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USING CANVA AI MAGIC WRITER TO ASSIST STUDENTS WRITINGDESCRIPTIVE TEXT

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Abstract: This study aims to explore the utilization of Canva AI Magic Writer as a tool to help teachers improving students' proficiency and find out students' responses to its use in writing descriptive texts. This study utilized a qualitative research design, and data were obtained through three instruments, namely observation, interviews, and questionnaires. The findings from this study have the potential to make theoretical contributions to existing research regarding the utilization and use of Canva AI Magic Writer as an alternative tool in writing learning, especially for descriptive text materials. The study also examined how teachers incorporate Canva AI Magic Writer into their writing instruction and how students perceive its use. The study revealed that Canva AI Magic Writer is an engaging and influential tool for students, allowing them to express themselves, improve language skills, and discover new talents. The study concludes with recommendations for teachers and students in the education system in Indonesia to maximize the benefits of Canva AI Magic Writer - based e-portfolios and improve the effectiveness of writing instruction. The study emphasizes the importance of incorporating Canva AI Magic Writer into English language education, particularly in the context of writing, and proposes specific solutions to support writers.

Keywords: Canva AI Magic Writer; Teaching Strategy, Teaching Media; Writing Skills; Descriptive Text.

INTRODUCTION

The writing skills is an essential component of mastering the English language. Orazova (2020) states that students need to develop writing skills as it can enhance their cognitive abilities and contribute toimproving other language competencies and aids in the acquisition of language. Writing also involves various language elements such as vocabulary, sentence structure, and extended text forms, which are all essential for effective communication. The text emphasizes that writing is a crucial skill for Indonesian students learning English as a foreign language (EFL). It

is necessary for effective written communication and academic writing, including tasks such as writing letters,essays, articles, magazines, project reports, and term papers. According to Ioannou & Pavlou, ascited in Spanou & Zafiri (2019), writing can be defined as an output when learners receive sufficient input. This skill is considered the most difficult skill as it requires handwriting, spelling, grammar, syntax, and organization of paragraphs and ideas. To achieve good and interesting writing results, therefore, students need to learn to practice their skills. However, so many students do not have writing skills and tools that support these abilities (Graham, 2019). For this reason, students also need tools or something that supports their skills to create written works that can amaze people, mainly writing the type of descriptive text.

The development of descriptive writing skills is a crucial aspect of language learning, as it necessitates a profound comprehension of language and the capacity to clearly depict objects or events. Students often encounter difficulties in honing this skill, and the utilization of technology such as Canva AI Magic Writer can serve as an innovative solution to enhance the effectiveness of learning. The integration of technology in language learning has become increasingly widespread, and Canva AI Magic Writer stands out as a technological tool with immense potential in improving students' descriptive writing abilities (Rezkyana & Agustini, 2022). By harnessing artificial intelligence, Canva AI Magic Writer aids students in generating descriptive and captivating written content. Incorporating Canva AI Magic Writer as a tool in language learning can significantly augment students' capacity to cultivate students' learning engagement (Nurhidayat, 2021) including in learning descriptive writing.

The utilization of artificial intelligence-based tools and applications has brought about a significant transformation in education during the era of rapidly advancing information technology (Nurhidayat, 2021). The information technology in the form of digital media literacy includes the ability to access, analyze, evaluate, and create messages in various forms of digital media. By using fact-checking tools, taxonomies of misinformation, and technologies such as AI, students can develop critical skills todistinguish fact from fiction (Susman-Peña, 2020). As the industry undergoes rapid transformations, educators are tasked to equip students with the skills and knowledge needed to thrive in this dynamic environment.

The integration of artificial intelligence (AI) tools into education is a must to have quality writing. This digital technology has brought a paradigm shift to the entire education system. Teachers not only convey knowledge, but also provide information, guides, and evaluators. For pupils, technological advancements in education have made life easier (Haleem et al., 2022). Students can get better results as well as the use of digital notes compared to stacks of note paper which will certainly leave marks. Furthermore, the metaverse needs AI (Artificial Intelligence) for it to function according to the creator's set of rules (Hwang & Chien, 2022).

This progress has opened up new possibilities for improving the efficiency and effectiveness of the learning process, particularly in the development of language writing skills (Al-Wasy, 2020). Within this framework, the emergence of Canva AI Magic Writer as a promisinginnovation offers a platform that employs artificial intelligence to support students in crafting descriptive texts (Anwar, 2021) resulting the written works which are innovative (Rohayati & Friatin, 2021). Therefore, teaching digital media strategies in writing descriptive texts is started by introducing the conceptof digital media literacy itself, such as introducing Canva.

Canva is an online graphic design tool for making presentations and graphic for social media. Canva is a website that provides virtual media that can serve as an avenue to explore the world beyond language classes (Yundayani et al., 2019). It is, of course, an easily accessible collection of real content. With the latest features from Canva, this research explores the application of Canva AI Magic Writer which proposes solutions by providing advice and assistance tailored to the needs of writers. The Canva AI Magic Write feature allows users to generate a fresh version of their existing text. By selecting the text and using the Magic Write button, users can choose to rewrite, summarize, or add a touch of magic to their paragraph. Thus, this feature is particularly useful for transforming a paragraph into a list or paraphrasing it.

Research about using technology in the form of digital media for assist students' writing skill is also conducted by Nazari et al. (2021) focusing on the use of Grammarly that has the potential to influence various aspects of the learning, including cognitive, non-cognitive, and emotional domains. Another research conducted by Larasati et al. (2022) suggests the instructor to employs the constructivist approach in educating the students. Another study conducted by Le, Bo, and Nguyen (Le et al., 2023) focus on the e-portfolios and tests yielded a positive outcomes, revealing enhancements in students' overall writing abilities and language proficiency, specifically in the language use criterion. Another researchby conducted by (Pedroso et al., 2023) reveal that Canva received mostly favorable feedback from students because it empowered them to express their creativity, enhance collaboration, and create visually appealing designs. Similarly, (Andriyanti et al., 2023) Canva application is a successful strategy for enhancing students' writing abilities, as evidencedby the examination of qualitative data. Despite this previous research are carried out on improving students' writing skills through technology, it is clear that there are still gaps in the previous six pieces of literature. The previous studiesexplored the use of Canva to improve writing skills, but they lacked a comprehensive analysis of the specific features or tools within Canva that contributed to skill improvement. Therefore, this research examines the specific aspects of the Canvas interface or functions that are most effective in improving students' writing skills, mainly to find out the teacher's way in incorporating Canva AI Magic Writer into their writing instruction and how students perceive its use.

METHOD

This research uses a qualitative design with the type of case study as proposed Moleong (2017) dan Creswell (2018). Thirty students and one English teacher participated in this study. To collect data, this study employed observations and interview administered to the teacher and students. Interviewswere only given to English teachers with eight questions and were open-ended (Creswell, 2018). Questionnaires were also given to students after the teaching and learning process. The questionnaire consisted of fifteen questions with the Likert scale type which was distributed using the link form. The questionnaire was conducted to collect information on how did the students perceive the use of Canva AI Magic Writer in the learning process of writing descriptive text. The interview questions consisted of eight questions about how the teacher uses Canva AI Magic Writer in teaching writing descriptive text. The author used written and recorded notes to collect interview data. The questions for the interview and questionnaire were adopted from Saputri et al. (2021). To analyze their observations, it begins with preparing the data, including transcribing recordings and organizing them for analysis (Creswell, 2018). Questionnaire data was analyzed based on categories and presented through percentages as proposed by (Fraenkel & Wallen, 2006). Regarding the interviews, it was then transcribed and annotated. As the interviews were conducted in Indonesia language, the result of interview was translated into English and cross-reference them to ensure accuracy. The data obtained from the interviews were recorded using a voice recorder. The recorded interview data was then analyzed to answer the research questions. Finally, the researcher made a triangulation by connecting the data and relevant literature

RESULTS AND DISCUSSION

In this study, the observation and interview were used to answer the first research question, 'How does the teacher use Canva AI Magic Writer in teaching descriptive text writing?' While questionnaires were used to answer the second research question, 'How did students think about the use of Canva AI Magic Writer in the learning process of writing descriptive text?' The results of the above-mentioned data are illustrated in the following sections.

Teacher's steps in using Canva AI Magic Writer media in teaching writing descriptivetext

As previously discussed, the observational findings were analyzed and triangulated with the

interview results pertaining to the first questions in order to address the primary research question. The data analysisresults can be utilized to understand how the teacher uses of Canva AI Magic Writer in teaching writing descriptive texts.

Observation result

The teacher used Canva AI Magic Writer to teach descriptive text composition in class. The outcomes of this observation were achieved by providing instructional materials, assigning group tasks, and facilitating dialogue to enhance student comprehension as explained the Excerpt 1:

Excerpt 1:

Teacher	: Do you know the Canva app?
Students	: Yes, sir. I have.
Teacher	: Okay, maybe here some of you know about Canva. Furthermore,for those who have not downloaded it, you can download it first, while for those who have downloaded it, you can log in with yourrespective accounts.
Teacher	: I'll explain briefly because most of you have used it. Okay, Canvais a graphic design application with features to make presentations,pamphlets, invitations and so on more attractive. So, the Canva application with features equipped with AI can make writing activities easier.

The conversation in excerpt 1 shows that students have a basic understanding of Canva. This knowledge will make it easier to incorporate Canva into the writing curriculum. The teacher's brief overview of Canva's features demonstrates its versatility as a graphic design tool and sets the stage for discussing how its AI features can be used in writing assignments. Overall, the discussion paves the way for a smooth introduction of Canva AI Magic Writer in the classroom.

Meanwhile, the conversation between the teacher and the student in the second step is presented in the following Excerpt 2:

Teacher	: Okay, I have shared the video link. Please see how the Canva AI Magic Writer feature is used.
Students	: Yes, Sir.

From Excerpt 2 above, it is implied that teachers use video tutorials in order the students t understand the use of Canva AI Magic Writer in creating a text more clearly. It can be concluded that Canva AI Magic Writer was created to help teachers and students in developing students' writing skills.

Meanwhile, the conversation between the teacher and the student in the third step is presented in Excerpt 3:

Teacher	: You must have experienced the difficulty of starting and continuing an idea in creating a text, right?
Students	: Yes, Sir.
Teacher	: So, with this Canva AI Magic Writer Feature, it can be used to help us create text, such as descriptive text, short stories, and otherwritings. Do you have any questions?
students	: No, Sir.

From Excerpt 3, the teacher explained a little about the usefulness of the CanvaAI Magic Writer feature in writing. Therefore, after they registered, the rest of the session was used to adapt to this feature of Canva AI Magic Writer. The teacher identified the features of CanvaAI such as text, presentation materials, and other writing. Therefore, the teacher needs to explain the features of Canva AI Magic Writer. So, the students can familiarize themselves with the features.

Meanwhile, the conversation between the teacher and the student in the fourth step is presented in Excerpt 4:

Teacher : Alright, we are still on the same subject of descriptive text, I willgive you the theme. Please make three groups in one class. Each group must complete the task of creating a descriptive text based on the given topic.

Students : Yes, sir.

So based on the Excerpt 4, the teacher gave instructions to create a descriptive text. To complete it, the teacher divided the students into three large groups of ten students and they had to participate to complete the exercise. This shows that the students were made into groups for them to participate in the task.

Meanwhile, the conversation between the teacher and the student in the fifth step is presented in the following Excerpt 5:

Teacher : Okay. Now, you can start creating a descriptive text with a beach theme. Make the text as interesting and creative as possible withthe help of Canva AI Magic Writer.

In Excerpt 5, it was found that the teacher also gave writing assignments by instructing students to make paragraphs in groups. Similarly, students were asked to write descriptive texts within 30 minutes after the initial learning activities. It was mentioned that students were asked to create descriptive texts with the theme of Beach in groups.

Meanwhile, the conversation between the teacher and the student in the sixth step is presented in the following Excerpt 6:

Teacher : After that, submit your work in pdf form at the link provided.
students : Yes, Sir.

In Excerpt 6, it is known that the teacher instructed students to submit the assignment in pdf form from Canva. Therefore, students should be taught how to download and upload the assignment. The conversation states that students should be instructed to download andupload their assignments into pdf form.

The results of the students' assignments were also posted by the student groups as shown in Figure 1.

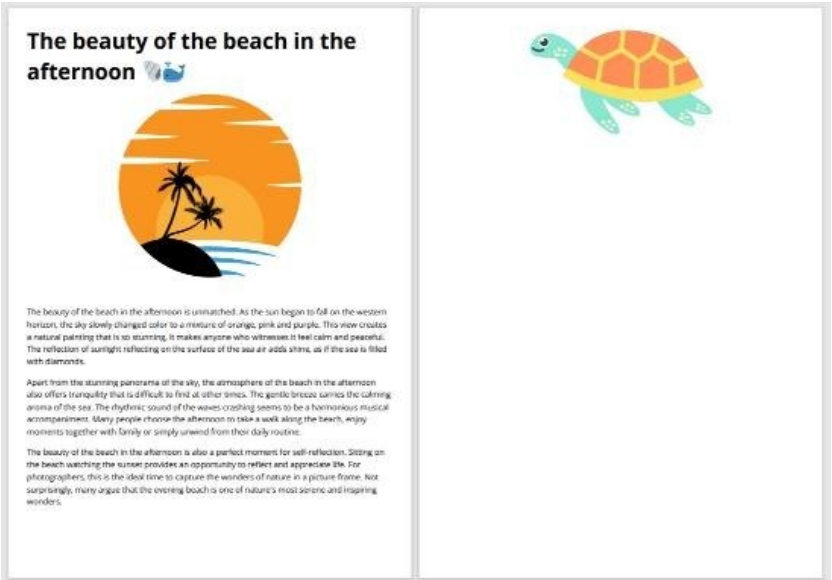


Figure 1 Student Work

Meanwhile, the conversation between the teacher and the student in the seventh step is presented the following Excerpt 7:

Teacher : Next, I will provide comments and feedback on your group work.
students : Yes, Sir.

From Excerpt 7, it implies that the teacher gave comments and suggestionson each group assignment as evaluation material. Similarly, in the last session, students were informed about the improvement of their writing ability through feedback from the teacher. This states that comments and suggestions are needed by students as self-evaluation materials in an effort to improve students' writing skills with the help of Canva AI Magic Writer.

Based on the result of observation, it can be concluded that the use of Canva AI Magic Writer was found effective in improving students' understanding and skills in writing descriptive texts. It helped overcome difficulties in starting anddeveloping ideas, and improved writing style and grammar through group collaboration. Teacherfeedback also played a crucial role in enhancing writing quality.

Interview Result

Upon examination of the observational findings, the interview result pertains to the initial inquiry. This process was undertaken in order to address the primary research query, which seeks to ascertain the manner inwhich teachers employ Canva AI Magic Writer in instructing descriptive text composition. The responses provided by the teachers in relation to the initial query are discussed in the following paragraphs.

The first interview question "Do you often use Canva in teaching writing?" deals with the teacher's use of Canva in teaching writing is situational.The teacher indicated that the use of Canva is not consistent but rather dependent on the specific teaching material. This suggests that while the teacher recognizes the potential benefits of Canva,its integration into the teaching process is not yet fully optimized.

From the second interview question, "What are steps do you takein using Canva in teaching writing descriptive teks?", the teacher's approach to using Canva in teaching descriptive text involves a structured process. The teacher outlines a clear sequence of steps for Canva integration, beginning with student familiarization and progressing to collaborative group work. The teacher's role is positioned as a guide and provider of feedback, indicating a supportivelearning environment. This approach suggests that the teacher has a basic understanding of how to leverage Canva for instructional purposes.

The third interview question, "What are some of the difficulties/ problems in applying Canva in teachingwriting that you and your students have experienced?", indicated that a significant obstacle in instructing high school students in writing is their insufficient proficiency in English. The teacher clearly recognizes that the students' struggleswith reading and writing constitute the primary barrier to effective teaching. This situation emphasizes the necessity for enhanced support and direction to assist students in surmounting these difficulties and advancing their writing abilities. Such insights reinforce the critical need to develop effective methodologies aimed at improving students' English language skills, thereby enabling more successful writing instruction.

So, from the fourth interview question, "What methods or strategiesdid you use to overcome these difficulties / problems?", the teacher adopts a cooperative learning method totackle the writing obstacles faced by students. Through the use of group work, the teacher seeks to create an environment where students can support each other and learn from one another. This approach provides students with the opportunity to practice writing in a less daunting setting, whilealso benefiting from the combined knowledge and abilities of their peers.

So, from the fifth interview question, "What do you think aboutCanva AI Magic Writer that can help students overcome difficulties in writing descriptive text? ", the teacher views Canva AI Magic Writer as a valuable tool for enhancing student writing skills. The teacher expresses

optimism about Canva AI Magic Writer's potential to motivate students and improve their writing abilities. Specifically, the teacher highlights the tool's benefits in enhancing organization and expression. This indicates a positive perception of the tool's capabilities in addressing the challenges faced by students in writing descriptive text.

From the sixth interview question, "What do you think about students' confidence in finding and correcting errors in their descriptive text after using Canva AI Magic Writer? ", the teacher sees students' confidence grow with theirtech skills, suggesting that those comfortable with devices like smartphones may be moreconfident in spotting errors. This shows that digital natives may be more open to using tools like Canva AI Magic Writer to improve their writing. Overall, technology empowers students to be more proactive in their learning and editing.

From the seventh interview question, "Does the use of Canva AI Magic Writer help you achieve learning objectivesin writing descriptive text?", the teacher believe that the Magic Writer tool is very helpful in providing materials and templates for the students to learn and practice writing on their own.

For the last interview question," What are the benefits and challenges that may arise in the future with the use ofCanva AI Magic Writer in writing descriptive text in your opinion?", the teacher acknowledges both benefits and challenges of using Canva AI Magic Writer. While it can engage students and improve writing skills, concerns aboutpreserving creativity and motivation arise, along with the need for more advanced tools. Despite these issues, the teacher envisions a future where students become independent learners, develop a love for English, and consider careers in education, highlighting a positive outlook on technology's role in education.

The assessment of using Canva AI Magic Writer for teaching descriptive text reveals several insights from educators. Among others, they recognize its potential benefits, such as a structured approach that includes introducing the tool, facilitating group activities, and providing guidance throughout the writing process. This method promotes writing practice, peer learning, and teacher feedback. However, challenges remain, particularly regarding students' English proficiency, as manyhigh schoolers struggle with reading and writing. To support these students, teachers employ cooperative learning strategies, like group work, to foster a supportive environment.

The discussion aforementioned implied that the teacher views Canva AI Magic Writer positively, noting its ability to inspire students and improve their writing organization and articulation. The tool offers valuable resources and templates, encouraging independent practice and boosting confidence in self-correction, especiallyamong tech-savvy students. Looking ahead, educators foresee both benefits and challenges in the continued use of Canva AI Magic Writer, recognizing its potential to engage students and enhance writing skills while also addressing existing concerns.

The student's perceptions on the use of Canva AI Magic Writer in learning process of writing descriptive text

After elaborating the findings of observations and interviews with teachers to answer the first research question, the forthcoming discussion is the findings of questionnaires administered to students to answer the second research question, namely how the students perceived the use of Canva AI Magic Writer in the learning process of writing descriptive text. The result of questionnaire is given in the following Table 1.

Table 1. The result of questionnaire

No	Items	Answer Percentage (%)				
		SD	**D**	**N**	**A**	**SA**
Negative Statement						
1.	I find it difficult to use Canva AI Magic Writer as a learning media to write	36,7% 11	10% 3	36,7% 11	3,3% 1	**13,3% 4**

	descriptive text (*Saya merasa sulit untuk menggunakan Canva AI Magic Writer sebagai media pembelajaran menulis deskriptif text*)					
2.	I feel frustrated when using Canva AI Magic Writer, because the slow speed internet on my mobile phone and the small screen causes me difficulty in navigating and typing (*Saya merasa frustrasi Ketika menggunakan Canva AI Magic Writer, karena internet kecepatan lambat di phone cell saya dan layar berukuran kecil menyebabkan saya kesulitan dalam navigasi dan mengetik*)	20% 6	40% 12	26,7% 8	0% 0	**13,3% 4**
3.	I think Canva AI Magic Writer takes a long time to master (*Saya pikir Canva AI Magic Writer membutuhkan waktu lama untuk dikuasai*)	20% 6	33,3% 10	20% 6	6,7% 2	**20% 6**
4.	I find it difficult to create writing assignments, to submit my writing assignments, and to upload my writing materials in Canva AI Magic Writer (*Saya merasa kesulitan untuk membuat tugas menulis, untuk menyerahkan tugas menulis saya, dan untuk mengunggah materi menulis saya di Canva AI Magic Writer*)	26,7% 8	36,7% 11	20% 6	0% 0	**16,7% 5**
5.	I need to learn some troubleshooting technology to help myself when using Canva AI Magic Writer (*Saya perlu mempelajari beberapa teknologi pemecahan masalah untuk membantu diri saya sendiri ketika menggunakan menggunakan Canva AI Magic Writer*)	3,3% 1	16,7% 5	46,7% 14	10% 3	**23,3% 7**
Positive Statement						
6.	I like and enjoy learning to write descriptivetext using Canva AI Magic Writer because Ican practice writing more and be creative (*Saya suka dan senang belajar menulis teks deskiptif dengan menggunakan Canva AI Magic Writer karena saya dapat lebih banyak berlatih menulis dan berkreasi*)	0% 0	10% 3	10% 3	50% 15	**30% 9**
7.	Canva AI Magic Writer offers me more opportunities to create and share informationwith teachers and friends outside of class (*Canva AI Magic Writer menawarkan saya lebih banyak kesempatan untuk berkreasi dan berbagi informasi dengan guru danteman-teman di luar kelas*)	0% 0	6,7% 2	26% 6	26,7% 8	**46,7% 14**

8.	Canva AI Magic Writer gives me the opportunity to share my descriptive textwriting with my teachers and friends (*Canva AI Magic Writer memberi saya kesempatan untuk berbagi tulisan teks deskriptif saya dengan guru dan teman-teman saya*)	0% 0	3,35% 1	33,3% 10	33,3% 10	**30%** **9**
9.	Canva AI Magic Writer gives passive students the opportunity to participate comfortably in descriptive text writingclasses (*Canva AI Magic Writer memberi siswa pasif kesempatan untuk berpartisipasi dengan nyaman di kelas menulis teks deskriptif*)	3,3% 1	3,3% 1	36,7% 11	20% 6	**36,7%** **11**
10.	Canva AI Magic Writer saves time and effortby having students work on and submit writing assignments electronically (Canva AI Magic Writer menghemat waktu dan usaha dengan meminta siswa mengerjakan dan menyerahkan tugas menulis secara elektronik)	3,3% 1	0% 0	16,7% 5	30% 9	**50%** **15**
11.	Canva AI Magic Writer reduces study costssuch as printing and photocopying costs of my writing assignments (*Canva AI Magic Writer mengurangi biayabelajar seperti biaya percetakan dan* photocopy *tugas menulis saya*)	0% 0	13,3% 4	13,3% 4	36,7% 11	**36,7%** **11**
12.	Canva AI Magic Writer allows me to get faster live writing feedback from my teacher (*Canva AI Magic Writer memungkinkan sayauntuk mendapatkan umpan balik menulis langsung lebih cepat dari guru saya*)	3,3% 1	3,3% 1	26,7% 8	33,3% 10	**33,3%** **10**
13.	Canva AI Magic Writer helps me acquirenew English vocabulary, spelling and grammar (*Canva AI Magic Writer membantu saya mendapatkan kosakata, ejaan, dan tata Bahasa Inggris baru*)	0% 0	0% 0	16,7% 5	30% 9	**53,3%** **16**
14.	Canva AI Magic Writer helps me developand improve the descriptive text I create (*Canva AI Magic Writer membantu saya mengembangkan dan meningkatkan teks deskriptif yang saya buat*)	0% 0	0% 0	26,7% 8	23,3% 7	**50%** **14**
15.	Canva AI Magic Writer increased my confidence in my descriptive text effectively(*Canva AI Magic Writer meningkatkan sikap percaya diri saya terhadap teks deskriptifyang saya buat secara efektif*)	0% 0	0% 0	23,3% 7	26,7% 8	**50%** **14**

The Table 1 above present the results of each statement which are presented in the frequency and percentage. The questionnaire was divided into two parts: 1) negative statements about the use of Canva AI Magic Writer media in helping students write descriptive texts, namely from the first statement to the fifth statement; and 2) positive statements about the use of Canva AI Magic Writer media in helping students write descriptive texts consisting of the sixth to fifteenth statements. The results of the questionnaire are the perceptions of thirty students of class XII IPS 2 who became respondents to answer the second research question

The findings from the questionnaire on students' perceptions of Canva AI Magic Writer in learning to write descriptive texts reveal a mixed but generally positive response. In this questionnaire, there are two types of statements. The first negative statement produces result of students' opinion on the ease of use of Canva AI Magic Writer were mixed. Views on internet speed, screen size, and learning curve also varied among the students. Task management was generally easy, but some students faced challenges. Problem- solving skills were moderately required. The second, positive statement produces the fact that writing tool was positively received by participants, enhancing creativity and collaboration, but some features could be improved. It was also praised for its time and cost efficiency, and for improving language and writing skills. In summary, despite some challenges related to usability, technical difficulties, and individual learning variations, Canva AI Magic Writer is generally viewed favorable by students because it is a valuable resource for fostering creativity, collaboration, language proficiency, and confidence in descriptive writing.

DISCUSSION

There are two main research findings from this the present study focusing on the application of Canva AIMagic Writer for teachers and students in writing descriptive texts:

The first, this research revealed the great potential of Canva AI Magic Writer in improving the quality of learning to write descriptive texts. Both teachers and students gave positive responses to the use of this tool. Teachers found Canva as an interesting and effective medium to encourage students' creativity in writing. In both descriptive and recount texts for comparison, the type of text createddid not affect the activation of the tool in assisting teachers in teaching writing. In addition, Canva also helps students organize their ideas better. The results of this study are relevant with Anwar (2021) and Rezkyana & Agustini (2022) who state that Canva is a learning media that is very useful for teachers in improving students' writing skills and also as a media that attracts students' interest in learning. Although there are some technical obstacles faced by students, such as internet connectivity issues, overall, Canva is considered a useful tool.

The second, students involved in this study generally found Canva AI Magic Writer helpful. They found the tool easy to use and able to increase their confidence in writing. Canva is also considered effective in helping students develop their language skills. This is relevant to the results of previous studies that have been researched by Andriyanti et al. (2023), Pedroso et al. (2023), Le et al. (2023) and (Larasati et al., 2022). Those studies show that Canva is not just a writing tool, but can also be an effective medium to improve overall language skills. Canva's potential as an innovative and engaging learning tool needs to be continuously developed and optimally utilized. With the right support, Canva can be an effective solution to overcome various challenges in learning to write, especially in this digital era.

The results of this study are also in line with the findings of previous studies that show the positive impact of using technology in learning writing (Williams & Beam, 2019; Nazari et al. (2021). These studies also emphasize the importance of teacher support and students' active involvement in the learning process. However, this study has a more specific focus on Canva AI Magic Writer, whereas previous studies have a broader scope covering various types of technology. In addition, this study involves both teachers and students, while some previous studies have focused on students only.

CONCLUSION

This research contributes in providing more detailed information about students' perceptions of Canva AI Magic Writer, including the advantages and disadvantages of using the tool. It is also explored the potential of Canva AI Magic Writer in language acquisition, particularly in writing, self-expression, and personal growth. It provides a foundation for future study, focusing on its advantages and challenges. Besides, this study highlights that Canva AI Magic Writer is a valuable tool in teaching descriptive text writing. It improves students' confidence, motivation and writing skills, especially in organization and creativity. The structured approach to using Canva, combined with group work and ongoing support, helped students overcome language barriers and improve their writing. Despite the challenges, the potential of this tool to foster students' independence and interest in English is significant, contributing positively to their overall development as writers.

This study generally had a positive perception towards the use of Canva AI Magic Writer. The students considered that Canva was an easy-to-use tool and helped improve students' creativity in writing descriptive text. Although there were technical constraints such as internet speed and screen size, these could still be overcome. The students felt helped by the Canva AI Magic Writer in increasing their confidence and language skills in writing descriptive texts. In addition, Canva AI Magic Writer has the potential to be an interesting and effective alternative tool in learning writing, especially for descriptive text materials. However, the teacher's role is needed in providing guidance and motivation to students in using Canva AI Magic Writer. As well as the need to improve the infrastructure of stable internet availability and adequate devices for the use of Canva AI Magic Writer. Further development also requires further study to optimize the use of Canva AI Magic Writer in various learning contexts.

Canva AI Magic Writer media is an engaging and influential tool for students, giving them the opportunity to express themselves, improve their language skills, and discover new talents. In other words, Canva AI Magic Writer has great potential to improve students' descriptive text writing quality. Moreover, it underlines the importance of technological knowledge for education to consider its usefulness for students and teachers. However, its successful use is highly dependent on teacher support, student readiness, and the availability of adequate infrastructure. Future study should explore different text genres, analyze students' reactions, and explore long-term effects on language skills and confidence levels. Comparing Canva AI Magic Writer with other tools and developing learning modules for different grade levels could also contribute to understanding AI technology's role in writing learning.

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