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USING CANVA TO IMPROVE THE STUDENTS' WRITING OF GREETING CARD
(A Case Study at One of Senior High School in Tasikmalaya)

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Abstract: Teacher and students can utilize technology-based learning media; one of them is the application of Canva. The aim of this study was to explore the use of Canva as a digital tool in English language learning. The study was conducted at a senior high school in Tasikmalaya. Qualitative case study was applied as research design using observation and interview as the method of data collection. The researcher conducted participatory observation to seek the information of the students' behavior; meanwhile, semi-structured interview data were collected through one-on-one interviews to five students from class X-9. Both observation and semi structured interview result were analyzed by using thematic analysis. The findings indicate that Canva has a positive or effective influence to improve students' mastery of writing skills. Moreover, the findings suggest that students perceive Canva to be a potentially beneficial tool for improving their writing skills, digital literacy, and creativity. However, the results of the study revealed that students' perceptions about Canva were various. Despite the challenges encountered by students, most of students perceived it as being a potential benefit to improve their writing abilities. The teacher further support the use of Canva for creating student greeting cards, demonstrating its effectiveness in enhancing their design skills and personal expression. In conclusion, the findings suggest Canva is a popular and influential medium for students, giving them a chance to express themselves, enhance their language abilities, and discover new talents. In addition, incorporating structured educational interventions or guided Canva assignments may prove beneficial in supporting students' language learning journey through Canva. Understanding the influence of cultural and societal factors on students' Canva preferences can foster cross-cultural communication and enhance their English language development.

Keywords: Canva application, writing skill, greeting card

INTRODUCTION

The rapid advancement in computer and internet technology has significantly enhanced language learning, particularly in the domain of writing. Writing is not only about crafting text but also about understanding its content. As a fundamental skill in English, writing enables students to translate their thoughts and information into written form (Masturoh et al., 2023). Through writing, individuals articulate their thoughts, emotions, and ideas, organizing them into coherent sentences, paragraphs, and essays.

Effective writing involves mastering language patterns and conveying messages clearly Rohayati & Rahman (2023). However, many learners exhibit a lack of interest in writing, often due to traditional oral-based explanations. In today's digital era, where technology plays a central role, students, often referred to as Generation Z, show a greater engagement with technological tools (McCoy, 2020). This shift highlights the need for integrating modern technology into writing instruction to better captivate and motivate students.

The integration of technology into education represents a significant step towards enhancing technological adaptation and effectiveness in learning. Specifically, in the realm of language acquisition, technological tools can play a pivotal role in making learning activities more dynamic and engaging. Hassan Taj et al. (2016) highlight that smartphones, with their user-friendly interfaces, ubiquitous access, and advanced data storage and retrieval capabilities, serve as an excellent medium for supporting and enriching the learning process.

In recent years, the integration of modern digital tools into educational practices has gained significant attention. This study explores the use of Canva as a learning media for teaching English. Canva, a versatile and contemporary platform, offers innovative ways to enhance English language learning and align with technological advancements (Fitria, 2022). As an application designed to support various educational activities, Canva is posited to improve both writing and problem-solving skills among learners (Lisdawati, 2022). The research investigates Canva's potential to boost student engagement and address the limitations of traditional learning methods, which often lead to student disengagement. Unlike the prevalent use of platforms like YouTube for learning writing skills, Canva remains underutilized in this context. This study aims to fill this gap by examining how Canva can be effectively employed as a tool for teaching English, providing insights into its impact on students' writing skills and overall learning experience.

Previous research has explored various aspects of using Canva to enhance writing skills. (Purba et al., 2022) analyzes strategies for improving greeting card writing skills among junior high school students. Yundayani et al. (2019) investigates the impact of Canva on students' writing skills, focusing on its effectiveness for grade XI students at SMAS Pancasila Sungai Kakap. Their findings highlighted Canva's positive influence on writing mastery. Similarly, Nurcahya & Sugesti (2020) examine how project-based learning through greeting cards could enhance writing ability and creativity. Jumami (2021) studies the use of Canva in teaching writing to EFL students, while Utami & Djamdjuri (2021) explore student motivation in writing classes through Canva and assessing students' perceptions. Additionally, Fitria (2022) discusses Canva as a tool for developing creativity in informatics students within English Language Teaching (ELT). These studies collectively underscore the potential of Canva in improving writing skills and student engagement.

Unlike the prevalent use of platforms Canva for learning writing skills in the aforementioned previous studies, Canva remains underutilized in this context of boosting student engagement and address the limitations of traditional learning methods, which often lead to student disengagement. This study aims to fill this gap by examining how Canva can be effectively employed as a tool for teaching English, providing insights into its impact on students' writing skills and overall learning experience. Based on the research background, this research attempts to find out how Canva improves the students' writing of greeting cards; and the students' obstacles in writing greeting cards.

METHOD

This research focuses on enhancing students' skills in creating greeting cards using Canva. The study employs a qualitative research design, which, according to Creswell (2018) , it is aimed at exploring and understanding how individuals or groups perceive social or human issues. The research uses a case study approach, deemed suitable for addressing the research questions due to its detailed examination of a specific case. Ebneyamini & Sadeghi Moghadam (2018) highlight the value of case studies in capturing the complexity of individual cases, particularly in educational settings. The study investigates students' experiences and attitudes towards using Canva for greeting card design in a college setting in Ciamis. The choice of this location was influenced by its conducive learning environment, ease of access, relationship-building opportunities, and the ability to gather in-depth information relevant to the research aims. The subjects of the study comprised 37 students from class X-9 of a Senior High School in Tasikmalaya. Qualitative case study was applied as research design utilizing observation and interview as the method of collecting the data. The researcher conducted participatory observation to seek the information of the students' behavior; meanwhile, semi-structured interview were administered one by one to five students from class X-9. Both observation and semi structured interview result were analyzed by using thematic analysis.

RESULTS AND DISCUSSION

This study obtained data based on the formulation of two research questions: 1.How does Canva improve the students' writing creativity and 2. What are the students' obstacles in writing greeting card. The first finding related to the implementation of teaching writing by using Canva to improve students' writing greeting card, and the second finding related to the student's obstacles in writing greeting cards**.** The following discussion is the result of the analyzed data:

1. The implementation of the teaching writing by using Canva to improve the students' writing greeting card

To answer the first research question, the researcher examined how students used Canva for writing tasks using an observation checklist, video recording, and descriptive analysis. As the class began, the whole activities related to the researcher and the students during the teaching-learning process were observed by video recording and field note observation. The activities at the 10th grade of senior high school in Tasikmalaya were conducted in three meetings as given in the following Table 1.

Table 1 The result of participatory observation

First Meeting	Pre-activity	The researcher introduced the concept of Canva and its relevance to creating greeting cards. Second, a brainstorming session was conducted, allowing students to share their prior experiences with greeting cards, which helped the students to activate their existing knowledge and set thes tage for learning.
	Whilst-Activity	The researcher demonstrated the features of Canva, guiding s tudents through creating their greeting cards. Students engaged in hands-on practice, writing messages and discussing the essential components of greeting cards, such as tone, structure, and design elements.
	Post activity	The session concluded with a review of the material covered, ensuring that students understood the key concepts and were prepared for the next meeting. Homework was assigned to encourage students to reflect on their learning and prepare for future activities.
Second	Pre-activity	The researcher began by reviewing the previous lesson on

Meeting		greeting cards, reinforcing students' understanding of the material and addressing any lingering questions
	Whilst-Activity	A detailed explanation of the definition, structure, and language features of greeting cards was provided. The researcher encouraged active participation from students, facilitating discuss and provide exercises to practice writing messages for different occasions.
	Post activity	Students shared their findings and experiences from the exercises, allowing for collaborative learning. The researcher facilitated a discussion to clarify any misunderstandings and todeepen students' comprehension of the topic.
Third Meeting	Pre-activity	The session began with a review of the previous lessons, ensuring that students were well-prepared for the hands-on activities.
	Whilst-Activity	Students presented their Canva-created greeting cards to the class, showcasing their creativity and the skills they had developed throughout the course. The researcher praised their efforts,fostering a positive and encouraging learning environment.
	Post activity	The session concluded with a prayer and expressions of gratitude from both the researcher andstudents, highlighting the collaborative and supportive atmosphere of the learning experience.

The findings from the observations result in Table 1 which was conducted during the three meetings indicated that the implementation of Canva as a teaching tool for writing greeting cards has proven to be an effective strategy in engaging 10th-grade students in Tasikmalaya. Through a structured series ofactivities across three meetings, students not only learned the technical aspects of using Canva but also developed a deeper understanding of the components and language features of greeting cards. The positive feedback and active participation observed during the sessions highlight the potential of digital tools to enhance student creativity and motivation. The research findings suggest that the combination of pre-activity reviews, hands-on practice, and collaborative discussions fosters a supportive learning environment that encourages student expression and creativity. As students presented their Canva-created greeting cards, the atmosphere of appreciation and gratitude further reinforced the value of this innovative approach to teaching writing.

In conclusion, integrating digital platforms like Canva into writing instruction not only enriches the learning experience but also equips students with essential skills for effective communication in a modern context. This study underscores the importance of adapting teaching methods to incorporate technology, ultimately preparing students for future challenges in both academic and real-world scenarios.

2. The student's obstacles in writing greeting cards at the grade of senior high school in Tasikmalaya

The researcher analyzed the strategies to identify how students perceive writing greeting cards using Canva by using a semi-structured interview. A semi-structured interview allowed the researcher to obtain and find out whether the answer to the first observation was on point or not and earn a reliable result. The interview consisted of five students in 10 grades at one of the high schools in Tasikmalaya. There were five questions in the interview session. The answers to the interview questions were presented in the following Excerpt 1, Excerpt 2, Excerpt 3, Excerpt,

Excerpt 4, and Excerpt 5.

Excerpt 1
Student A: It's quite convenient because it's easy to make
Student B: Comfortable and good because it is easy to apply and easy to edit
Student C: It's quite comfortable and makes words easy, but the template still tends to run out.
Student D: It's not comfortable because it is still adapting to the application
Student E: I feel normal because I still have difficulty editing.

Based on Excerpt 1, it can be concluded that there is a preference for Canva when it comes to writing greeting cards. Student A, student B, and Student C explicitly mentioned their preference for writing greeting cards using Canva because they can make it very easy. Student E also mentioned that she felt normal and still had difficulty editing the greeting card. Student D, on the other hand, feels uncomfortable in writing greeting cards using Canva because still adapting to the application Their responses indicate a preference for writing greeting cards using Canva that allow them to learn and write various themes of their own story whether it was for their friends, pen-pals, best friends or important days. This suggests an interest in sharing personal experiences and providing detailed descriptions within the greeting card used by Canva. The next Excerpt 2 depict the students obstacles in writing greeting card using Canva.

Excerpt 2
Student A: There are challenges or obstacles that I face when making greeting cards using Canva. But I feel happy because there is a new experience in making greeting cards easily using Canva
Student B: When I wrote a greeting card in Canva, I felt comfortable and some were uncomfortable because it was my first time writing an English greeting card using Canva, not manually.
Student C: The feeling experienced while making greeting cards in Canva was that English was not an everyday language, so I had some difficulties
Student D: Because I did the greeting card assignment in Canva before I went to sleep, I felt happy but I was a little tired so I could not do it easily
Student E: Making greeting cards using Canva was my first experience and it made me feel excited and I was able to do it well

The answer to the second interview question of participant opinions in Excerpt 2 was various but for some of them, this was their first experience in making greeting cards in Canva, This statement showed that students were already familiar with Canva and understood how to use it. On the other hand, some students knew about the existence of Canva when they studied at this school. These feelings can be categorized into several categorization: 1) students A and B conveyed difficulties and challenges in writing greeting cards using Canva because it was their first experience writing greeting cards using English on Canva; 2) student C felt language barriers as English was not their everyday language, emphasizing the challenge of effective writing using English in Canva; 3) student D expressed feelings of happiness but tired because she does it at night; and 4) student E felt excited about her first experience writing greeting cards in Canva because it is easy. In conclusion, the creation of greeting cards using Canva presents a variety of challenges, comfortable, and makes them feel excited when writing greeting cards using Canva.

Excerpt 3
Student A: I think it's possible because Canva can make it easier to edit so that the greeting card looks more attractive than writing it manually.
Student B: As I said before, I found two challenges. For my first challenge, I looked for references from social media such as Instagram, TikTok, and YouTube, after I got the references, I took notes on my phone or wrote them down on paper. For the second challenge, I overcame it by changing the template and writing the greeting card in Canva I think it can help improve students' Writing
Student C: The first problem I encountered in this case was that at Canva I was still confused about choosing a template and what greeting to give to someone using English but I try and I can think critically and look for references on Google or TikTok.
Student D: In my opinion, not because most of the time you choose the words is not from Canva, so Canva is only for editing
Student E: In my opinion, in this lesson, we can improve our 2 skills, namely writing and editing. This can definitely improve students' writing

Meanwhile, according to the student's responses to the third interview question, their answers varied according to the specific challenges they encountered, and they employed diverse strategies that were suitable for addressing these issues during the process of making greeting cards using Canva. Student B and student C used reference materials from social media platforms like YouTube, Instagram, and TikTok to generate ideas for their greeting card,take notes, and plan to overcome content ideation challenges. Student A and Student E gave theopinion that the learning strategies can improve their writing in greeting cards using Canva rather than manually. Student D gave the opinion that in this lesson she still had difficulty finding his own words in English. In Conclusion, the students' resourcefulness and dedication in using research, preparation, problem-solving, environmental adjustments, and self- improvement techniques illustrate their ability to overcome obstacles and create successful greeting cards. The next Excerpt 4 deals with students' perception on the use of Canva in improving students' creativity in writing greeting cards.

Excerpt 4
Student A: As said before, I think it can.
Student B: It could be because I feel that I have become more creative in writing greeting cards.
.Student C: In my opinion it is possible but it must be applied more often
Student D: I am more confident in writing English
Student E: I am more confident when creating content on social media.

From Excerpt 4, it indicates that all of students' answer were quite similar answers. They expressed a range of improvements from learning writing through Canva. They all noted increased confidence in writing English, which indicates that Canva has positively impacted their language skills. Additionally, the use of Canva as a learning media made the process enjoyable and engaging for student B, while student C also suggested that Canva should be applied more often. Moreover, some students gained greeting card editing skills, enhancing their content creation abilities. The act of writing greeting cards itself motivated student C to further improve their English writing abilities. In summary, the students' responses highlight how Canva media has not only improved their language proficiency but also provided practical skills and increased their enthusiasm for self-expression and communication. The last interview answer deals with the benefit of using Canva in writing greeting cards as given in the following Excerpt 5.

Excerpt 5
Student A: The benefit I get is being able to make greeting cards in English
Student B: The benefit gained from this learning is that I understand better how tomake greeting cards in English more attractive
Student C: The benefit that I can get is being able to edit greeting cards in a very interesting way
Student D: The benefits that I can take are, that I can edit and understand variousinteresting greeting card designs to give to someone
Student E: The benefit you get is that I understand what greeting cards and Canvaare and can make more attractive greeting cards using Canva

Based on Excerpt 5, it can be concluded that all of the students' answer are quite similar. They gave the same answer regarding the benefits they had received from this learning. The use of Canva brings up the student creativity for students B and E. Some of them may have an idea to become more creative in working on their assignment. Through Canva, they can express their creativity freely without dereliction of their work. Indeed, it turned out better than student D expected. In summary, the benefit of learning to write greeting cards using Canva is that it makes students understand more deeply about Canva and the designs for editing to produce good and attractive greeting cards.

Based on the interview, it was found that most of students found Canva convenient and easy to use, appreciating its editing capabilities and the ability to create attractive designs. However, some faced initial challenges adapting to the application, dealing with language barriers, and selecting appropriate templates. Despite these obstacles, students generally felt excited about the new experience and employed various strategies to overcome difficulties, such as using social media platforms for inspiration and taking notes to organize their ideas.

The use of Canva for this task yielded several benefits for the students. Many reported increased confidence in writing English and improved creativity in designing greeting cards. They also gained valuable editing skills and knowledge of various design options. Students appreciated the opportunity to express themselves freely and found the learning process engaging. Overall, while some suggested more frequent use of Canva in their studies, the experience seemed to enhance both their language proficiency and practical design abilities, making the creation of greeting cards in English more enjoyable and rewarding.

Discussion

The previous discussion has explored the implementation of Canva, as a digital design tool, in teaching writing of greeting card to tenth-grade students at a senior high school in Tasikmalaya. The research spanned three observed meetings and employed a structured approach including pre-activity brainstorming, whilst-activity direct instruction and practice, and post-activity assignments. The integration of Canva represents a shift towards technology-enhanced language learning (TELL), which has been shown to increase student motivation and engagement as claimed by Hassan Taj et al.(2016) and McCoy (2020). The researcher's preparation, including developing a comprehensive lesson plan and conducting apperception to gauge students' initial abilities, was crucial to the study's execution. Initially, students showed a lack of confidence and interest, but the introduction of Canva aimed to address these issues.

Semi-structured interviews revealed mixed student perceptions regarding the use of Canva for writing greeting cards. While some students found the tool comfortable and easy to use, others faced challenges, particularly those using the application for the first time. The mainobstacles identified included difficulty adapting to the new application, challenges in selecting appropriate templates, and language barriers when creating content in English. These findings align with previous research (Fitria, 2022; Nurcahya & Sugesti, 2020) indicating that individual differences in technological proficiency can affect learning outcomes. Despite these challenges, most students

perceived Canva as potentially beneficial for improving their writing skills which link to the research conducted by (Purba et al., 2022; Utami & Djamdjuri, 2021; (Yundayani et al., 2019). They reported increased creativity and confidence in writing English, supporting the view that digital tools can enhance writing performance and motivation. However, one student's observation that Canva mainly aided in editing rather than improving actual writing skills highlights the need for balanced instruction focusing on both content creation and digital literacy.

From the previous explanation, it can be concluded that the benefits of using Canva for writing greeting card enhanced students' ability to create visually appealing cards, improved editing skills, increased knowledge of various greeting card designs and formats, and greater confidence in writing English content. These outcomes suggest that Canva not only supports language skills development but also fosters digital literacy and creativity, aligning with the concept of multi-literacies in language education. While challenges were encountered, particularly in technology adaptation, the overall perception was positive. The findings indicate that with proper scaffolding and continued practice, Canva and similar digital tools can effectively support language learning objectives. The researchers suggest that future studies could focus on the long-term impact of using such digital tools on students' writing skills and motivation, as well as investigating optimal methods for integrating Canva with traditional writing instruction to provide valuable insights for language educators.

CONCLUSION

The study demonstrates that Canva is a valuable tool for enhancing students' English writing skills and self-expression, particularly through the creation of greeting cards. The findings indicate that students not only improved their linguistic abilities but also displayed increased creativity and self-confidence in their writing. The diverse preferences and challenges faced by students highlight the importance of tailoring educational approaches to individual needs. For future research, exploring different genres of greeting cards, conducting longitudinal studies, and comparing Canva with other educational methods could yield deeper insights into its effectiveness. Additionally, understanding the impact of cultural factors, teacher integration, and feedback can further refine the use of Canva as a pedagogical tool. Overall, these suggestions offer a foundation for advancing research on the role of Canva in language learning and personal development.

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