them to learn how to apply technology to language learning. Furthermore, students proved that learning a foreign language through the use of tools like Canva can be an enjoyable and engaging experience.

The overall assessment of using Canva for developing students report writing skills is very positive. Students expressed that the experience of writing with Canva was motivating, satisfying and beneficial. None of the students felt that using Canva was inappropriate or unsuitable for the purpose of learning report writing. The students unanimously found the experience of using Canva for writing skills to be highly favorable. They did not

identify any downsides or disadvantages to using the Canva application in the report writing learning process.

The students' overwhelmingly positive feedback suggests that Canva is an effective and well-suited tool for enhancing students' writing skills, motivation, and satisfaction with the writing experience. The lack of any reported negative aspects indicates that Canva can be confidently incorporated into writing instruction and activities without concerns from the student perspective. Then, the evidence strongly points to Canva being a valuable and advantageous application for developing and improving students' English report writing skills in an engaging and productive manner.

### **10. Research Recommendations**

1. Teachers and students should receive training on how to effectively use Canva and other technologies to enhance students' English language skills.

2. Integrating mobile applications in vocational and technical education programs.

3. English language curriculum developers should make use of various mobile-based educational tools and resources for developing students language skills.

4. Researchers, teachers, and students should receive training on using technology and online applications for teaching English.

### **11. Suggestions for further research**

1. Examining the effect of using online learning applications for developing the English language skills for faculty students in other specializations.

2. Examining the effectiveness of Canva applications in developing students' reading skills.

3. Assessing Canva's capabilities for enhancing students' reading comprehension, fluency, and engagement in English language classes.

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