

## The Implementation of Canva in Writing Factual Report at SMKN 01 Nglegok Blitar

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**Abstract:** This study investigates the implementation of Canva as a digital medium in teaching factual report writing at SMKN 01 Nglegok Blitar during the 2024/2025 academic year. A qualitative case study design was employed, involving one English teacher and tenth-grade students of the TKJ program. The data were collected through interviews, classroom observations, and documentation, and analyzed using Miles, Huberman, and Saldaña's interactive model, with triangulation applied to ensure validity. The findings highlight four main aspects: (1) in the planning stage, the teacher aligned curriculum objectives with digital literacy and designed Canva-based lesson plans; (2) in the implementation stage, students produced posters, infographics, and presentations collaboratively with role distribution; (3) in the evaluation stage, student works were assessed through rubrics covering linguistic and visual aspects, complemented by teacher feedback; and (4) challenges such as limited digital literacy, unstable internet connection, and unequal participation were addressed through scaffolding, group collaboration, and offline support. In conclusion, the integration of Canva enhanced students' motivation, creativity, and writing competence. The study recommends Canva as an effective and innovative medium to be more widely applied in vocational English instruction.

### INTRODUCTION

Writing skills in English remain a major challenge for vocational high school students. Based on observations at SMKN 01 Nglegok Blitar, it was found that many students have difficulty organizing their ideas, choosing the right vocabulary, and forming sentences that follow the rules of grammar. This situation highlights the need for innovative learning strategies to improve students' writing skills. In today's global era, SMK graduates are required to have not only vocational competencies but also English language skills, especially in writing.

Writing is one of the four main skills in English language learning, along with listening, speaking, and reading (Harmer, 2007). This skill requires students to convey ideas in writing with attention to linguistic accuracy and textual coherence. Hyland (2003) emphasizes that writing is a complex process involving planning, drafting, and revision, not merely a mechanical activity. In the context of

the Merdeka Curriculum, factual report writing is an important competency because it trains students to present information systematically and objectively.

Previous studies have shown that digital media can contribute significantly to improving students' writing skills. Pratiwi (2021) found that the use of digital applications can increase the motivation and writing achievement of high school students. At the international level, Alharbi (2022) showed that the integration of Canva in writing instruction encourages creativity and student engagement in composing descriptive texts. However, most studies still focus on descriptive or narrative genres, while the use of Canva in factual report writing in vocational schools has not been widely studied. This gap is the basis for this study.

With the increasing attention to the integration of digital technology in language learning, Canva is present not only as a visual tool but also as a medium that supports creative writing practices. This study aims to explore the use of Canva as a learning medium in helping vocational high school students write factual reports. It is hoped that Canva's attractive visual features can increase student motivation and help them write in a more structured manner. With the increasing attention to the integration of digital technology in language learning, Canva is present not only as a visual tool but also as a medium that supports creative writing practices. This study aims to explore the use of Canva as a learning medium in helping vocational high school students write factual reports. It is hoped that Canva's attractive visual features can increase student motivation and help them write in a more structured manner.

The uniqueness of this study lies in its specific focus on the application of Canva in factual report writing in vocational schools. Unlike previous studies that used Canva as an additional tool, this study places Canva as the main strategy in teaching specific writing genres. The results of this study are expected to contribute practically to English language learning in vocational schools and enrich theoretical studies on the integration of digital media in writing learning.

Based on this background, the purpose of this study is to describe the planning, implementation, and evaluation of the use of Canva in teaching factual report writing at SMKN 01 Nglegok Blitar. The research questions in this study

include: (1) How is the planning of Canva use in teaching factual report writing carried out? (2) How is the implementation of Canva use in this learning process carried out? (3) What are the evaluation, challenges, and solutions in the application of Canva for factual report writing at SMKN 01 Nglegok Blitar?

## RESEARCH METHODS

This study uses a qualitative approach with an embedded single case study design. The case study design was chosen because it allows researchers to explore in depth the implementation of writing learning using Canva in a real classroom context (Yin, 2018). The research was conducted at SMKN 01 Nglegok, Blitar, East Java, in the 2024/2025 academic year, with data collection carried out in May 2025.

The research subjects consisted of one English teacher who actively integrated Canva into writing learning and 37 students of class X TKJ 2. The teacher was selected purposively because of his involvement in designing and implementing Canva-based writing learning, while the students were selected using snowball sampling based on the teacher's recommendation (Patton, 2015; Miles et al., 2014).

Data collection techniques were carried out through interviews, observations, and documentation. Semi-structured interviews were conducted with English teachers and three tenth-grade students to explore the planning, implementation, evaluation, and challenges of using Canva in writing instruction. Non-participant observation was carried out in the tenth grade to observe learning practices, student engagement, and the use of Canva, using instruments such as field notes and structured observation sheets. Meanwhile, documentation in the form of lesson plans, student writing products on Canva, assessment rubrics, and photos of classroom activities were collected to reinforce the data from interviews and observations.

Data analysis used the interactive model developed by Miles, Huberman, and Saldaña (2014), which includes data reduction, data presentation, and conclusion drawing/verification. The analysis process was reinforced with open,

axial, and selective coding techniques to organize data systematically and build conceptual understanding of Canva's implementation in writing instruction.

Data validity is ensured through four criteria of trustworthiness, namely credibility, transferability, dependability, and confirmability (Nowell et al., 2017). Credibility is obtained through triangulation of methods, member checking, and direct researcher involvement in the field. Transferability is supported by a thick description of the school context and research participants. Dependability is maintained through an audit trail documenting the entire research process, while confirmability is strengthened through researcher reflection, peer debriefing, and document review.

## RESULTS AND DISCUSSION

This study aims to describe the implementation of Canva in teaching factual report writing in class X at SMKN 01 Nglegok. The results show that the use of Canva helps teachers in planning lessons, increases student engagement during implementation, facilitates evaluation, and addresses a number of technical challenges that need to be overcome with specific strategies.

Broadly speaking, the implementation of Canva in factual report writing lessons consists of three main stages, namely planning, implementation, and evaluation, as well as efforts to overcome challenges. A summary of the research findings is presented in Table 1 below.

Table 1. Canva implementation flow in factual report writing learning

Aspect	Key Findings
Planning	Teachers prepare lesson plans, teaching materials, and Canva templates in line with the objectives of writing factual reports.
Implementation	Students use Canva to create posters/infographics; they appear more motivated, creative, and collaborative.
Evaluation	Teachers use assessment rubrics (content, coherence, language, visual design) and provide verbal and written feedback.
Challenges	Device constraints, unstable internet, and students' limited digital skills; overcome with offline design alternatives and direct assistance. Planning.

Teachers prepare learning tools in the form of lesson plans, teaching materials, and design templates in Canva. This makes it easier for students to understand the structure of factual reports while presenting content in an attractive

format. This type of digital media-based planning supports the findings of Pratama (2022) and Putri (2023), who state that technology-assisted learning planning can increase learning motivation because it provides more contextual and attractive tools.

Students are directed to create factual reports in the form of posters and infographics using Canva. Observations show that students are more enthusiastic, actively discuss, and are creative in choosing designs and compiling content. These findings are in line with Rahmawati's (2021) research, which confirms that digital media can increase student engagement in vocational schools. At the international level, research by Budianto & Cahyani (2022) in Malaysia shows that the use of online visual design applications increases group collaboration and makes it easier for students to understand text genres in greater depth.

Evaluation is conducted using a rubric that covers content, coherence, language, and visual design. Teachers provide verbal and written feedback, while students are given the opportunity to revise their work. This evaluation process not only assesses results but also supports continuous learning. This is consistent with Alsmari's (2020) findings in Saudi Arabia, which found that the use of interactive digital media in writing instruction encourages more effective formative assessment, as teachers can provide faster and more specific feedback.

The obstacles encountered include limited devices, unstable internet connections, and uneven digital skills among students. Teachers overcome this by providing alternatives such as offline design examples and direct assistance. These results are in line with international research by Widodo & Sulisty (2021), which reports that technical barriers in the use of online applications can be overcome through teacher assistance strategies and the provision of alternative learning resources.

Overall, this study confirms that Canva is not only a design medium but also serves as a learning tool that can improve students' writing skills, creativity, and collaboration. These results reinforce the view of Chun et al. (2021), who emphasize that the integration of design-based digital media can help students develop critical thinking and communication skills.

## CONCLUSIONS AND RECOMMENDATIONS

This study shows that the implementation of Canva in teaching factual report writing in class X at SMKN 01 Nglegok has a positive impact on the learning process of students. Canva helps teachers plan lessons, facilitates students to be more active, creative, and motivated when writing, and facilitates evaluation with an integrated rubric. Technical constraints such as limited devices and internet connections can be overcome with alternative strategies, such as the use of offline templates and teacher assistance. Thus, Canva has proven to be an effective innovative learning medium that supports writing skills in vocational schools.

It is recommended that teachers continue to integrate Canva or similar digital media into writing instruction, while schools need to provide adequate technological facilities. Future researchers can expand this study to other writing genres or compare the effectiveness of Canva with other digital applications to enrich technology-based learning strategies.

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