Students' Views On Canva And How Canva Affects Their Writing Achievement
[Persepsi Siswa Tentang Canva Dan Bagaimana Canva Mempengaruhi Hasil Menulis Mereka]

Dimas Bagus Wulandaru[1)], Dian Novita [*,2)]

[1)]Program Studi Pendidikan Bahasa Inggris, Universitas Muhammadiyah Sidoarjo, Indonesia
[2)]Program Studi Pendidikan Bahasa Inggris, Universitas Muhammadiyah Sidoarjo, Indonesia
*Corresponding Author : diannovita1@umsida.ac.id

Abstract : *One of the skills that this study concerned is writing skill. Many studies prove that technology could help students to enhance their writing skills. Canva is primarily used for visual content creation, but it also has been explored as a tool for language teaching. Several studies confirmed that Canva has an important role in making the students enhance their writing skills. The study aims at the analyze the correlation between the students' perception of using Canva and their writing achievement. The research design used in the present study is quantitative correlation research design. This study was conducted at SMKN 2 Buduran in Sidoarjo, East Java. The researchers chose the tenth-grade students which consist of 35 students from Akuntansi class as the respondents. Moreover, the material given from the school is Application Letter hence it was chosen purposively by the researchers. Several tests were conducted in this research, there are normality tests. In this study, the normality test was carried out using the Kolmogorov-Smirnov method. The results of this test show that the data is normally distributed, which is characterized by a p-value that is greater than the set significance level (α = 0.05). Then, the results in linearity test show that the relationship between the independent and dependent variables is linear, which is characterized by the pattern of data points forming a linear pattern. And while coefficient hypothesis test gives no relationship and the output results of the correlation test in this study show that there is no significant correlation between the variables studied, which is characterized by a correlation coefficient value close to zero and a p-value greater than the established significance level (α = 0.05). Thus, it can be concluded that changes in one variable are not followed by changes in other variables in this study.*

Keywords – *Canva, Correlation, Media in ELT, Technology, Writing Achievement*

Abstrak: *Salah satu keterampilan yang menjadi perhatian dalam penelitian ini adalah keterampilan menulis. Banyak penelitian membuktikan bahwa teknologi dapat membantu siswa untuk meningkatkan keterampilan menulis mereka. Canva terutama digunakan untuk pembuatan konten visual, tetapi juga telah dieksplorasi sebagai alat untuk pengajaran bahasa. Beberapa penelitian menegaskan bahwa Canva memiliki peran penting dalam meningkatkan kemampuan menulis siswa. Penelitian ini bertujuan untuk menganalisis korelasi antara persepsi siswa tentang penggunaan Canva dan hasil menulis mereka. Desain penelitian yang digunakan dalam penelitian ini adalah desain penelitian kuantitatif korelasi. Penelitian ini dilakukan di SMKN 2 Buduran di Sidoarjo, Jawa Timur. Para peneliti memilih siswa kelas sepuluh yang terdiri dari 35 siswa dari kelas Akuntansi sebagai responden. Selain itu, materi yang diberikan dari sekolah adalah Surat Lamaran sehingga dipilih oleh peneliti. Beberapa uji dilakukan dalam penelitian ini, yaitu uji normalitas. Pada penelitian ini, uji normalitas dilakukan dengan menggunakan metode Kolmogorov-Smirnov. Hasil dari uji ini menunjukkan bahwa data berdistribusi normal yang ditandai dengan nilai p-value yang lebih besar dari taraf signifikansi yang ditetapkan (α = 0,05). Kemudian, hasil pada uji linearitas menunjukkan bahwa hubungan antara variabel independen dan dependen bersifat linear, yang ditandai dengan pola titik-titik data yang membentuk pola linear. Dan sedangkan uji hipotesis koefisien tidak memberikan hubungan dan hasil output dari uji korelasi pada penelitian ini menunjukkan bahwa tidak terdapat korelasi yang signifikan antara variabel yang diteliti, yang ditandai dengan nilai koefisien korelasi yang mendekati nol dan nilai p-value yang lebih besar dari tingkat signifikansi yang ditetapkan (α = 0,05). Dengan demikian, dapat disimpulkan bahwa perubahan pada satu variabel tidak diikuti oleh perubahan pada variabel lainnya dalam penelitian ini.*

Kata Kunci – *Canva, Korelasi, Media di dalam Pengajaran Bahasa Inggris, Teknologi, Hasil Menulis*

I. Introduction

Among the LSRW (Listening, Speaking, Reading, Writing) skills, one of the skills that needs to be concerned by the students is writing. J. Banks agreed it well to the importance of the reasons for teaching English for students [1]. Writing is extensively emphasized as an essential skills in many educational and academic systems. Exams, essays,

and written assignments are frequently the main ways that students get assessed. Hence, in order to make sure that their students are proficient in writing, teachers like J. Banks might concentrate more on this subject. The reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style, and, most importantly, writing as a skill in students' own right, which means students are able to reinforce the critical thinking, much more expressing idea with an organized way, and for academic communication purpose [2]. Writing in the previous study is defined as a unique mode of learning that involves the active engagement of both the left and right hemispheres of the brain. So, in this case, writing could stimulate each of pupils' cognitive function like making analytical thinking, language processing, visualization, and emotional expression [3].

Following a look at the theoretical foundations of writing as a communicative tool, it is essential to explore its manifestation within contemporary digital environments, particularly through the lens of social media platforms. Within the field of writing theory, a great deal of discussion has been had about the mental processes, linguistic frameworks, and sociocultural aspects of written communication. But the growth of social media has brought about a paradigm change in the way that writing is thought about, created, and read in the digital age. Social media can be a beneficial tool for language learning, particularly in improving student's writing skills. However, it is important for teachers to able for managing group and guarantee that students use only English language. Through the use of social media platforms such as Facebook, Instagram, and even Canva, professionals as well as scholars even the students can investigate how traditional writing standards meet the particular advantages and limitations of digital communication channels. The study recommends integrating digital media into English language teaching and offers suggestions for effective implementation [4]. Technology for language learning is being used more frequently in EFL like in Indonesia. Students in Indonesia now have greater access to technology thanks to the increased availability of smartphones, laptops, and tablets as well as better internet connectivity. Students can access tools and materials for language study at any time and from any location thanks to this accessibility. Personalized learning experiences that are customized to the requirements, interests, and learning styles of each individual student are made possible by technology. Online tutoring services, adaptive learning platforms, and language learning apps can modify the content and pace based on the learning progress and proficiency levels of their pupils. A growing understanding of technology's ability to improve language acquisition, advance digital literacy, and develop cross-cultural communication skills in today's linked world is reflected in the expanding use of technology for language learning in EFL environments like Indonesia [5]. For various learning objectives, several learning tools have been used as stated like language learning apps, online language platforms, and many more language learning tools[6]. For instance, different learning methods are used while teaching writing skills to build the various components of writing skills. Moreover, mobile applications are used to boost pupils' confidence and writing abilities. Students require it for improving their language skills, including their writing abilities. The level of technology necessary in writing sessions, including media forms, was one of the contentious problems in foreign language instruction [7].

Canva is a graphic design platform that allows users to create a variety of visual content, including social media posts, presentations, flyers, and infographics. While Canva is primarily used for visual content creation, it has also been explored as a tool for language teaching [8]. Canva is becoming a popular trend for letter writing due to its ease of utilise and user-friendly interface, allowing anyone to create attractive designs without any graphic skills. With a wide range of professional templates that are easily customisable, users can personalise every element such as fonts, colours, images and layouts. The flexibility of access through various devices and collaboration features make it ideal for professional use. In addition, the elegant design quality and large library of images, icons, and illustrations allow users to produce aesthetically pleasing and impressive cover letters at no extra cost.

Previous research on Canva for English language stated that they had focused on its potential to enhance students' writing skills. They found the significant improvement in their writing skills [7]. Overall, most study studies in technology media undertaken in EFL classes rarely take into account the use of Canva directly to the writing process. Among the previous research works in this topic, it was previewed that Canva as an infographic tool for presenting educational materials. According to the findings of the study, Canva provides a variety of themes and professional layouts for creating an appealing infographic for presenting teaching materials. It is also a straightforward and user-friendly tool. It should be emphasized that their study only looked at infographics and was useful for Canva as being a language learning tool [9].

Furthermore, Canva has a positive impact on students' motivation writing abilities and overall performance in the writing class and considered as a helpful tool in the writing class [10]. When Canva was used as a teaching media, it was found a significant improvement in students' writing skills [11]. Then, mind mapping model by using Canva was proven effective in improving the poetry writing skills of the students [12]. Therefore, 'Canva for Education' were able to improves students' writing skills and generates positive perceptions among students [13]. Additionally, the other previous study using Canva stated that the experimental group had significantly fewer writing errors, indicating the positive impact of Canva on improving writing skills [14].

In terms of this study, this research was conducted at SMKN 2 Buduran in Sidoarjo, East Java. There are several important points that need to be emphasized about the rationale of this research that led to feasible and distinguished

besides within the previous studies. This research conducted because of the researchers concerned that writing skills through Canva besides could exploring students' creativity, the students are also could open more chance for acquiring the better career which fit as the majoring they choose. The reason for conducting this research is also strengthened by the existence of evidence of the curriculum in the intended school for having a lesson plan on writing a job application letter. Thus, technology integration continues to play a significant role in education, and it is important to explore the effectiveness of specific tools and platforms. Investigating the use of Canva contributes to the understanding of how technology can be integrated into the classroom to enhance learning outcomes. Therefore, the practical implications, writing skills are essential for students' academic and professional success, by exploring the potential of Canva can provide valuable insights for educators and curriculum developers, enabling them to enhance teaching practices and design effective instructional materials.

Moreover, the use of Canva as a tool for teaching writing is a relatively new approach. Investigating its effectiveness and technology integration in education is beneficial for providing valuable insight into students' preferences, attitudes, and experiences with technology in education. Thus, selecting appropriate tools and designing engaging learning experiences that align with students' needs and preferences is crucial for the educators. In the process of teaching and learning, the most important thing is student engagement. Engaging students in the learning process is crucial for their motivation and achievement. By examining the impact of Canva on students, the study can contribute to the development of strategies that promote active learning and student participation. Overall, the study has the potential to contribute to the field of education by exploring the effectiveness of Canva in teaching writing and figuring out the correlation between the students' writing achievement and students' perception for writing application letter in Canva [14]. For that reason, the research question is formulated as follow: "Is there any correlation between the use of Canva in students' writing achievement and the student's perception?".

II. METHOD

A. Research Design

The research design used in the present study is correlative quantitative research design. The quantitative research design is frequently used to test of certain measurement [15]. To determine the correlation entails to proving the connection between the use of Canva in writing application letter and the students' perception.

B. Sample and Population

The population of this study are the students from SMKN 2 Buduran in Sidoarjo, East Java. In this study, the researchers chose the tenth grade which consist of 35 students from *Akuntansi* class as becoming research respondents. hence it was chosen purposively by the researchers.

C. Data Collecting Technique

According to Fraenkel, the primary objective of correlational research is to enhance the comprehension of significant occurrences by discerning connections between variables. In the field of developmental psychology, which poses challenges in designing experimental investigations, significant knowledge has been gained through the analysis of correlations between many variables [16] . The study correlated between the use of Canva in students' writing achievement and the students' perception. Thus, the students were given eight items of close-ended questionnaire adapted from Utami [10] as an approval whether Canva is impactful for the student's writing achievement based from the Likert Scale. The study utilized a quantitative method by collecting data that can be measured using SPSS statistics tool.

Variable	Sub-variable	Number of Items
Canva	Improve students' writing ability Improve students' motivation in writing	5 (1-5) 3 (6-8)

NO	Statements/Indicators	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1.	Canva improve my ability especially in writing significantly.					
2.	Canva help me easily understand complex information					
3.	Canva enhances my attention and keeps me focused in writing class.					
4.	Canva make it easier for they to recall Information					
5.	Canva helps me to easily connect the new and old information					
6.	Canva improve their motivation to learn to write					
7.	Canva makes me more confident and can improve the success of my writing skills.					
8	Are you interested in learning to use Canva especially in writing class?					

Table 1. Likert Scale of the Questionnaire and the Views' score.

D. Data Analyzing

The study applied the Pearson Correlation as a measuring tool to find out whether the test is correlating with the students' perception or not. For analyzing the data, the researchers computed the data of the Pearson Correlation Coefficient (r) [17] using SPSS 25.0 program for Windows.

III. FINDINGS AND DISCUSSION

This study aims to analyze the correlation between *Akuntansi's* students in SMKN 2 Buduran Sidoarjo perceptions of using Canva and their writing skills. The writing skill in question is a very important ability for every student. With good writing skills, students can express their thoughts, ideas, and emotions effectively. However, often, students face challenges in developing their writing skills. This is where supporting apps like Canva become invaluable. Canva is not just another graphic design tool; it is also a powerful platform to support students' writing skills. One of its key features is the variety of templates available. These templates not only make it easy for students to start the writing process, but also provide them with inspiration and ideas for their creative works. By using the templates provided, students can quickly organise their ideas and start writing with more confidence. Not only that, Canva is also equipped with various design elements that can enhance the visual quality of students' written works. By adding images, icons, graphics, and other visual elements, students can make their written work more interesting and easily understood by readers. This not only increases the aesthetic value of their papers, but also helps in conveying the message more clearly and effectively. This research was conducted by processing data using descriptive techniques with the help of the statistical program SPSS 25.0 for Windows

The results of these various tests provide a clear picture of the characteristics of the data and the relationship between variables. After assessing the students' writing achievements, the researchers then distributed a questionnaire and obtained a result within

Table 2. Result of questionnaire and the writing achievement

RESPONDENT (R)	X 1.1	X 1.2	X 1.3	X 1.4	X 1.5	X 1.6	X 1.7	X 1.8	TOTAL X (Students' Views)	TOTAL Y (Writing Achievement)

R1	5	5	4	3	4	4	4	5	34	70
R2	4	4	3	3	5	2	3	4	28	70
R3	4	4	4	4	5	5	5	4	35	72
R4	3	3	3	3	3	3	3	3	24	82
R5	5	4	4	4	4	4	5	5	35	78
R6	2	4	4	3	3	4	4	5	29	81
R7	4	3	4	4	4	5	4	5	33	67
R8	5	4	3	4	5	4	4	4	33	77
R9	4	4	4	5	4	4	5	5	35	83
R10	4	3	4	3	4	4	3	3	28	92
R11	3	3	4	4	4	3	4	4	29	70
R12	2	2	4	1	3	4	3	3	22	90
R13	4	4	3	3	4	3	4	4	29	82
R14	3	3	4	3	3	3	3	2	24	82
R15	3	3	3	3	3	3	3	4	25	79
R16	1	1	1	2	2	2	2	2	13	70
R17	3	4	3	5	4	4	5	5	33	68
R18	4	3	3	3	3	3	3	4	26	68
R19	3	3	3	3	3	3	3	3	24	69
R20	4	4	4	4	2	4	4	4	30	71
R21	4	3	4	4	3	3	4	4	29	87
R22	2	2	4	2	3	3	3	3	22	90
R23	4	3	5	4	3	4	4	5	32	85
R24	4	5	3	3	4	5	3	4	31	80
R25	4	4	4	4	4	3	4	3	30	78
R26	5	4	5	4	4	5	4	5	36	89
R27	5	5	4	3	4	4	5	4	34	76
R28	4	4	4	4	4	3	4	5	32	68
R29	4	4	5	3	4	4	4	4	32	77
R30	5	3	5	4	3	5	5	5	35	80
R31	4	4	4	4	5	4	4	3	32	79
R32	4	4	4	4	4	4	4	4	32	86
R33	3	3	4	3	4	3	3	3	26	78
R34	3	4	4	3	4	4	3	4	29	77
R35	4	3	3	3	3	4	3	3	26	79

Some tests conducted by researchers, such as the One Sample Kolmogrov-Smirnov normality test, the linearity test, the coefficient hypothesis test, and subsequently the Pearson correlation test.

A. Normality Test

The distribution in normality test aims to determine whether the both dependent and independent variables have a normal distribution or not. To find out the result, the researchers are using One-Sample Kolmogrov-Smirnov Test.

The Kolmogorov-Smirnov normality test is one of the methods to test whether a sample of data comes from a normal distribution. It is a nonparametric test that compares the empirical distribution of the data with the expected theoretical distribution (in this case, the normal distribution). The purpose of the Kolmogorov-Smirnov normality test is to determine the extent to which our data sample matches the normal distribution. If the test results show that the data is significantly not normally distributed, we may have to consider a different statistical approach or transform the data. The rules used to determine the normality distribution of data is as follows: if $sig. > 0.05$ then the distribution is said to be normal, while if $sig. < 0.05$ then the distribution is considered not normal.

Table 3. One-Sample Kolmogorov-Smirnov Test table output using SPSS

		Unstandardized Residual
N		35
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	7.14846105
Most Extreme Differences	Absolute	.120
	Positive	.120
	Negative	-.100
Test Statistic		.120
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

The calculation results above show that the asymptotic significance (2-tailed) is 0.128 which shows that the return of the significance rules > 0.05 indicates that the results of the Kolmogorov-Smirnov normality residual test are normal

B. Linearity Test

The linearity test of independent and dependent variables is one of the important steps in regression analysis. It is used to examine whether the relationship between the independent (independent) variable and the dependent (dependent) variable in the regression model is linear.

The purpose of the independent and dependent variable linearity test is to ensure that the relationship between the independent and dependent variables is not only theoretically linear, but also in the observed data. If the relationship is not linear, it may cause problems in the interpretation of the regression results and may lead to inaccurate estimates.

Table 4. Linearity Test with ANOVA table output using SPSS

			Sum of Squares	df	Mean Square	F	Sig.
Writing Achievement * Students' Views	Between Groups	(Combined)	774.217	13	59.555	1.292	.291
		Linearity	4.583	1	4.583	.099	.756
		Deviation from Linearity	769.634	12	64.136	1.392	.245
	Within Groups		967.783	21	46.085		
	Total		1742.000	34			

From the table above, it is known that the value of Linearity Sig. is 0.756 greater than 0.05. And the calculated F value is 0.099. Because the value of sig. 0.756 > 0.05, it means that there is a linear relationship between Students' Views variable (X) and Writing Achievement variable (Y). The rules used to determine the linearity of the relationship

are as follows: if sig > 0.05 then the relationship is said to be non-linear, while if sig < 0.05 then the relationship is considered linear. A summary of the linearity test results between the independent variables and the dependent variable can be seen in Table 3.

C. Coefficient test

To determine whether or not the independent variable as variable X, has a substantial impact on the dependent variable, as Y, this test is performed.

Table 5. Coefficient test Table output using SPSS

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	80.205	7.572		10.592	.000
	Students' Views	-.075	.255	-.051	-.295	.770

    a. Dependent Variable: Writing Achievement

    b. Independent Variable : Students' Views

Based on the table above, it can be seen that the calculated t value is -0.295. And the t-table can be seen in the table. The degree of freedom (df) = 35-2 = 33. The t-table value (0.05: 33) is obtained at 2.034. Since the calculated t value is -0.295 < t table -2.034 which is within the rejection area, the decision making is there is no substantial impact between students' views as variable X and writing achievement as variable Y.

D. Correlation test

To measure the direction and strength of the relationship between the two variables, the form is determined using this test

Table 6. SPSS Correlation output

		Students' Views	Students' Writing Achievement
Students' Views	Pearson Correlation	1	-.051
	Sig. (2-tailed)		.770
	N	35	35
Students' Writing Achievement	Pearson Correlation	-.051	1
	Sig. (2-tailed)	.770	
	N	35	35

Based on the table above, it can be seen that the value result of Pearson Correlation (r) in this study is -0.051 meanwhile the Sig. 2-tailed is 0.770. The value where the two variables if they are not correlating each other is 0 and revealed the (r) was a -0.051 correlation between students' writing scores on Canva and how they viewed Canva as a writing platform. Pearson correlation with a negative value indicates the two variables have the opposite direction of relationship. However, the correlation value of -0.051 is very close to 0, which means the strength of the relationship between the two variables is very weak. Thus, if the significance of p-value is < 0.05 which means there is a correlation then if > 0.05 it is not correlated. The result obtained from the p-value is 0.770, which is greater than the significance value. The conclusion is that there is no relationship between students' views and writing achievement.

Those tests above were conducted to investigate the notion and relationships between the variables studied statistically. The results of these various tests provide a clear picture of the characteristics of the data and the relationship between variables.

The first step is the normality test to determine whether the data used in this study is normally distributed. The normality test is an important step in statistical analysis, especially if we use parametric methods that assume that the data follows a normal distribution. In this study, the normality test was carried out using the Kolmogorov-Smirnov method. The results of this test show that the data is normally distributed, which is characterised by a p-value that is greater than the set significance level ($\alpha = 0.05$). Thus, it can be concluded that the normality assumption is met, allowing the use of further parametric statistical analysis techniques.

In addition, a linearity test was conducted to test whether the relationship between the independent variable and the dependent variable is linear. This linearity test is important because many statistical analysis methods, such as linear regression, assume that the relationship between the variables is linear. The results show that the relationship between the independent and dependent variables is linear, which is characterised by the pattern of data points forming a linear pattern.

Thus, a hypothesis test is conducted to test whether there is a significant impact from the independent variable as X or not within dependent variable as Y. In this study, the hypothesis test used the t-test to test the significance of the regression coefficient. The t-test results show that the calculated t value is lower than the t table value at the specified significance level ($\alpha = 0.05$). This indicates that there is no significant impact between the variable X and the variable Y. In other words, the null hypothesis stating that there is no relationship between these variables is accepted.

Furthermore, the correlation test is conducted to measure the strength and direction of the relationship between two variables. The correlation test used is the Pearson correlation, which measures the extent to which two variables change together. The results of the correlation test in this study show that there is no significant correlation between the variables studied, which is characterized by a correlation coefficient value close to zero and a p-value greater than the established significance level ($\alpha = 0.05$). Thus, it can be concluded that the strength of correlation is very weak in each variable at this study.

This research finding was in line with Y. Utami [10] that found from their study about the students' views on writing in Canva which found that the lack of students' motivation in writing is because the first according to their study, writing is not easy for students, after that writing is uninteresting because they cannot express their ideas easily, for various reasons, including illegible language rules, grammar, and insufficient information for writing. learning methods according to their study that are ineffective or inappropriate strategies can make the learning process boring. And the students' motivation in writing is also lacking. In their study, they found that some students were not motivated to improve their writing skills because they were reluctant for reading the text. With these problems, it will certainly be a challenge in the teaching and learning process. Hence, this could be related to the reason why in the current study the students' views on Canva writing did not find a direct correlation with students' writing achievement. However, this research was stands in contrast with M. Hadi, L. Izzah and Q Paulia [7] which states that students' writing skills significantly improved through Canva application, On the post-test, students in the experimental class showed improved writing abilities, which could have occurred due to the use of Canva, in which the research gap that is emphasised is that the previously mentioned research clearly found a significant difference in improvement between students' writing achievement and Canva using a pre-experimental research design with the current research which did not find a correlation between students' views on writing in Canva and students' writing achievement.

The variable score of students' views and the writing achievement proved the variety. In this case, the student which reach the highest score with 92 (R10) was giving the view about the Canva based on the questionnaire lower than the most lowest writing achievement with the 67 (R7), R7 giving the view's score as 33 while R10 was only 28. The study implied that student with low perceptions score does not too much relying by kind of platform, which has their best performance on their writing achievement. Meanwhile, the student with low-scoring performance has a high perceptions score who consider Canva was slight helpful for those who have a poor performance at writing in the class of this study. The causes was also come in line with what Y. Utami has previously stated as being reluctant for awaring the text and being a real challenge for his learning process. [10]

IV. Conclusion

Based on the results of these various tests, several important things can be concluded. Firstly, the data used in this study is normally distributed, thus fulfilling one of the basic assumptions of parametric statistical analysis. Next, the relationship between the independent variable and the dependent variable is linear, which means that the linear regression model used is in accordance with the assumption of linearity. However, the results of the hypothesis test show that there is no significant relationship between the variables studied, because the calculated t-value is less than the t-table value. Eventually, the correlation test results also show that there is no significant correlation between the variables.

In conclusion, although the data fulfils the assumptions of normality and linearity, no significant relationship was found between the variables studied in this study. This suggests that the independent variables analysed do not have a meaningful influence on the dependent variable in the context of this study. This finding may provide direction for further research, perhaps by considering other variables or using different methods of analysis to gain a deeper understanding of the phenomenon under study.

The suggestions for students on writing in Canva are to hold certain training and workshops on how to use Canva to write cover letters. This training could include explaining relevant features and tips to improve the quality of writing. Then provide a guide to using Canva specifically for writing cover letters. This can be a video tutorial, e-book, or article that provides detailed steps on how to create a good cover letter using Canva. Thus, focus on content quality, although Canva is a design platform, it is important to remind students that content quality is the most important aspect of a cover letter. Instructors can provide examples of good and bad cover letters to emphasise the importance of content over design. Furthermore, Canva can provide customised templates for well-structured cover letters. This template should include all the essential elements of a cover letter and provide instructions on how to fill it with relevant information. Add an automated feedback feature to Canva that can suggest improvements to the written text. For example, it can detect grammatical, spelling, or stylistic errors. And, encourage collaboration between students and teachers or mentors to get immediate feedback. Teachers can use Canva to provide direct comments on the draft cover letter.

By implementing the above suggestions, it is expected that students' perception of Canva as a writing assistance tool will be more positive, and at the same time, their writing scores will also improve. Optimal using of Canva could make the cover letter writing process easier and more effective, helping students to convey their message in a more professional and attractive way.

REFERENCES

[1] J. Banks, "Language Proficiency," *Encycl. Divers. Educ.*, no. January, 2013, doi: 10.4135/9781452218533.n421.

[2] J. Harmer, *How To Teach English (Second Edition)*, 2nd ed. Pearson Education Limited, 2007.

[3] J. Emig, "Writing as a mode of learning," *Routledge*, pp. 89–96, 2020.

[4] T. Mohammad, A. Y. Khandey, S. Idris, and Z. Syed, "Role of Social Media in Developing English Language Skills: Writing in Context," *Br. J. Arts Humanit.*, vol. 7782, pp. 116–130, 2023, doi: 10.34104/bjah.02301160130.

[5] E. W. Styati and L. Irawati, "The Effect of Graphic Organizers on ELT Students' Writing Quality," *Indones. J. EFL Linguist.*, vol. 5, no. 2, p. 279, 2020, doi: 10.21462/ijefl.v5i2.283.

[6] E. Yüce and B. A. Ataç, "Peer editing as a way of developing ELT students' writing skills: An action research," *J. Lang. Linguist. Stud.*, vol. 15, no. 4, pp. 1226–1235, 2019, doi: 10.17263/jlls.668377.

[7] M. S. Hadi, L. Izzah, and Q. Paulia, "Teaching Writing Through Canva Application To Enhance Students' Writing Performance," *JOLLT J. Lang. Lang. Teach.*, vol. 9, no. 2, p. 228, 2021, [Online]. Available: http://ojs.ikipmataram.ac.id/index.php/jollt/index

[8] L. A. Irawan, T. Oral Frank, and S. Dehghani, "Developing an ELT Instructional Model for Vocational High Schools Students at Tourism Zones," *J. Lang. Lit. Stud.*, vol. 2, no. 1, pp. 1–11, 2022, doi: 10.36312/jolls.v2i1.669.

[9] E. Wahyuni and Thohiriyah, "Infographic: avoiding monotony in presenting teaching materials," *Proc. 2nd English Lang. Lit. Int. Conf. (ELLiC)280*, vol. 2, no. 1, pp. 280–283, 2018.

[10] Y. Utami and D. Suriyani Djamdjuri, "Students' Motivation in Writing Class Using of Canva: Students' Perception," *English J.*, vol. 15, no. 2, p. 83, 2021, doi: 10.32832/english.v15i2.5536.

[11] T. Ramadhani, "The effectiveness of canva as media in teaching writing," vol. 8, no. 14, pp. 293–304, 2023.

[12] R. M. Safro, E. Z. Nuroh, and U. M. Sidoarjo, "THE EFFECTIVENESS OF CANVA ' S MEDIA-BASED MIND MAPPING MODEL ON LEARNING POETRY WRITING SKILLS," vol. 5, no. 2, pp. 560–576, 2023, doi: 10.37680/scaffolding.v5i2.3038.

[13] N. L. Fauziyah, J. P. Widodo, and S. N. Yappi, "The Use of ' Canva for Education ' and the Students ' Perceptions of Its Effectiveness in the Writing Procedure Text," *Budapest Int. Res. Critics Institute-Journal*, pp. 6368–6377, 2016.

[14] Yundayani, "Investigating the effect of Canva on students' writing skills," *ENGLISH Rev. J. English Educ.*, vol. 7, no. 2, pp. 169–176, 2019, doi: 10.25134/erjee.v7i2.1800.Received.

[15] H. . Bungin, *Metodologi Penelitian Kuantitatif Edisi Kedua*. Jakarta: Kencana Prenadamedia Group, 2018.

[16] and N. E. W. Fraenkel, Jack R., *How to design and evaluate research in education.*, 8th ed. Hightstown, New Jersey: McGraw Hill Publishing Co., 1990.

[17]   N. Walliman, "Research Methods : The Basics (Ed.3)," *London : Routledge*, vol. 3, 2021, [Online]. Available: https://doi.org/10.4324/9781003141693

Conflict of Interest Statement:

The author declares that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.