

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presented a detailed explanation of the research results and a thorough analysis of the research. The researcher presents the research findings on the integration of the Canva application in project-based activities and examines the effect it has on students' writing skills. The data from these findings were analyzed using thematic analysis to address the study questions. The findings and discussion are presented in a methodical manner to assure their representativeness, as evidenced:

#### **A. Findings**

The researcher discovered significant results and provided a detailed study of the utilization of Canva in project-based activities. The conclusions drew upon the PjBL phases proposed by Titu (2015) and the elements of PjBL outlined by Alan & Stoller (2005) and Chandrasekaran et al. (2013). The researcher selectively documented the predominant themes and categories that arose during the data collection phase while presenting the findings. The following figures provided depict the themes and categories that arose during the process of collecting and analyzing the data.

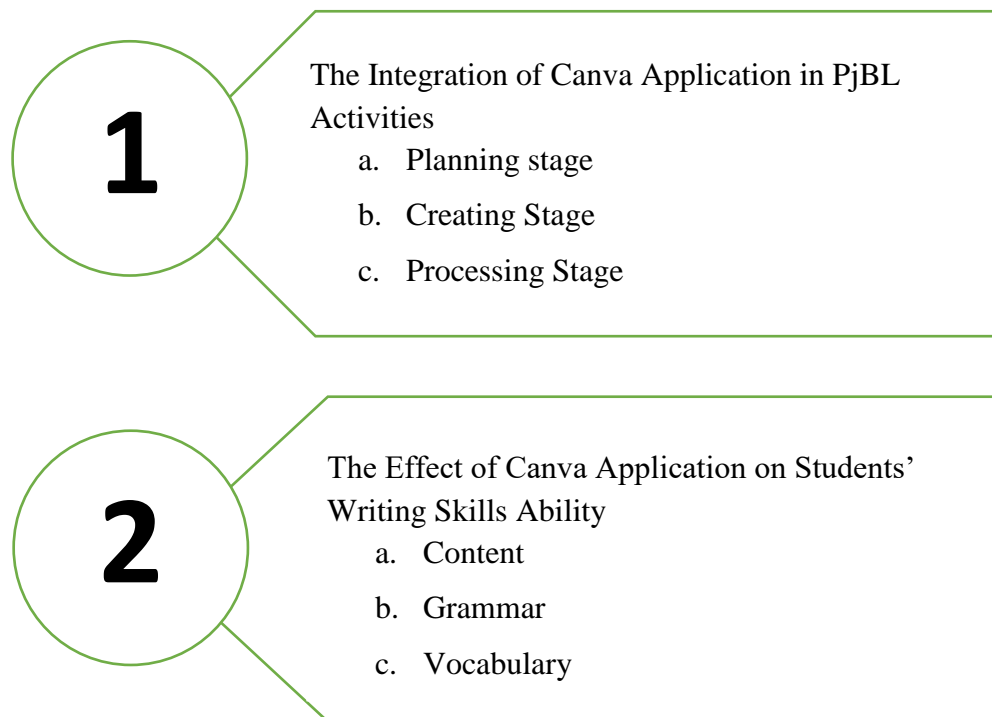


Figure 4.1 Thematic Categories of the Findings

### **1. Findings from Non-participant Classroom Observations**

The researcher conducted classroom observations to collect qualitative data concerning the teacher's procedures for implementing the Canva application in PjBL and the students' responses during the learning and teaching process. The observations were taken by attending offline classes, and the researcher took field notes about the teaching and learning process. She also recorded the documentation for each classroom experience.

**Observing Class X A**

Table 4.1 PjBL Observable Behavior and Activities in Class A

PjBL Stages	Classroom Activities
25 <sup>th</sup> January 2024	
Planning Stages	<p>Teacher opened the class with Islamic greetings and checked the students' attendance.</p> <p>The teacher stimulated the students' critical thinking by asking what they know about the definition of announcement text. She then briefly explained the type of announcement text and what it entails. She also took an example of announcement text sourced from Canva.</p> <p>The students were informed that they would do individual project using Canva. They agreed on the project being submitted in the form of link or photo shared via WhatsApp a day before the presentation. The deadline was set in the next week meeting.</p>
Creating Stage	<p>The students was given permission to consult or ask if they have any confusion related to the project.</p> <p>As for the utilization of the Canva application, the students preferred to discuss with their friends or surf through YouTube. Only a small number of students asked for the teachers' assistance.</p> <p>The employment of various sources was encouraged to collect the necessary information for their project. Some students use the available template in Canva while the other chose to create their own from scratch. The selection of stickers and other visual icons that represent the message they want to convey in the announcement text took quite a while since some items weren't accessible in the free version of Canva application. Therefore, it require more effort on the students' side to change their tactic and develop their creativity.</p> <p>The students' progress were monitored by the teacher. She also mentored the students' drafting process. Correction was given regarding the grammar, vocabulary and visual aspect such as the usage of color and icon.</p>

	<p>The students' familiarity with the Canva application eased their creating phase. This proved with how quick few students finished their work under the 90 minute mark of the English subject.</p>
<p>31<sup>st</sup> January 2024</p>	
<p>Processing Stage</p>	<p>The students submitted their finished project a day before the presentation through WhatsApp and was informed to prepare themselves for the presentation.</p> <p>The presentation was done in front of their class using the printed out version of their finished works while others view their works through the shared links in the WhatsApp group. The feedback given from both peers and teachers occurred after the presentation. Most comments and suggestion centered on the grammar and vocabulary aspects. Some students even gave insightful advice on how certain announcement text like cleaning day might have need to include details like date, place, things to bring, etc.</p> <p>Similar with the other class students', due to the nature of the project being done individually, some students failed to understand what announcement text entails. Instead their project content leaned more towards advertisement rather than announcement. Thus, they were given time remedy and revise their works.</p> <p>As a reflection, the teacher mostly gave evaluation of how some students lacks details and research. She also gives the students advice on what could they do to make their presentation better.</p>

**Observing Class X B**

Table 4.2 PjBL Observable Behavior and Activities in Class B

PjBL Stages	Classroom Activities
25 <sup>th</sup> January 2024	
Planning Stages	<p>Teacher greeted the students using Islamic greetings and checked the students' presence and the students responded. The teacher informed the students that they would do Canva writing project for a week. She told the students that they would work on the project individually and the topic would be "Announcement Text."</p> <p>The teacher triggered the students' critical thinking through a question-and-answer session. She asked the students what they know about announcement text. Several students briefly explain the definition of announcement text, the type along with the example. At this time, the teacher inserted an example of announcement text taken from Canva website.</p> <p>The teacher elaborated that the project work might be submitted in the form of JPG or link from their Canva and made an agreement about the submission deadline of their project work. The result was that it would be submitted a day before their presentation. She also informed them about the writing and presentation assessment system.</p>
Creating Stage	<p>The students were encouraged to ask and consult if they have any question. Most of the students preferred to discuss with their fellow friend and only few consulted to the teacher regarding their composition. The teacher also encouraged the students to be as creative as possible and free to search for information and material that could support their project through various sources.</p> <p>The teacher monitored the students' progress and facilitated the students with comments and suggestions. She also corrected the mistakes in the language used by the students. One of the correction given by the teacher centered around how some icon like food products might turn their announcement text into advertisement instead.</p>

	Majority of the students were already familiar with Canva hence they work with ease. While some others that are not, they seek help from their peers or learn through YouTube tutorial.
2 <sup>nd</sup> February 2024	
Processing Stage	<p>The students submitted their finished project a day before the presentation through WhatsApp.</p> <p>The students present the printed out version of their works while others viewed the finished work from their phone through Canva link.</p> <p>Their peers gave some comments regarding the color contrast, size of the font, and vocabulary they are unfamiliar with. The teacher gave feedback regarding the grammar and vocabulary used in the project along with how they present their works.</p> <p>Some students did their project wrong and the teacher gave them a chance to remedy that.</p> <p>The teacher and the students reflected on how some of them haven't collected enough information on announcement text hence why some are having difficulty in differentiating between announcement text and advertisement text.</p>

## 2. Analysis of the Classroom Observation Findings

The field notes resulting from the classroom observations were categorized according to the three primary phases of PjBL, as outlined by Titu (2015): planning, creating, and processing stages. While the sequence of tasks in classes A and B might vary, they both demonstrated the same principles of integrating the Canva application. In this study, the researcher noted that the teacher utilized the Canva program as a resource during the first phase. The assignment was designated as an individual project to provide more efficient

supervision of their writing endeavor. During the following stage, students diligently compiled a substantial amount of information to back up the successful completion of their projects. The project was created with the previously collected data from multiple sources. At this level, the students have created the prototype of their concept employing the Canva tool as the medium. A few of the students benefited from the pre-made templates provided by Canva, while the rest opted to create their projects from the beginning. The final step entailed the processing phase, where the participants shared their opinions and engaged in discussions regarding the presentation of finalized version of their idea. During this phase, the students applied the sharing options of the Canva application to distribute their finished writing assignments.

### **3. Findings from Interview**

The researcher transcribed the interview, meticulously documenting the participant's comments by transcribing the notes word for word. Nevertheless, as the interview was performed in Bahasa Indonesia, the researcher subsequently made adaptations and translated the initial responses while maintaining their core meanings.

#### **a. The Integration of Canva Application in Project-Based Activities**

This study addresses the integration of the Canva application by a teacher in project-based activities to enhance students' proficiency in

writing skills. During the coding process, the researcher identified and categorized several significant and meaningful units from the interview text transcriptions and observation notes. These units were organized with regard to the stages of Project-based Learning as given by Alan & Stoller (2005).

1) Planning Stage

a) Introducing the Application

In the initial process, the teacher investigated the students' knowledge about the application first. The teacher revealed:

“I was going to demonstrate to the students about how to use the Canva application but then I had the mind to ask them whether or not they are familiar with the application. Turned out due to the nature of their major, broadcasting and film making, the students are already familiar with using Canva to make poster or edit video.” (Line 3)

The students' responses toward Canva wasn't big, the teacher further revealed that:

“The students are even more skilled than their teacher in terms of maximizing the use of canva for their project. Therefore, there was not any big reaction from them. However this lightens up my burden of introducing the application as part of their project assignment since long before this, some students in their previous school already use this application.” (Line 4)

However, despite this situation, the researcher has seen that the teacher still encourages the students to engage in



discussions with their peers or to independently learn how to use the Canva application through YouTube.

b) Individual Project

The teacher realized the importance of monitoring the students' overall writing progress. In this case, the teacher explained:

“Grouping makes it difficult to monitor which students didn't partake in the project. Therefore, I choose to make the assignment as individual project to make it easier to track down their writing progress.” (Line 9)

The teacher also explained the shortcomings of doing the assignment as individual project. Thus, the lack of teammates and partner caused difficulty in understanding the teaching material.

“There is also shortcomings in this strategy, it is a little bit of a challenge for the students to master the grammar related to the material since majority of them relies more on the internet rather than discussing with their fellow classmate. Furthermore, for their presentation they also lacks in pronunciation department since they have no teammates or partner to train their speech” (Line 10)

“We could say that since the project is the students' individual responsibility, it still important for me as their teacher to mentor, monitor, and facilitate them.”(Line 11)

Furthermore, based on the researcher observations, due to the students' mastery of Canva, a project that that usually takes up from 2 -3 weeks could be done in the span of a week. So the

teacher gave them a memorizing exercise that could support their major (such as memorizing jobs in filming crew).

## 2) Creating Stage

### a) Project Progress

From the researcher observation, the students' familiarity with the Canva application showed through how quick they design their project while collecting the necessary information from various internet source. The teacher stated that:

“While Canva provide enough template While Canva provide enough template for the students' to use, majority of the students prefer to design their project from scratch. I encouraged the students to be as creative as possible in designing the project from how they envisioned it.” (Line 5)

### b) Project Consultation

Regarding the project consultation, the teacher stated that:

“If the students happened to have a question, the shy ones will ask in the WhatsApp group while proving their Canva link for me to monitor their work in real-time. Some others will ask their friends or just ask me directly.” (Line 15)

## 3) Processing Stage

### a) Project Presentation

It is crucial for the students to share their works with their friends in order to get feedback and exchange opinion. The teacher said:

“Since our classroom isn’t facilitated with LCD projector, I asked the students to present the printed out version of their finished project. However, a day before the presentation, they are required to share their works through WhatsApp group in the form of link or photo.” (Line 16)

b) Evaluation

The fact that the project was done as individual project, makes it difficult for the teacher to monitor all of the students’ project progress. Therefore it was inevitable that some students might have done their project incorrectly, with this the teacher responded with:

“I selected the students that need to redo their project or we could say I give them a chance for a remedy. To ensure there is no repeated mistake, I use several finished project from their fellow friends that I deemed perfect as the example.” (Line 17)

As for the reflection of the project, the teacher stated that:

“I began with explaining the past of the material where the students failed to understand and gave them suggestions regarding the vocabulary that they could have used to ensure their readers understand what they are trying to communicate within their project.” (Line 18)

b. The Advantages and Disadvantages of Integrating Canva Application in Project-Based Activities

1. Various Features

Through the interview, the researcher found out that the teacher has been utilizing Canva since last semester. Regarding the initial motive for the employment Canva, the teacher explain that:

“It started as an obligation first to make a teaching media using creative platform but then it evolved due to the fact that canva provides many beneficial and interesting features that could support the teaching and learning process. The previous application (PowerPoint) only provide user with basic presentation templates while Canva provides their user with ready-made templates, millions icons or stickers to use, and various fonts.”  
(Line 2)

2. Writing Aspects

With the assistance of Canva application that allow the students to be as creative and innovative as possible in completing their project, also enable the students to improve their writing skills. There are three writing aspects that are most affected by the utilization of Canva application as the teacher stated:

“Writing aspect that are mostly affected are content and vocabulary and a little bit on the grammar. This also supported by the fact that the students could easily find the learning material on the internet and their generation is more skilled in using advanced technology to assist their own learning process.” (Line 8)

### 3. As Teaching Material

While Canva is a resourceful application that provide various features and ready to use templates, it still need human input. The teacher stated that:

“While there are available teaching material in Canva, they are still less that what we are expected to be able to use it as a whole. We still need to add our input into the existing material to make sure it fulfill the purpose of teaching and learning process.” (Line 13)

What the teacher stated is in line with the result from the researcher observation. For instance in the planning stage where the teacher gave the students the example of announcement text taken from Canva, the example lacks several point that could support the announcement text. Therefore, the teacher still needs to add her input in order to use it as a teaching material.

### 4. Connection and Subscription

Just like any other application that requires the user to be connected to the internet, Canva application could also take some time to load due to connection issue. The teacher also stated that:

“Other problems that may arise is the connection problem or the fact that some features are limited only to the premium version of Canva.” (Line 14)

Subscription are advised if user in professional field wanted to enjoy Canva features that could support their work to the fullest.

However for students that doesn't require any additional features, they might be content with just using the free version of Canva.

#### 4. Analysis of the Students' Writing Scores

The data regarding student grades is obtained from the teacher concerned. This score consists of the grades obtained when working on projects using Canva and not using Canva.

Table 4.3 Rubric Writing Assessment

No	Aspects	Scale (point)	Indicators
1	Content	20	Knowledgeable
		Excellent	
		15	Adequate range knowledge of the subject
		Good	
		10	Limited knowledge of the subject
		Fair	
		5	Poor knowledge of the subject
		Very poor	
2	Organization	20	Ideas clearly stated
		Excellent	
		15	Loosely organized
		Good	
		10	Ideas not connected
		Fair	
		5	No organization
		Very poor	
3	Vocabulary	20	Sophisticated words choice
		Excellent	
		15	Occasional errors
		Good	
		10	Frequent errors
		Fair	
		5	Essentially translation
		Very poor	

4	Language use (Grammar)	20 Excellent	Effective complex sentences
		15 Good	Effective but simple sentences
		10 Fair	Major problems in simple/complex sentences
		5 Very poor	No mastery of grammar
5	Mechanics	20 Excellent	Demonstrates mastery of conventions
		15 Good	Occasional errors in spelling, punctuation, capitalization, etc
		10 Fair	Frequent errors in spelling, punctuation, capitalization, etc
		5 Very poor	Dominated by errors in spelling, punctuation, capitalization, paragraphing, etc

Note: The maximum point is 20 point

Prior to implementing Canva, an analysis of the students' performance in class A indicated that a limited number achieved excellent scores, while the majority obtained average scores on their writing assignments. Similarly, the assessment of students in class B reflected a comparable pattern, with only a minority demonstrating exceptional performance in their writing tasks. Heaton (1988) underscores the significance of mastering proficient writing, stressing the integration of five fundamental elements: content, organization, vocabulary, grammar, and mechanics. Then, upon thorough examination of the students' writing scores from both classes subsequent to the implementation of the Canva application within project-based learning activities as documented

by the teacher, the researchers observed notable advancements in three key facets of writing: content, grammar, and vocabulary.

## **B. Discussion**

The researcher conducted qualitative research employing the case study methodology to gather pertinent data. This study primarily aims to determine the integration of the Canva Application in Project-Based Learning activities and its influence on students' writing skills. In the discussion part, the researcher provides an in-depth overview of the findings acquired via the process of data collection and analysis. The primary objective of the discussion is to offer responses to the research questions that have been formulated within the framework of this study.

The researcher focuses on the following research questions when explaining the findings:

1. How is the integration of the Canva application in Project-Based activities to improve students' English writing skills ability?
2. To what extent does Canva affect students' English writing ability?

The data collection and analysis revealed several key themes and categories that serve as a fundamental concept for connecting these research findings with earlier theories and studies on the implementation of the Canva application for teaching writing in PjBL. The subsequent exposition delineates each research question tackled in this investigation:



### 1) **The Integration of Canva Application in Project-Based Activities**

The execution of PjBL is organized into three primary stages: planning, creating, and processing stage. During the initial phase of Project-Based Learning instruction, the researcher observes three prominent learning activities, one of which is the utilization of Canva in this particular stage. The teacher did not properly organize the project, provide a project sample obtained from Canva, and refer to a real-life situation of language usage. Subsequently, the researcher proceeded to elaborate on these components in the subsequent explanation.

During the first stage, the teacher made the decision not to organize the project as a group activity. Although Project-Based Learning is commonly linked with collaborative work, it is not exclusively confined to this structure. Consistent with the teacher's interview, an individual project can also serve as a means to evaluate students' advancement and comprehension comparably to a group project. Individual projects tend to be less complex and challenging than collaborative project, as noted by Lee, Huh, and Reigeluth (2015). The collective social abilities of a group are more significant than the social skills possessed by an individual. Consequently, both the scope of the challenge and the level of learning achieved in group projects surpass those in individual initiatives. On the contrary, Wurdinger et al. (2007) emphasized the role of grouping in PjBL as a component that enhances students' collaborative abilities. This is characterized by students working together in groups or pairs.

This notion is further supported by Zhang et al. (2015), who asserted that collaborative learning is more efficient in enhancing learning and student accomplishment compared to individual learning. Thus, while individual project-based learning (PjBL) can be done, it is less effective in fostering social mobility among students.

Yundayani et al. (2019) refer to Canva as a website that serves as a visual media resource, enabling users to access a wide range of language-related content and authentic materials conveniently. In addition, Canva provides a diverse selection of templates and tools that are specifically tailored for educators. These materials can be customized and applied to produce engaging and interactive teaching materials. The research findings indicate that the teacher used examples for the project obtained from Canva. Rooij (2009) stressed that providing examples is advantageous in assisting students in scaffolding their projects. The students will enhance their understanding by examining the samples and meeting the professors' expectations through discerning the required tasks.

When paired with suitable tasks and activities, Wurdinger et al. (2007) pointed out that the PjBL course might be implemented in a variety of ways that enhance students' life skills and benefit the community. The assignment involves engaging students in inquiry-based practice, where the project's theme is designed to simulate a real-life situation. This approach aims to enhance students' academic competence, problem-solving aptitude, and intellectual

abilities. Regarding authentic activities, Poonpon (2017) underlined that students benefit more from tackling real problems in their class rather than learning something that may not be applicable in real world. Moreover, real-world applicability enables students to develop a more profound comprehension and boost their 21st-century skills.

During the creating stage, the teacher directed the students' project activities and keeps a close watch on their progress. Rather than the primary learning source, the students are the active participants in the learning process while the teacher acts as their guidance or facilitator without becoming too involved allowing the students to create self-directed learning. In the words of Morales et al. (2013), there needs to be a minimal amount of guidance provided by the PjBL facilitator. Furthermore, even though the assignment was completed individually, the teacher still promoted peer discussion. Active discussion exercises will improve students' capacity to test theories, synthesize ideas among themselves, and develop a deeper comprehension of the material they are learning, as stated by Kizkapan & Bektas (2017). Talks in big or small groups also give students the chance to learn self-control, and identify their needs, and desire to complete the assignments meticulously (Peters, 2008).

The results showed that although the teacher in this study provided consultation to the students, she was unable to monitor each student's progress because of the individualized nature of the project. Students who lack the courage to ask for help with their assignments are more than welcome to send

the teacher a WhatsApp message with the Canva link. This is one of the Canva features that enable students to work collaboratively or get immediate feedback from teachers or their classmates.

However, some students are unable to comprehend the project as a whole because the teacher is unable to keep tabs on every student. so that the expected learning objectives are not fulfilled at the following stage. Mislinawati & Nurmasiyah's (2018) theory, which contends that the teacher must supervise student learning activities and discussions to ensure that all students perform well, supports how important proper management is for the effectiveness of PjBL. Nugraha et al. (2021) asserted that regular assessment and monitoring of students' development can also aid in the early detection of any potential issues.

At this point, the Canva application was quite influential in helping the students create the idea they had in mind. Students can create a tangible representation of their abstract concepts with the options provided by Canva (Smaldino, 2015). Yet, Canva has drawbacks just like any other technology. At this point, these drawbacks became challenges for students and took the shape of network access issues and the limited functionality of the free version. Additionally, Andri & Ida et al. (2022) affirmed this, stating that not all of Canva's functions are available for free and that access to Canva requires the internet. Before customers can utilize certain premium features, such as layouts and fonts, they may be required to pay for a subscription. These restrictions

may reduce the possibilities available to those seeking more specialized or expert-level designs, even while there are still lots of fantastic free template options that function effectively.

The researcher highlights three characteristics that arose from the findings in the final stage of PjBL implementation: Canva enables effective presentation, the teacher facilitates reflection, and provides remedial intervention. During the final week of the project, there was a discussion and time for reflection. Following the completion of each group's presentation of their finished work, the audience is asked for feedback. Teachers or peers can provide formative feedback, which is a kind of feedback that is offered in a timely, supportive, and non-evaluative way during the learning process with the aim of promoting learning (Shute, 2008; Phielix et al., 2011).

Although each presentation involved showcasing the printed version of the students' final product, the teacher facilitated real-time feedback by providing access to the link generated by Canva. Correspondingly, Long & Clark (2022) emphasized that teachers or students can effortlessly present and record their Canva for education designs, sharing the recording either through a downloaded video or a link. Moreover, Canva's magic shortcuts add an element of excitement to presentations. During presentations, teachers can activate various commands by pressing the shift key and the question mark key, including blurring the screen, initiating a drumroll, quieting the class, or displaying a timer. These integrated presentation tools enhance transition times

and engagement during lessons. Additionally, Canva enables teachers to establish a running backchannel and offer emoji responses for students during presentations. Students can access Canva Live sessions on their mobile devices using a provided code, allowing them to participate by answering questions, posing inquiries, or leaving comments visible only to the educator.

Reflection can be included in the learning process in PjBL in several ways, including instructor feedback, peer reflection, and self-reflection. To reflect on their personal learning experiences, students must consider what they have learned and where they still need to grow. Peer reflection is the process by which students discuss their learning and experiences with their peers and offer encouragement and criticism to one another. Teachers can offer direction, encouragement, and constructive criticism to support students in reflecting on their learning. As such, teacher feedback can play a significant role in the reflection process. Usman et al. (2023) also stress the importance of reflection in helping students see their areas of strength and weakness, create improvement goals and gain a deeper comprehension of the subject matter being taught. Additionally, it empowers students to become more self-directed and take charge of their education.

Remedial instruction was given to the students who did not meet the project's goals. Students who have not yet grasped the information or skills being taught might receive further support and guidance through the remedial program. In PjBL, remedial can take many different forms, including extra

practice exercises, small group sessions, or one-on-one tuition. Through these exercises, students will be able to catch up with their peers and make sure they meet the required learning objectives (Fadhilla et al., 2021). Lyndia (2020) added on to state that to provide effective remedial support in problem-based learning (PjBL), it is crucial to comprehend the needs of the students and design remedial activities suitable to their unique learning requirements and styles. It is also important to regularly monitor and assess the pupils' development to make sure that the remedial activities are having the desired impact and to spot any areas that could require more attention.

## 2) **The Extent of Canva Effect on Students' Writing Ability**

The integration of the Canva application into project-based learning activities has demonstrated its effectiveness in enhancing students' writing skills, as evidenced by the collected student scores. This further support the teacher's claim during the interview that integrating Canva into PjBL has notably improved students' proficiency in writing, particularly in content, vocabulary, and grammar. These findings are consistent with the studies conducted by Al-Azawei et al. in 2016 and 2017, which revealed that using social media for language learning can enhance students' writing skills, vocabulary, and technological communication and collaboration abilities. Such research suggests that integrating social media into writing projects could positively impact students' vocabulary and grammar skills. Additionally,

leveraging digital tools and platforms allows students to participate in interactive and personalized learning experiences tailored to their individual preferences and needs.

However, in contrast, Omar et al. (2014) identified several significant negative impacts on writing skills associated with digital technologies, including occasional errors and a lack of adherence to punctuation rules, a tendency towards graphical rather than textual content, a deficiency in proofreading and standard spelling skills, diminished critical thinking abilities, a loss of linearity and sequencing, and attention-related issues. Consequently, the integration of digital technologies like Canva in educational settings should be carefully monitored and managed to ensure the attainment of teaching and learning objectives.