

PERCEPTIONS OF THE USE OF CANVA IN PROJECT-BASED LEARNING IN WRITING SKILLS

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan Islam (S.Pd) in Teaching English



By:

Nailal Himmah Attaroqiya

NIM 06040522092

ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHERS TRAINING
UIN SUNAN AMPEL SURABAYA

2026

PERNYATAAN KEASLIAN TULISAN

Bahwa saya yang bertanda tangan dibawah ini:

Nama: Nailal Himmah Attaroqiya

NIM: 06040522092

Jurusan/Program Studi: Pendidikan Bahasa Inggris

Fakultas: Tarbiyah dan Ilmu Keguruan

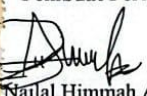
Menyatakan dengan sebenar-benarnya bahwa skripsi dengan judul "Perceptions of the use of Canva in Project Based Learning in Writing Skills" ini adalah hasil karya saya sendiri dan bukan merupakan pengambilan karya atau ide milik orang lain yang saya akui sebagai milik saya. Segala bentuk pernyataan, gagasan, ataupun teori dan pihak lain yang dimuat dalam skripsi ini telah dikutip dan dicantumkan di dalam daftar pustaka secara jelas sesuai dengan ketentuan yang berlaku.

Demikian surat pernyataan ini saya buat. Apabila di kemudian hari ditemukan dan dapat dibuktikan bahwa skripsi ini merupakan hasil penjiplakan, maka saya bersedia untuk menerima konsekuensi yang ada sesuai dengan peraturan perundang-undangan yang berlaku.

Surabaya, 29 June 2026

Pembuat Pernyataan




Nailal Himmah Attaroqiya

06040522092

ADVISOR APPROVAL SHEET

This thesis by Nailal Himmah Attaroqiya entitled “Perceptions of The Use of Canva in Project Based Learning in Writing Skills” has been approved by the thesis advisors for further approval by the boards of examiners.

Surabaya, 26th May 2026

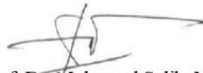
Advisor I



Sigit Pramono Jati, Ph.D.
NIP. 198605182011011005

Surabaya, 26th May 2026

Advisor II



Prof. Dr. Mohamad Salik, M.Ag
NIP. 196712121994031002

EXAMINER APPROVAL SHEET

This thesis by Nailal Himmah Attaroqiya entitled "Perceptions of The Use of Canva in Project Based Learning in Writing Skills" has been examines and approved by the boards of Examiners.

 25 May 2026
Prof. Prof. Dr. Mohd. S. Ag., M.Pd.
NIP. 197251998031001

Examiner I


Sigit Pramono Zati, Ph. D.
NIP. 198605182011011005

Examiner II


Prof. Dr. Mohamad Salik, M.Ag
NIP. 196712121994031002

Examiner III


Dr. Siti Asmiyati, M. TESOL.
NIP. 197704142006042003

Examiner IV


Hilda Izzati Madjid, M.A
NIP. 198602102011012012



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN**

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300
E-Mail: perpus@uinsby.ac.id

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : Nailal Himmah Attaroqiya

NIM : 06040522092

Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/Pendidikan Bahasa Inggris

E-mail address : nailanajivyah2004@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :

☒ Sekripsi ☐ Tesis ☐ Desertasi ☐ Lain-lain ()

yang berjudul :

“Perceptions of The Use of Canva in Project Based Learning in Writing Skill”

berserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelola dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 15 June 2026

Pembuat Pernyataan

Nailal Himmah Attaroqiya
06040522092

ABSTRACT

Attaroqiya, Nailal Himmah (2026). Perceptions of The Use of Canva in Project Based Learning in English Writing. English Education Departement, Faculty of Education and Teacher Training, Universitas Negeri Islam Sunan Ampel Surabaya. Advisor I: Sigit Pramono Jati, Ph. D., Advisor II: Prof. Dr. Muhammad Salik, M.Ag.

Keywords: Perceptions, Canva, Project-Based Learning, writing skills

The use of digital media in English language learning is increasingly expanding to support the learning process. However, research on the use of Canva has largely focused on learning outcomes, while studies regarding student and teacher perceptions of using Canva within Project-Based Learning for English writing skills remain limited. Therefore, this study aims to investigate student and teacher perceptions of using Canva in Project-Based Learning for English writing skills. The study employs a qualitative approach, utilizing interviews for data collection at SMK Kawung 1 Surabaya and involving students and an English teacher. The data were analyzed using thematic analysis. The findings indicate that students perceive Canva as a medium that supports the English writing process by facilitating idea development, writing organization, and collaboration. The teacher also views Canva as a medium that supports the implementation of Project-Based Learning in the English writing process. Nevertheless, both students and teachers encountered several challenges, such as limited vocabulary, difficulties in organizing ideas, technical issues, limited facilities, and disparities in students' technological proficiency. The study concludes that Canva serves as a digital learning medium that supports the Project-Based Learning approach to English writing, presenting both benefits and challenges during its use.

ABSTRAK

Attaroqiya, Nailal Himmah (2026). *Perceptions of The Use of Canva in Project Based Learning in Writing*. English Education Departement, Faculty of Education and Teacher Training, Universitas Negeri Islam Sunan Ampel Surabaya. Advisor I: Sigit Pramono Jati, Ph., Advisor II: Prof. Dr. Muhammad Salik, M.Ag.

Kata kunci: persepsi,, Canva, Project-Based Learning, keterampilan menulis

Penggunaan media digital dalam pembelajaran bahasa Inggris semakin berkembang untuk mendukung proses pembelajaran. Namun, penelitian tentang penggunaan Canva lebih banyak berfokus pada hasil belajar, sedangkan kajian tentang persepsi siswa dan guru terhadap penggunaan Canva dalam Project-Based Learning untuk keterampilan menulis bahasa Inggris masih terbatas. Oleh karena itu, penelitian ini bertujuan untuk mengetahui persepsi siswa dan guru terhadap penggunaan Canva dalam Project-Based Learning untuk keterampilan menulis bahasa Inggris. Penelitian ini menggunakan pendekatan kualitatif dengan teknik pengumpulan data berupa wawancara di SMK Kawung 1 Surabaya yang melibatkan siswa dan seorang guru bahasa Inggris. Data dianalisis menggunakan analisis tematik. Hasil penelitian menunjukkan bahwa siswa memaknai Canva sebagai media yang mendukung proses menulis bahasa Inggris melalui pengembangan ide, pengorganisasian tulisan, dan kolaborasi. Guru juga memaknai Canva sebagai media yang mendukung pelaksanaan Project-Based Learning dalam proses menulis bahasa Inggris. Meskipun demikian, siswa dan guru menemukan beberapa kendala, seperti keterbatasan kosakata, kesulitan mengorganisasikan ide, masalah teknis, keterbatasan fasilitas, dan perbedaan kemampuan teknologi siswa. Penelitian ini menyimpulkan bahwa Canva merupakan media pembelajaran digital yang mendukung proses menulis bahasa Inggris berbasis Project-Based Learning melalui manfaat dan kendala selama penggunaannya

TABLE OF CONTENTS

PERNYATAAN KEASLIAN TULISAN	Error! Bookmark not defined.
ADVISOR APPROVAL SHEET	ii
EXAMINER APPROVAL SHEET	Error! Bookmark not defined.
ACKNOWLEDGMENT	iv
DEDICATION SHEET	vi
MOTTO	vii
ABSTRACT	viii
ABSTRAK	ix
TABLE OF CONTENTS	x
LIST OF APPENDICES	xii
CHAPTER I INTRODUCTION	1
1.1. Research Background	1
1.2. Research Questions	5
1.3. Objectives of the Study	5
1.4. Significance of the Study	5
1.5. Scope and Limit of the Study	5
1.6. Definition of Keyterms	6
CHAPTER II LITERATURE REVIEW	10
2.1. Review of related literature	10
2.2. Review of previous study	38
CHAPTER III RESEARCH METHOD	43

3.1.	Research Design	43
3.2.	Research Presence	45
3.3.	Research Location	45
3.4.	Data and Source of Data	46
3.5.	Data Collection	47
3.6.	Research Instrument	48
3.7.	Data Analysis Technique	49
3.8.	Checking Validity of Findings	51
3.9.	Research Stages	52
CHAPTER IV FINDINGS AND DISCUSSION		54
4.1.	Findings	54
4.2.	Discussion	84
CHAPTER V CONCLUSION AND SUGGESTION		94
5.1.	Conclusion	94
5.2.	Suggestion	95
BIBLIOGRAPHY		97
APPENDICES		115

LIST OF APPENDICES

Appendices 1: Letter of Assignment for Supervisors

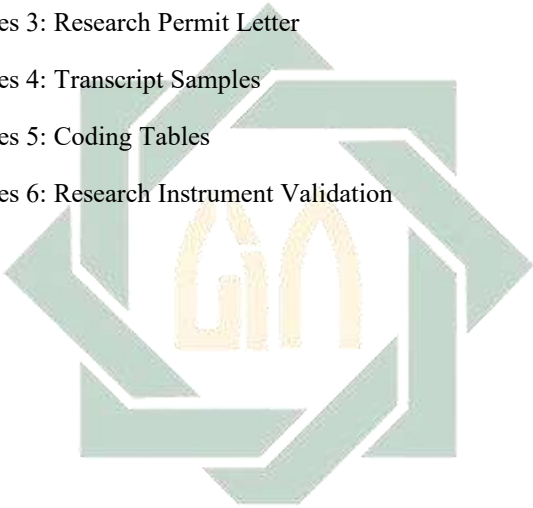
Appendices 2: Research Instrument

Appendices 3: Research Permit Letter

Appendices 4: Transcript Samples

Appendices 5: Coding Tables

Appendices 6: Research Instrument Validation



UIN SUNAN AMPEL
S U R A B A Y A

BIBLIOGRAPHY

- Darazi, S. (2021). *Key Factors Influencing Creative Writing Skill: Students' perceptions in an ELT Context at Higher Education Level*.
- Al Khakim, A. K., Wahidah, F. S., & Wirabhakti, A. (2024). A Critical Review of Canva as a Visual Media Platform for English Learning. *Devotion: Journal of Research and Community Service*, 5(5), 581–588.
- Almulla, M. A. (2020). The effectiveness of the project-based learning (PBL) approach as a way to engage students in learning. *Sage Open*, 10(3), 2158244020938702.
- Anggara, S. A. (2017). Penerapan model Project Based Learning untuk meningkatkan kemampuan menulis siswa. *Arabi: Journal of Arabic Studies*, 2(2), 186–196.
- Aprilia, R. R., Utama, I. M., & Sriasih, S. A. P. (2024). Penerapan Model Project Based Learning Berbantuan Media Canva untuk Meningkatkan Keterampilan Menulis Teks Drama: Application of Project Based Learning Model Using Canva Media to Improve Drama Text Writing Skills.. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia Undiksha*, 14(2), 311–317.
- Aulia, D., Firman, F., & Desyandri, D. (2023). Pengaruh multimedia interaktif berbasis Canva terhadap kemampuan membaca permulaan siswa sekolah dasar. *Alpen: Jurnal Pendidikan Dasar*, 7(1), 32–41.
- Bates, A. W. (2015). *Teaching in a digital age: Guidelines for designing teaching and learning*. BCCampus.
- Billah, T. A. (2024). Using Digital Application for Giving Feedback on Students' Writing: A Case in Written English Classroom. *IJET (Indonesian Journal of English Teaching)*, 13(2), 183–191.
- Blumenfeld, P. C., Soloway, E., Marx, R. W., Krajcik, J. S., Guzdial, M., & Palincsar, A. (1991). Motivating Project-Based

- Learning: Sustaining the Doing, Supporting the Learning. *Educational Psychologist*, 26(3–4), 369–398.
- Bora, P. (2023). Importance of writing skill to develop students' communication skill. *Journal for Research Scholars and Professionals of English Language Teaching*, 7(35), 1–6.
- Brown, H. D., & Lee, H. (2025). *Principles of language learning and teaching: A course in second language acquisition*. Routledge.
- Chao, C., Rahman, N. A., & Soon, G. Y. (2025). A Review on Project Based Learning in Enhancing English Writing Skills. *Forum Linguist. Stud*, 7(1), 913–926.
- Christiana, E., & Anwar, K. (2021). The perception of using technology Canva application as a media for English Teacher creating media virtual teaching and English learning in Loei Thailand. *Journal of English Teaching, Literature, and Applied Linguistics*, 5(1), 62–69.
- Coates, H., James, R., & Baldwin, G. (2005). A critical examination of the effects of learning management systems on university teaching and learning. *Tertiary Education and Management*, 11(1), 19–36.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE.
- Dewey, J. (1986). Experience and education. *The Educational Forum*, 50(3), 241–252.
- Dudeney, G., & Hockly, N. (2016). Literacies, technology and language teaching. In *The Routledge handbook of language learning and technology* (pp. 115–126). Routledge.
- Ediyani, M., Hayati, U., Salwa, S., Samsul, S., Nursiah, N., & Fauzi, M. B. (2020). Study on development of learning media. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 3(2), 1336–1342.

- Elbow, P. (1998). *Writing without teachers*. Oxford University Press.
- Fatima, N., Ehsan, M., Darazi, M. A., Majeed, A., & Chaudhary, A. A. (2024). The role of feedback in enhancing creative writing skills in ELT contexts. *Remittances Review*, 9(3), 350–368.
- Fauziyah, K., Suci, D. N., & Laila, N. (2022). The EFL pre-service teacher's perception on canva for English writing course. *ELTT*, 8(1), 157–162.
- Febriyanti, R. H., & Sundari, H. (2020). Penerapan Penggunaan Platform Dalam Pengajaran Bahasa Inggris Berbasis Daring. *RANGKIAN: Jurnal Pengabdian Pada Masyarakat*, 2(1), 17–27.
- Flower, L., & Hayes, J. R. (1981). A cognitive process theory of writing. *College Composition & Communication*, 32(4), 365–387.
- Gautam, P. (2019). Writing Skill: An Instructional Overview. *Journal of NELTA Gandaki*, 2, 74–90. (English Language Teaching). <https://doi.org/10.3126/jong.v2i0.26605>
- Goldstein, E. B. (1989). *Sensation and perception*. Wadsworth/Thomson Learning.
- Hadi, M. S., Izzah, L., & Paulia, Q. (2021). Teaching writing through Canva application. *JOLLT Journal of Languages and Language Teaching*, 9(2), 228–235.
- Hakim, A., & Wahyuni, S. (2024). A critical review: Technology as learning media in teaching reading. *J-SHMIC: Journal of English for Academic*, 11(1), 77–83.
- Harmer, J. (2001). The practice of English language teaching. *London/New York*, 32(1), 401–405.
- Harmer, J. (2004). *How to Teach Writing*. England: Pearson Education Limited.

- Harmer, J. (2015). *The Practice of English Language Teaching*. Pearson Education.
- Hedge, T. (2001). *Teaching and learning in the language classroom* (Vol. 106). Oxford university press Oxford.
- Hockly, N. (2016). *Focus on learning technologies*. Oxford University Press.
- Hosnan, M. (2014). *Pendekatan saintifik dan kontekstual dalam pembelajaran abad 21: Kunci sukses implementasi kurikulum 2013*. Ghalia Indonesia.
- Hyland, K. (2004). *Genre and second language writing*. University of Michigan Press.
- Hyland, K. (2019). *Second language writing*. Cambridge university press.
- Ilham, S., Vázquez-Cano, E., & Novita, L. (2023). Use of Canva Application as a Learning Media. *Al-Hijr: Journal of Adulearn World*, 1(1), 9–18. <https://doi.org/10.55849/alhijr.v1i1.499>
- Kemalsyah, M., Solehuddin, M., Hariyadi, A., Jenuri, J., & Suwarma, D. M. (2022). An analysis of factors that affectefl students' writing skill. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 14(2), 869–876.
- Kementerian Pendidikan Dasar dan Menengah Republik Indonesia. (2025, December 15). *Apakah itu Canva untuk Pendidikan?* Rumah Pendidikan. <https://pusatinformasi.rumahpendidikan.kemendikdasmen.go.id/hc/id/articles/52510758673817-Apakah-itu-Canva-untuk-Pendidikan>
- Koehler, M., & Mishra, P. (2009). What is technological pedagogical content knowledge (TPACK)? *Contemporary Issues in Technology and Teacher Education*, 9(1), 60–70.
- Komara, E., Maulana, Y., Dalina, L., & Rahman, A. (2024). Utilization of Canva Application as an Innovative Learning

- Media at Al-Wahdah Kindergarten, Bandung City. *Dinamisia: Jurnal Pengabdian Kepada Masyarakat*, 8(2), 512–523.
- Krajcik, J., & Blumenfeld, P. (2006). 19. Project-based learning. *The Cambridge Handbook of the Learning Sciences*, 317–333.
- Larmer, J., Mergendoller, J., & Boss, S. (2015). *Setting the standard for project based learning*. Ascd.
- Leonard, D., & Hukari, T. (2005). *Textual organization of academic writing*. 1–7.
- Lukman, L., Furkan, F., & Syfril, S. (2024). IMPLEMENTASI PENDEKATAN KONSTRUKTIVISME DALAM PEMBELAJARAN BAHASA INGGRIS. *eL-Muhbib Jurnal Pemikiran Dan Penelitian Pendidikan Dasar*, 8(1), 114–125.
- Male, H., Tugelida, N. B. C., Joseph, J. E., Samuel, R. A. A., Sabrina, D., & Bao, J. M. (2025). Optimalisasi Pembelajaran Bahasa Inggris Dengan Canva Dan Quizizz: Pengabdian Kepada Masyarakat Di Smpk Taruna Harapan Bangsa-Jakarta. *Jurnal Pengabdian Kepada Masyarakat Widya Mahadi*, 5(2), 86–98.
- Mayer, R. E. (2021). *Multimedia learning (the 3rd edition)*. Cambridge University.
- Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017–1054.
- Moleong, L. J. (2017). *Metodologi penelitian kualitatif/Lexy J. Moleong*.
- Mulyasa, E. (2014). *Pengembangan dan implementasi kurikulum 2013*.
- Nababan, D., Marpaung, A. K., & Koresy, A. (2023). Strategi pembelajaran project based learning (PJBL). *Jurnal Pendidikan Sosial Dan Humaniora*, 2(2), 706–719.

- Nisa, A. H., Hasna, H., & Yarni, L. (2023). Persepsi. *KOLONI*, 2(4), 213–226. <https://doi.org/10.31004/koloni.v2i4.568>
- Nurlaela, Rahman, N. S., Mbau, A. T., & Sabbu, S. W. S. (2024). Integrasi Canva dalam Proses Pembelajaran untuk Meningkatkan Kompetensi Essay Writing Mahasiswa. *Linear: Jurnal Ilmu Pendidikan*, 8(2), 124–134.
- Nurmilah, N., Friatin, L. Y., & Irianti, L. (2023). The teacher's perception of using Canva application in teaching creative writing. *Journal of English Education Program (JEEP)*, 10(2), 131–140.
- Pegrum, M. (2014). *Mobile learning: Languages, literacies and cultures*. Springer.
- Perumal, K., & Ajit, I. (2020). Enhancing writing skills: A review. *Psychology and Education Journal*, 57(9), 2229–2236.
- Piaget, J. (1952). The origins of intelligence in children. International Universities Press. *New York (C1952) Pp*, 352–354.
- Pratiwi, E. T., & Setyaningtyas, E. W. (2020). Kemampuan berpikir kritis siswa melalui model pembelajaran problem based learning dan model pembelajaran project based learning. *Jurnal Basicedu*, 4(2), 379–388.
- Priyatna, I. P. D., Suwastini, N. K. A., & Dantes, G. R. (2023). College Students' Perception of Using Canva in English Writing Class. *Indonesian Journal of Educational Research and Review*, 6(1), 9–17.
- Puspasari, M., Nurrahmi, M., Handhiko, B., & Fitriah, W. (2021). PENGARUH PERSEPSI DAN PENGALAMAN TERHADAP KEPUTUSAN MEMILIH UNIVERSITAS MUHAMMADIYAH PALEMBANG. *MOTIVASI*, 6(2), 134–143. <https://doi.org/10.32502/mti.v6i2.3785>
- Raimes, A. (1983). *Techniques in teaching writing*. ERIC.

- Rao, P. S. (2017). Developing writing skills among the EFL/ESL learners. *Research Journal of English*, 2(3), 52–63.
- Ratnawati, K. (2020). Penerapan model pembelajaran berbasis proyek pada pembuatan strip komik untuk meningkatkan kemampuan menulis bahasa inggris. *Indonesian Journal of Educational Development (IJED)*, 1(3), 481–495.
- Redecker, C. (2017). *European framework for the digital competence of educators: DigCompEdu*.
- RIA, R. N., IMA, R., & RAHMAT, K. (2024). Media digital dan interaktif: Metodologi pendidikan interaktif berbasis platform digital. *JURNAL PENDIDIKAN*, 3(4), 188–202.
- Richards, J. C. (2015). *Key issues in language teaching*. Cambridge University Press.
- Robin, B. R. (2008). Digital storytelling: A powerful technology tool for the 21st century classroom. *Theory into Practice*, 47(3), 220–228.
- Sa'adah, A. R. (2020). Writing skill in teaching English: An overview. *EDUCASIA: Jurnal Pendidikan, Pengajaran, Dan Pembelajaran*, 5(1), 21–35.
- Schunk, D. H., & Meece, J. L. (2012). *Student perceptions in the classroom*. Routledge.
- Selwyn, N. (2021). *Education and technology: Key issues and debates*. Bloomsbury Publishing.
- Sharples, M., de Roock, R., Ferguson, R., Gaved, M., Herodotou, C., Koh, E., Kukulska-Hulme, A., Looi, C.-K., McAndrew, P., & Rienties, B. (2016). *Innovating pedagogy 2016: Open University innovation report 5*. Institute of Educational Technology, The Open University.
- Siswita, F., & Al-Hafizh, M. (2014). Teaching Writing Recount Text to Senior High School Students by Using “Reading-Writing Connection Strategy.” *Journal of English Language Teaching*, 2(2), 62–72.

Stoller, F. (2006). *Establishing a theoretical foundation for project-based learning in second and foreign language contexts*.

Student perception: Significance and symbolism. (n.d.). Retrieved January 30, 2026, from https://www.wisdomlib.org/concept/student-perception#google_vignette

Subekti, M. A. (2022). Keterampilan menulis cerita pendek siswa sma. *Parafrasa: Jurnal Bahasa, Sastra, Dan Pengajaran*, 4(1).

Subiyantoro, S. (2025). *Problem & Project Based Learning* (1st ed.). Lakeisha.

Sugiyono, D. (2013). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D*.

Suprayogi, S., Pranoto, B. E., Budiman, A., Maulana, B., & Swastika, G. B. (2021). Pengembangan keterampilan menulis siswa SMAN 1 Semaka melalui web sekolah. *Madaniya*, 2(3), 283–294.

Suraiya, N., Fauziah, F., Fatwa, R., & Mustofa, A. (2023). Penerapan Model Project Based Learning (PjBL) Untuk Meningkatkan Prestasi Belajar Peserta Didik Dengan Bantuan Aplikasi Canva: Implementation of the Project Based Learning (PjBL) Model to Improve Student Learning Achievement with the Help of the Canva Application. *Neraca: Jurnal Pendidikan Ekonomi*, 9(1), 78–83.

Susanti, M., & Mudinillah, A. (2021). Pemanfaatan Canva pada Siswa Kelas III Pembelajaran Pendidikan Jasmani dan Rohani MI/SD 03 Paninjauan. *SALIMA: Jurnal Pendidikan Guru MI*, 1(2), 87–103.

Thomas, J. W. (2000). *A review of research on project-based learning*. California.

Thomas, M., Reinders, H., & Warschauer, M. (2013). Contemporary computer-assisted language learning: The role

of digital media and incremental change. *Contemporary Computer-Assisted Language Learning*, 30–47.

Trismanto, T. (2017). Keterampilan Menulis Dan Permasalahannya. *Bangun Rekaprima*, 3(1), 62–67.
<https://doi.org/10.32497/bangunrekaprima.v3i1.764>

Ulyani, M., & Jayanti, W. I. D. (2025). The Utilization of Canva in Project Based Learning (PjBL) to Enhance the Students' Writing Skills. *Sintaksis: Publikasi Para Ahli Bahasa Dan Sastra Inggris*, 3(1), 242–252.

Wena, M. (2009). Strategi pembelajaran inovatif kontemporer. *Jakarta: Bumi Aksara*, 2.

Yang, P., Chen, S., Zhang, W., & Chen, J. (2025). The impact of project-based learning on EFL learners' learning motivation and academic performance: An empirical study in a Chinese rural school. *Humanities and Social Sciences Communications*, 12(1), 1–11.

Yanti, N. W. M. J., & Wedyanthi, L. M. D. (2024). Analisis Pemanfaatan Platfrom Digital dalam Pembelajaran Bahasa Inggris di SMA N 2 Bangli. *Sintaksis: Publikasi Para Ahli Bahasa Dan Sastra Inggris*, 2(6), 42–49.

Al Khakim, A. K., Wahidah, F. S., & Wirabhakti, A. (2024). A Critical Review of Canva as a Visual Media Platform for English Learning. *Devotion: Journal of Research and Community Service*, 5(5), 581–588.

Almulla, M. A. (2020). The effectiveness of the Project-Based Learning (PBL) approach as a way to engage students in learning. *Sage Open*, 10(3), 2158244020938702.

Anggara, S. A. (2017). Penerapan model Project Based Learning untuk meningkatkan kemampuan menulis siswa. *Arabi: Journal of Arabic Studies*, 2(2), 186–196.

- Aprilia, R. R., Utama, I. M., & Sriasih, S. A. P. (2024). Penerapan Model Project Based Learning Berbantuan Media Canva Untuk Meningkatkan Keterampilan Menulis Teks Drama: Application Of Project Based Learning Model Using Canva Media To Improve Drama Text Writing Skills. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia Undiksha*, 14(2), 311–317.
- Aulia, D., Firman, F., & Desyandri, D. (2023). Pengaruh multimedia interaktif berbasis Canva terhadap kemampuan membaca permulaan siswa sekolah dasar. *Alpen: Jurnal Pendidikan Dasar*, 7(1), 32–41.
- Bates, A. W. (2015). *Teaching in a digital age: Guidelines for designing teaching and learning*. BCcampus.
- Billah, T. A. (2024). Using Digital Application for Giving Feedback on Students' Writing: A Case in Written English Classroom. *IJET (Indonesian Journal of English Teaching)*, 13(2), 183–191.
- Blumenfeld, P. C., Soloway, E., Marx, R. W., Krajcik, J. S., Guzdial, M., & Palincsar, A. (1991). Motivating Project Based-Learning: Sustaining the doing, supporting the learning. *Educational Psychologist*, 26(3–4), 369–398.
- Bora, P. (2023). Importance of writing skill to develop students' communication skill. *Journal for Research Scholars and Professionals of English Language Teaching*, 7(35), 1–6.
- Brown, H. D., & Lee, H. (2025). *Principles of language learning and teaching: A course in second language acquisition*. Routledge.
- Canva. (2013). *Canva Press Hub*. <https://public.canva.site/canva-press-hub>
- Chao, C., Rahman, N. A., & Soon, G. Y. (2025). A Review on Project Based Learning in Enhancing English Writing Skills. *Forum Linguist. Stud*, 7(1), 913–926.

- Christiana, E., & Anwar, K. (2021). The perception of using technology Canva application as a media for English teachers creating media virtual teaching and English learning in Loei Thailand. *Journal of English Teaching, Literature, and Applied Linguistics*, 5(1), 62–69.
- Coates, H., James, R., & Baldwin, G. (2005). A critical examination of the effects of learning management systems on university teaching and learning. *Tertiary Education and Management*, 11(1), 19–36.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE.
- Darazi, M. A., Saad, I., & Adil, S. (2021). Key Factors Influencing Creative Writing Skill: Students' perceptions In An Elt Context At Higher Education Level. *ResearchGate*.
- Dewey, J. (1986). Experience and education. *The Educational Forum*, 50(3), 241–252.
- Dudeney, G., & Hockly, N. (2016). Literacies, technology and language teaching. In *The Routledge handbook of language learning and technology* (pp. 115–126). Routledge.
- Ediyani, M., Hayati, U., Salwa, S., Samsul, S., Nursiah, N., & Fauzi, M. B. (2020). Study on development of learning media. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 3(2), 1336–1342.
- Elbow, P. (1998). *Writing without teachers*. Oxford University Press.
- Fatima, N., Ehsan, M., Darazi, M. A., Majeed, A., & Chaudhary, A. A. (2024). The role of feedback in enhancing creative writing skills in ELT contexts. *Remittances Review*, 9(3), 350–368.
- Fauziyah, K., Suci, D. N., & Laila, N. (2022). The EFL pre-service teacher's perception on canva for English writing course. *ELTT*, 8(1), 157–162.

- Febriyanti, R. H., & Sundari, H. (2020). Penerapan Penggunaan Platform Dalam Pengajaran Bahasa Inggris Berbasis Daring. *RANGKIAN: Jurnal Pengabdian Pada Masyarakat*, 2(1), 17–27.
- Flower, L., & Hayes, J. R. (1981). A cognitive process theory of writing. *College Composition & Communication*, 32(4), 365–387.
- Gautam, P. (2019). Writing Skill: An Instructional Overview. *Journal of NELTA Gandaki*, 2, 74–90. (English Language Teaching). <https://doi.org/10.3126/jong.v2i0.26605>
- Goldstein, E. B. (1989). *Sensation and perception*. Wadsworth/Thomson Learning.
- Hadi, M. S., Izzah, L., & Paulia, Q. (2021). Teaching writing through Canva application. *JOLLT Journal of Languages and Language Teaching*, 9(2), 228–235.
- Hakim, A., & Wahyuni, S. (2024). A critical review: Technology as learning media in teaching reading. *J-SHMIC: Journal of English for Academic*, 11(1), 77–83.
- Harmer, J. (2001). The practice of English language teaching. *London/New York*, 32(1), 401–405.
- Harmer, J. (2004). *How to Teach Writing*. England: Pearson Education Limited.
- Harmer, J. (2015). *The Practice of English Language Teaching*. Pearson Education.
- Hedge, T. (2001). *Teaching and learning in the language classroom* (Vol. 106). Oxford university press Oxford.
- Hockly, N. (2016). *Focus on learning technologies*. Oxford University Press.
- Hosnan, M. (2014). *Pendekatan saintifik dan kontekstual dalam pembelajaran abad 21: Kunci sukses implementasi kurikulum 2013*. Ghalia Indonesia.

- Hyland, K. (2004). *Genre and second language writing*. University of Michigan Press.
- Hyland, K. (2019). *Second language writing*. Cambridge university press.
- Ilham, S., Vázquez-Cano, E., & Novita, L. (2023). Use of Canva Application as a Learning Media. *Al-Hijr: Journal of Adulearn World*, 1(1), 9–18. <https://doi.org/10.55849/alhijr.v1i1.499>
- Kemalsyah, M., Solehuddin, M., Hariyadi, A., Jenuri, J., & Suwarma, D. M. (2022). An analysis of factors that affectefl students' writing skill. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 14(2), 869–876.
- Kementerian Pendidikan Dasar dan Menengah Republik Indonesia. (2025, December 15). *Apakah itu Canva untuk Pendidikan?* Rumah Pendidikan. <https://pusatinformasi.rumahpendidikan.kemendikdasmen.go.id/hc/id/articles/52510758673817-Apakah-itu-Canva-untuk-Pendidikan>
- Koehler, M., & Mishra, P. (2009). What is technological pedagogical content knowledge (TPACK)? *Contemporary Issues in Technology and Teacher Education*, 9(1), 60–70.
- Komara, E., Maulana, Y., Dalina, L., & Rahman, A. (2024). Utilization of Canva Application as an Innovative Learning Media at Al-Wahdah Kindergarten, Bandung City. *Dinamisia: Jurnal Pengabdian Kepada Masyarakat*, 8(2), 512–523.
- Krajcik, J., & Blumenfeld, P. (2006). 19. Project-Based Learning. *The Cambridge Handbook of the Learning Sciences*, 317–333.
- Larmer, J., Mergendoller, J., & Boss, S. (2015). *Setting the standard for Project-Based Learning*. Ascd.
- Leonard, D., & Hukari, T. (2005). *Textual organization of academic writing*. 1–7.
- Lukman, L., Furkan, F., & Syfril, S. (2024). Implementasi Pendekatan Konstruktivisme Dalam Pembelajaran Bahasa

Inggris. *eL-Muhbib Jurnal Pemikiran Dan Penelitian Pendidikan Dasar*, 8(1), 114–125.

Male, H., Tugelida, N. B. C., Joseph, J. E., Samuel, R. A. A., Sabrina, D., & Bao, J. M. (2025). Optimalisasi Pembelajaran Bahasa Inggris Dengan Canva Dan Quizizz: Pengabdian Kepada Masyarakat Di Smpk Taruna Harapan Bangsa-Jakarta. *Jurnal Pengabdian Kepada Masyarakat Widya Mahadi*, 5(2), 86–98.

Mayer, R. E. (2021). *Multimedia learning (the 3rd edition)*. Cambridge University.

Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017–1054.

Moleong, L. J. (2017). *Metodologi penelitian kualitatif/Lexy J. Moleong*.

Mulyasa, E. (2014). *Pengembangan dan implementasi kurikulum 2013*.

Nababan, D., Marpaung, A. K., & Koresy, A. (2023). Strategi pembelajaran project based learning (PJBL). *Jurnal Pendidikan Sosial Dan Humaniora*, 2(2), 706–719.

Nisa, A. H., Hasna, H., & Yarni, L. (2023). Persepsi. *Koloni*, 2(4), 213–226. <https://doi.org/10.31004/koloni.v2i4.568>

Nurlaela, Rahman, N. S., Mbau, A. T., & Sabbu, S. W. S. (2024). Integrasi Canva dalam Proses Pembelajaran untuk Meningkatkan Kompetensi Essay Writing Mahasiswa. *Linear: Jurnal Ilmu Pendidikan*, 8(2), 124–134.

Nurmilah, N., Friatin, L. Y., & Irianti, L. (2023). The teacher's perception of using Canva application in teaching creative writing. *Journal of English Education Program (JEEP)*, 10(2), 131–140.

- (PDF) The Teacher's Perception of Using Canva Application In Teaching Creative Writing. (n.d.). *ResearchGate*. [https://doi.org/10.25157/\(jeep\).v10i2.11690](https://doi.org/10.25157/(jeep).v10i2.11690)
- Pegrum, M. (2014). *Mobile learning: Languages, literacies and cultures*. Springer.
- Perumal, K., & Ajit, I. (2020). Enhancing writing skills: A review. *Psychology and Education Journal*, 57(9), 2229–2236.
- Piaget, J. (1952). The origins of intelligence in children. International Universities Press. *New York (C1952) Pp*, 352–354.
- Pratiwi, E. T., & Setyaningtyas, E. W. (2020). Kemampuan berpikir kritis siswa melalui model pembelajaran problem based learning dan model pembelajaran project based learning. *Jurnal Basicedu*, 4(2), 379–388.
- Priyatna, I. P. D., Suwastini, N. K. A., & Dantes, G. R. (2023). College Students' Perception of Using Canva in English Writing Class. *Indonesian Journal of Educational Research and Review*, 6(1), 9–17.
- Puspasari, M., Nurrahmi, M., Handhiko, B., & Fitriah, W. (2021). Pengaruh Persepsi Dan Pengalaman Terhadap Keputusan Memilih Universitas Muhammadiyah Palembang. *Motivasi*, 6(2), 134–143. <https://doi.org/10.32502/mti.v6i2.3785>
- Raimes, A. (1983). *Techniques in teaching writing*. ERIC.
- Rao, P. S. (2017). Developing writing skills among the EFL/ESL learners. *Research Journal of English*, 2(3), 52–63.
- Ratnawati, K. (2020). Penerapan model pembelajaran berbasis proyek pada pembuatan strip komik untuk meningkatkan kemampuan menulis bahasa inggris. *Indonesian Journal of Educational Development (IJED)*, 1(3), 481–495.
- Redecker, C. (2017). *European framework for the digital competence of educators: DigCompEdu*.

- RIA, R. N., IMA, R., & RAHMAT, K. (2024). Media digital dan interaktif: Metodologi pendidikan interaktif berbasis platform digital. *JURNAL PENDIDIKAN*, 3(4), 188–202.
- Richards, J. C. (2015). *Key issues in language teaching*. Cambridge University Press.
- Robin, B. R. (2008). Digital storytelling: A powerful technology tool for the 21st century classroom. *Theory into Practice*, 47(3), 220–228.
- Sa'adah, A. R. (2020). Writing skill in teaching English: An overview. *EDUCASIA: Jurnal Pendidikan, Pengajaran, Dan Pembelajaran*, 5(1), 21–35.
- Schunk, D. H., & Meece, J. L. (2012). *Student perceptions in the classroom*. Routledge.
- Selwyn, N. (2021). *Education and technology: Key issues and debates*. Bloomsbury Publishing.
- Sharples, M., de Roock, R., Ferguson, R., Gaved, M., Herodotou, C., Koh, E., Kukulska-Hulme, A., Looi, C.-K., McAndrew, P., & Rienties, B. (2016). *Innovating pedagogy 2016: Open University innovation report 5*. Institute of Educational Technology, The Open University.
- Siswita, F., & Al-Hafizh, M. (2014). Teaching Writing Recount Text to Senior High School Students by Using “Reading-Writing Connection Strategy.” *Journal of English Language Teaching*, 2(2), 62–72.
- Stoller, F. (2006). *Establishing a theoretical foundation for project-based learning in second and foreign language contexts*.
- Student perception: Significance and symbolism*. (n.d.). Retrieved January 30, 2026, from https://www.wisdomlib.org/concept/student-perception#google_vignette

- Subekti, M. A. (2022). Keterampilan menulis cerita pendek siswa sma. *Parafrasa: Jurnal Bahasa, Sastra, Dan Pengajaran*, 4(1).
- Subiyantoro, S. (2025). *Problem & Project Based Learning* (1st ed.). Lakeisha.
- Sugiyono, D. (2013). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D*.
- Suprayogi, S., Pranoto, B. E., Budiman, A., Maulana, B., & Swastika, G. B. (2021). Pengembangan keterampilan menulis siswa SMAN 1 Semaka melalui web sekolah. *Madaniya*, 2(3), 283–294.
- Suraiya, N., Fauziah, F., Fatwa, R., & Mustofa, A. (2023). Penerapan Model Project Based Learning (PjBL) Untuk Meningkatkan Prestasi Belajar Peserta Didik Dengan Bantuan Aplikasi Canva: Implementation of the Project Based Learning (PjBL) Model to Improve Student Learning Achievement with the Help of the Canva Application. *Neraca: Jurnal Pendidikan Ekonomi*, 9(1), 78–83.
- Susanti, M., & Mudinillah, A. (2021). Pemanfaatan Canva pada Siswa Kelas III Pembelajaran Pendidikan Jasmani dan Rohani MI/SD 03 Paninjauan. *SALIMA: Jurnal Pendidikan Guru MI*, 1(2), 87–103.
- Thomas, J. W. (2000). *A review of research on project-based learning*. California.
- Thomas, M., Reinders, H., & Warschauer, M. (2013). Contemporary computer-assisted language learning: The role of digital media and incremental change. *Contemporary Computer-Assisted Language Learning*, 30–47.
- Trismanto, T. (2017). Keterampilan Menulis Dan Permasalahannya. *Bangun Rekaprima*, 3(1), 62–67. <https://doi.org/10.32497/bangunrekaprima.v3i1.764>

- Ulyani, M., & Jayanti, W. I. D. (2025). The Utilization of Canva in Project Based Learning (PjBL) to Enhance the Students' Writing Skills. *Sintaksis: Publikasi Para Ahli Bahasa Dan Sastra Inggris*, 3(1), 242–252.
- Wena, M. (2009). Strategi pembelajaran inovatif kontemporer. *Jakarta: Bumi Aksara*, 2.
- Yang, P., Chen, S., Zhang, W., & Chen, J. (2025). The impact of project-based learning on EFL learners' learning motivation and academic performance: An empirical study in a Chinese rural school. *Humanities and Social Sciences Communications*, 12(1), 1–11.
- Yanti, N. W. M. J., & Wedayanthi, L. M. D. (2024). Analisis Pemanfaatan Platfrom Digital dalam Pembelajaran Bahasa Inggris di SMA N 2 Bangli. *Sintaksis: Publikasi Para Ahli Bahasa Dan Sastra Inggris*, 2(6), 42–49.

UIN SUNAN AMPEL
S U R A B A Y A