



**PROJECT BASED LEARNING MODEL
ASSISTED BY CANVA ON STUDENTS' WRITING OF
PROCEDURE TEXT**

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Abstract: This study aims to determine whether the Project-Based Learning model assisted by Canva significantly effect students' writing skills in procedure texts. This type of research was experimental research using a Post-Test-Only Design. The population of this study consisted of 310 tenth-grade students at SMAN 1 Enam Lingkung. The purposive sampling technique was used to select the research sample. The experimental class, X E.1, was taught using the Project-Based Learning model assisted by Canva, while the control class, X E.2, was taught using the discussion method. In collecting data, the researcher used a writing test as the research instrument. From the analysis, it was found that the t-calculated value was 2.20, while the t-table value was 1.67 at a significance level of $\alpha = 0.05$. Since the t-calculated value is greater than the t-table value, it indicates that the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected. Thus, it can be concluded that using Project-Based Learning model assisted by Canva significantly influences the writing skills of tenth-grade students at SMAN 1 Enam Lingkung compared by using Discussion Method.

Keywords

Writing Skill; Procedure Texts; Project-Based Learning Model; Canva

A. INTRODUCTION

Language learning to improve communication skills, including listening, speaking, reading and writing. Proficiency is not easy to achieve and these skills was interconnected and equally important in language learning. Writing is an activity that a person does to express ideas, thoughts, and concepts in written form. According to (Roikestina 2018: 23) Writing is a form of communication that utilizes signs, symbols, characters, and letters. Through writing, language can be created and understood by various parties. In writing, individuals have the freedom to choose what to write and how to write it. According to (Silaban, 2019) writing is a thinking process for students in creating ideas in written form. In addition (Unun Pratiwi et al., 2024) states that writing is an activity of conveying mental messages through written words. This activity encompasses various forms of expression, including ideas, feelings, and opinions. In other words, writing is a way to communicate what we think to others so that the message we want to convey can be understood by others.

In this study, the material taught aligns with the Merdeka Curriculum, namely the *Capaian Pembelajaran* (CP) and *Alur Tujuan Pembelajaran* (ATP), which focus on procedure texts. A procedure text is a text that contains steps for doing something. And procedure text is one of the main subjects that students must learn. (Kemedikbud 2022:54) a procedure text provides step-by-step instructions on how to perform a specific activity. It can also explain the functioning of something. Mastering Procedure Text, students must understand the generic structure of procedure text. the structure of procedure texts includes Goals/aims, Materials, Steps (Unun Pratiwi et al., 2024). According to (Kemedikbud 2022:54) it aims to give instruction or to explain how something can be done.

The success of good writing skills also depends on the model and media used by the teacher. A fun learning model can increase students' interest in writing. One of the fun learning models is Project Based Learning because it can increase students' interest in writing. Project Based Learning is a learning model that involves a project in the learning process. (Trianto 2014:42) Project-Based Learning is an innovative, student-centered approach to education that positions the teacher as a motivator and facilitator. In this approach, students are not merely passive recipients of information but become the center of the learning process. And According to (Anggraini & Wulandari, 2020) the Project-Based Learning model is an innovative learning method that provides students with the freedom to organize their own learning activities, while teachers serve as facilitators and motivators. The theory describes the Project-Based Learning method, an innovative approach where students are given the freedom to organize their own learning activities. The purpose of Project-Based Learning is to engage students in real-world projects that enhance problem-solving, critical thinking, collaboration, and self-direction, while making learning more

relevant and connected to real-life applications. According to (Prastyo et al., 2024) the objectives of the Project-Based Learning method are: 1) to provide students with broad insights when facing problems directly; 2) to develop skills and critical thinking abilities in dealing with directly received problems. Advantages and disadvantages of project-based learning According to (Amara, 2021) says that project based learning is a powerful teaching method that does the following: (1). Motivates students. (2). Prepares students for college, careers, and citizenship. (3). Helps students meet standards and do well on tests that ask students to demonstrate in-depth knowledge and thinking skills. (4). Allows teachers to teach in a more satisfying way. (5). Provides schools and districts with new ways to communicate and to connect with parents, communities, and the wider world. Disadvantages of project-based learning according to (Maulidha & Dartim, 2023), project-based learning depends on the teacher's skills. If teachers are not well-trained, students may struggle to understand concepts. Moreover, teamwork in this model can lead to conflicts that are difficult for teachers to detect.

In the classroom, the teacher does not just teach. They must also make learning fun for students. Teachers need to change their role from knowledge provider to facilitator. Teachers can use learning media to engage students. It encourages active participation, individual learning, social interaction, immersion, and is highly flexible and collaborative. It provides a personalized learning experience for digital native students. One application that is present in the field of technology is Canva. Canva is one of the web and technology based learning media applications. According to (Pelangi 2020: 81), Canva is an online design platform that offers a wide range of design options, including info graphics, posters, videos, graphics, charts, brochures, logos, presentations, book covers, and more. (Maulidha & Dartim, 2023) said, the use of the Canva application as a learning media creates an enjoyable classroom atmosphere, thus motivating students to learn, which subsequently fosters student enthusiasm and creativity. The utilization of Canva in the classroom enhances student engagement through visually appealing learning materials and interactive activities.

Canva simplifies graphic design creation with various templates and intuitive tools. It is widely used for designing social media feeds, documents, blog content, product promotions, announcements, and teaching-learning media. Canva as a technology-based language learning tool is believed to motivate students to learn English skills including writing. According to (Soffian Hadi 2021), Canva supports educational activities by engaging students in creating visually appealing materials like digital posters, which enhance learning motivation and writing skills. Its advantages include free accessibility, user-friendly interface, automatic saving, and diverse design options that boost creativity and save time. However, Canva requires an internet connection, and some templates are paid, though many high-quality free options are available.

The conclusion is that writing skills are an essential part of language learning, interconnected with listening, speaking, and reading skills. However, many students face challenges in writing, especially in understanding procedural texts. These issues stem from a lack of varied learning models, engaging media, and monotonous teaching methods. Therefore, the use of Project-Based Learning models supported by the Canva application can be an effective solution. This model not only enhances students' interest and engagement in learning but also helps them develop writing skills more systematically and meaningfully. By involving creative projects such as making food recipe posters using Canva, students can actively learn and gain more valuable learning experiences. Thus, the implementation of this model is expected to improve students' writing skill.

B. RESEARCH METHOD

The design of this research is an experimental research, because the researcher wants to know the effect and relationship by implementing the stimulus. According to (Sahir 2021:7) Experimental research is research that investigates causal relationships by adding control variables. . He also states that an experimental typically there is two groups; an experimental group and a control group. It aims to find out the effect of Project-Based Learning model assisted by Canva towards students' writing skill in SMA N 1 Enam Lingkung, related to; content, organization, vocabulary, language use, and mechanics. In this research, the researcher use *posttest-only design*. Population of this research is the X E. class of SMA N 1 Enam Lingkung. The populations of the school are 310 students. The researcher used purposive sampling technique. In this study, the researcher chose class X E.1 as the experimental class and X E.2 as the control class as the sample.

Instrument was a tool to collected data from the sample. The instrument in this research was writing test. The teaching programs that gave to experimental class and control class, however both class got different treatment. The experiment class taught through Project based learning assisted by canva and control class taught through discussion method. The data of this research collected by gave writing test. The test is Post-Ttest. There was several aspects that must be used to measure the result of students' score in writing. They are: content, organization, grammar, style and mechanics. The data would be describe quantitatively. Normality test is important to do in order to see is the data normal or not. The testing is analyzed by lilifors test. The homogeneity is analyze by variance testing of F-test. this research uses hypothesis testing.

C. FINDING AND DISCUSSION

The data of this research was the result of Posttest-only design. Then this research used class X E. 1 as experimental class and X E. Both Experiment and Control class were given

the post-test. Both the treatment group were taught with two different teaching strategies. The students X E. 1 as the experimental class were taught by Project based learning model assisted by Canva while students X E. 2 as the control class were taught by using discussion method. The test result was evaluated by concerning five aspects: content, organization, vocabulary, language use and mechanics. Each aspect had its score. The ranges of possible scores were between 0-100. In addition, to see average of score result from experimental class and control class in post-test were reliable can be seen in the following table below:

Table 1:

Average of score result of post- test score of experimental class and control class		
Scale	Percentage Experiment Class	Percentage Control Class
9-100	28%	3%
77-888	38%	53%
65-76	31%	25%
53-64	3%	19%
Total	100%	100%
Σ	2589	2424
Mean	80.91	75.75
S^2	78.15	97.41
S	8.84	9.86
Xmax	92	91
Xmin	62	53

Based on the table above, it was concluded that the post-test results for the experimental class showed that there scoring 89-100, 28%, 77-88, it was 38%, 65-76, it was 31%, 53-64, it was 3%. In the control class, there was scoring between 89-100, it was 3%, 77-88, it was 53%, 65-76, it was 25%, and 53-64, it was 19%. The highest score in the experimental class was 92, while the highest score in the control class was 91. The lowest score in the experimental class was 62, and in the control class, it was 53. The final score for the experimental class was 2589, and for the control class, it was 2424. The average score for the experimental class was 80.91, while for the control class, it was 75.75. The variance for the experimental class was 78.15, and for the control class, it was 97.41, with a standard deviation of 8.84 for the experimental class and 9.86 for the control class. It means running Project based learning assisted by canva in writing gave a significant effect towards students' writing ability in experimental class.

Normality testing analyzed by using leliefors testing for both samples. The data can be said normality if $L_0 < L_t$. from analyzing normality the data, the researcher got the value of post-test experiment group is $L_{\text{observed}} 0.1125 < L_{\text{table}} 0.1582$ and the normality data post-test

of control group is $L_{\text{observed}} 0.1379 < L_{\text{table}} 0.1582$. The researcher concluded the data was Normally Distributed. It could be shown in the table below:

Tabel 2:
The result of normality testing in post-test

Class	L_0	L_t	Interpretation
Experiment	0.1125	0.1582	$L_0 < L_t$, The data was normally distributed
Control	0.1379	0.1582	$L_0 < L_t$, The data was normally distributed

The researchers analyzed homogeneity testing of post-test in experiment and control class, the result of homogeneity of post-test experimental class and post-test of control class were The data can be said homogeneity if $F_{\text{observed}} < F_{\text{table}}$. In the fact the researcher found $F_{\text{observed}} 1,24 < F_{\text{table}} 2,38$, it means that two sample was homogeneity. It can be concluded that two sample was homogenous. It could be shown in the table below:

Table 3:
The Summary of Homogeneity Testing In Post-Test

Variable	n	S^2 (Variant)	F_0	F_t	Interpretation
Experiment	32	78.15	1.24	2.38	$F_h < F_t$ the data was homogenous
Control	32	97.41			

Having hypothesis testing is a crucial procedure in an experimental research. The testing was conducted by comparing t-observation to t-table. If t- observation is higher than t-table at the level at the level of significance $\alpha = 0.05$, H_1 (hypothesis alternative) is accepted, but if the t-observation is smaller than t- table, H_1 is rejected. After analyzing the data, showed that t-calculated was bigger rather than t-table. It was obtained $t_{\text{calculated}} 2,20$ while the value of the $t_{\text{table}} 1,67$. It means that hypothesis of this research was accepted. So, it could be said there was a better effect in teaching writing between students of SMAN 1 Enam Lingkung who use Project Based Learning assisted by canva than the students did not use it. It could be shown in the table below:

Table 4:
The Summary of Hypothesis Testing

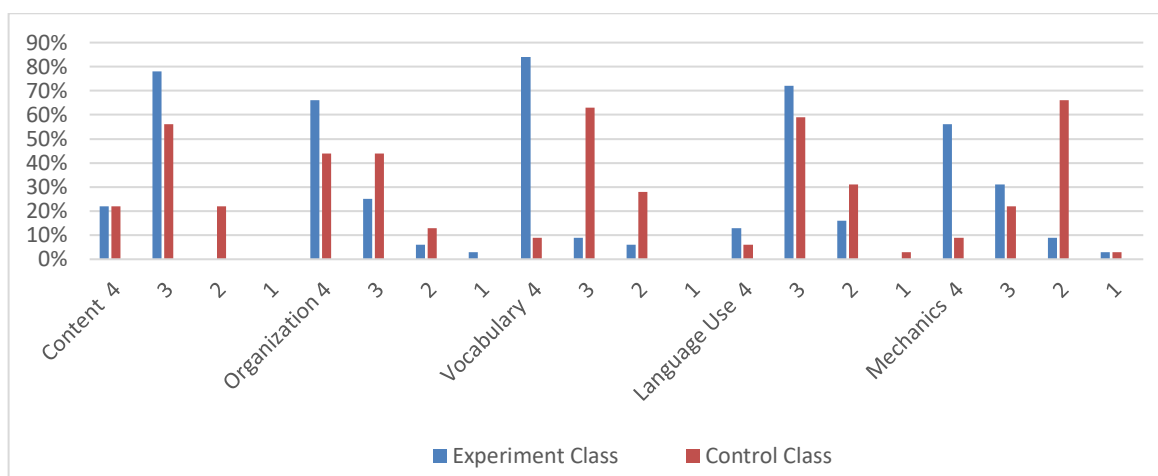
Group	Experiment	Control
N	32	32
Sd	8.84	9.86

Variant/ S^2	78.15	97.41
Df	62	
$T_{\text{calculated}}$	2.20	
T_{table}	1.67	
Interpretation	$T_{\text{calculated}} > T_{\text{table}}$	

Based on the data analysis, it found that the sample of the researcher was normal and homogeny, that's why the data can be tested by t-test to find the answer of hypothesis. The hypothesis testing showed that t-obtained was 2.20 while the value of the t-table was 1.67. It means that H_0 is rejected and H_1 was accepted. Based on the data above, it can be concluded the finding of the research proved that there was a significant difference between the writing skill of the students who were taught using Project Based Learning model assisted by canva and those who were not. The project based learning model assisted by canva more effective than the daily discussion method which is used by the teacher. These findings are supported by the theories about the contribution of using Project Based Learning model assisted by canva to students' writing skill that the teaching and learning method is appropriate strategy to teach writing proposed by According to (Anggraini & Wulandari, 2020). This learning model focuses on students by involving them directly in the learning process, providing them with the freedom to think and act in creating and completing projects so that students can maximize their role in learning. In Project-Based Learning Model, steps such as exploration, assessment, interpretation, synthesis, and information processing fall into the form of a process.

In this research, data processing began by collecting post-test results from both the experimental and control classes for writing skills. The experimental class showed a significant improvement, with an average score of 80.91, compared to 75.75 in the control class. The total scores were 2589 for the experimental class and 2424 for the control class. Based on these average and total scores, it can be concluded that the use of the Project-Based Learning model assisted by Canva had a significant impact on improving students' procedure writing skills. The scores of the students were taken from several indicators of writing skill. They are Content, Organization, Vocabulary, Language use, Mechanics.

Graphic 1:
Comparison Percentage of Mean Scores Writing of Students' Post-Test



Based on the graphic 1 above, in experimental class can be described the score based on indicator writing such as Content: score 22%,78%, Organization: Score 66%, 25%,6%, 3%, Vocabulary: Score 84%, 9%, 6%, Language Use: Score 13%, 72%, 16%, mechanic: Score 56%, 31%, 9%, 3%. While in Control class, the score of Content: score 22%, 56%, 22%, Organization: Score 44%, 44%, 13%, Vocabulary: Score 9%, 63%, 28%, Language Use: Score 6%, 59%, 31%, 3%, mechanic: Score 9%, 22%, 66%, and 3%. It means that, the result of post-test in experimental class was higher than control class.

D. CONCLUSION

The general purpose of this research was to see the effect of Project based learning model assisted by canva toward students' in writing a procedure text. Based on result of this research it is found that Project based learning model assisted by canva better effect toward student's ability in writing a procedure text. The analyzed data showed that t-calculated is higher than t-table ($2,20 > 1.67$). This indicated that the hypothesis was accepted. It could conclude that Project based learning model assisted by canva was better for teaching writing.

For other research, first, it is necessary for other researcher continue what he has been researched to improve students writing skill. Second, it is also suggested the other researcher who wants to use this media again to make variation in applying writing text. At last, the researcher hopes that this researcher can be a good input for the next researcher to make this experimental research perfectly.

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