

## STUDENTS' MOTIVATION IN WRITING CLASS USING OF CANVA: STUDENTS' PERCEPTION

**Yulinda Utami<sup>1</sup> & Dewi Suriyani Djamdjuri<sup>2</sup>**

English Education Program  
Faculty of Teacher Training and Education  
Universitas Ibn Khaldun, Bogor  
[yulindautami27@gmail.com](mailto:yulindautami27@gmail.com)<sup>1</sup>, [dewi.suriyani@uika-bogor.ac.id](mailto:dewi.suriyani@uika-bogor.ac.id)<sup>2</sup>

### ABSTRACT

This study aims to investigate students' perception of using canva in writing class. This study used a qualitative descriptive approach and the research adapted questionnaire and also an interview to collect the data with ten students' at Senior High School Bingin Teluk. The results of this study indicate that the use of Canva in the writing class has a positive impact on the participants. The positive impact is that Canva can increase students' motivation in writing classes, Canva can improve students' abilities in writing classes and Canva can also help students in writing classes. not only the positive impact that students have, but also obstacles in using Canva such as students having to have more time to design programs using Canva, and Canva has a premium account that we should pay for and there are some pictures which will appear and be provided without watermark.

**Keywords:** *Students' Motivation, Writing, Canva.*

### INTRODUCTION

English as one of the subjects in schools has an important role because English is a foreign language, an international language which is widely used in communication by people in most countries in the world. English is one of the educational processes that includes interactions between the teacher and students in order to impart knowledge and information. In learning English there are four skills that must be mastered namely listening, speaking, reading and writing. In writing, students learn how to write ideas, information and understand writing to get information and knowledge.

According to Harmer (2004: 86) as cited in (Agusta, 2015) affirms that writing is a process in which the content we write is usually strongly influenced by genre restrictions, so these elements must exist in

learning activities. Writing plays an important role in the curriculum of learning English, especially for students. Writing is one of the most complex aspects of language, writing is also one important skill for academic success. Sudaryanto (2001: 64) as cited in (Agusta, 2015) said that writing skills are the ability of a person to express their thoughts and feelings in written language and graphic symbols so that readers can understand information. Brodmann, Chintya, and Frydenberg (2002, p. 4) as cited in (Wati & Miftah, 2018) writing is a process of continuous thinking, organization, rethinking, and reorganization. Writing requires mastery of vocabulary, spelling, grammar, punctuation, appropriate content, and choice of words suitable for the

audience, theme and occasion. In addition Brown (2007) as cited in (Yusuf, Jusoh, & Yusuf, 2019) proposed that writing is a thought process that can be planned before it is published and give unlimited revisions.

Furthermore (Wingersky, 1999, p. 4) as cited (Hidayati, 2018) Writing is a process of communicating with others in which a writer sends his or her ideas and thoughts in written shapes to pursue. It may be prepared by considering which the author finds, organizes, and communicates his or her contemplations to the reader. Moreover, Suleiman (2000) as cited (Hosseini, Taghizadeh, Abedin, & Naser, 2013) "Writing is the core element of language, and any course in reading and language arts must consider the multidimensional nature of writing in the practice of teaching, assessment procedures and language development" (p. 155). And Kriszner and Mandell (2011: 3) as cited (Irwan, Syaferi, & Marlina, 2018), writing is a process of expressing personal ideas, a life skill, and a series of steps. The writing can be a paragraph, an essay, a short essay, a journal, a proposal, and a report.

Nunan (2003) as cited in (Ahn, 2019) defines: "Writing is both a physical and mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium. On the opposite hand, writing is that the mental work of inventing ideas, considering a way to express them, and organizing them into statements and paragraphs that may be clear to a reader." Meanwhile Scarcella (2003) as cited in (Maamuujav, Krishnan, & Collins, 2019) learning to write effectively in an academic environment is a complex and multifaceted process that requires knowledge, language skills, and an

understanding of rhetoric and gender conventions.

Motivation is one of the factors that can determine the success of a student in learning a foreign language. Gardner (1985) as cited (Kitjaroonchai, 2012) states that motivation is "the degree to which the individual works or attempts to learn a language due to the desire to do so and the satisfaction experienced in the activity". (Harmer, 2001: 51, Brown, 2000: 72) as cited in (Thohir, 2017) Motivation, as an important factor in the learning and teaching process, is defined as the intrinsic motivation that drives someone to do things to achieve something. Motivation as the degree to which a person makes a choice about the goals to pursue and the effort he will devote to those goals.

Motivation refers to the direction and size of human behavior, which determines the choice, effort and perseverance in the face of difficulties (Dörnyei and Ushioda 2013) as cited in (Guo & Bai, 2019) According to (Dörnyei & Ushioda, 2013) as cited in (Bai & Guo, 2019) motivation is defined as the sum of the need to achieve, the probability of success, the incentive values for completing the task, and the incentive for avoiding failure. Dörnyei (1994) as cited in (Lathif, 2017) said that motivation has become one of the main determinants of students' learning L2 performance. Meanwhile Oxford and Shearin (1996) as cited in (Lathif, 2017) believe that motivation determines the active participation of students in learning a second foreign language. In other words, they believe that

unmotivated students will not develop their potential to master L2.

Motivation is related to the direction and magnitude of human behavior (Dornyei & Ushioda, 2011) as cited in (Lee, Yu, & Liu, 2017), it explains the choices, persistence, and effort associated with human behavior, that is why people do something, how long they can endure, and how difficult they are willing to try. In education, motivation is a core issue, because high motivation usually leads to effective learning. There are two motivations in learning English: extrinsic and intrinsic motivation. Extrinsic motivation mainly involves four aspects: the external adjustment caused by obedience and punishment, the insertion adjustment caused by self-control and self-intervention, the recognition adjustment based on self-importance and the value of conscience, and the adjustment comprehensive based on consistency and awareness. (Liu, Hau, Liu, Wu, & Wang, 2019) Intrinsic motivation is considered to be an important psychological structure related to self-determination, academic performance and personal well-being. When the objective of the action carried out exceeds the objective inherent in the activity itself, the individual is subject to extrinsic motivation. According to (Legault, 2016) extrinsic motivation refers to the performance of a behavior that fundamentally depends on the realization of results that are separable from the behavior itself. Topalov (2011) as cited in (Oletić & Ilić, 2014) the extrinsic motivation to perform an action is not because they really like it, but because they are rewarded in their environment. External goals can range from short-term goals (good grades, rewards for teachers and parents,

participation in competitions, etc.) to long-term goals, possibility of scholarships, better job opportunities, higher social status, etc, (Oletić & Ilić, 2014).

And intrinsic According to (Legault, 2016) intrinsic motivation is a natural human tendency. In other words, people actively try to make themselves fun and enjoyable. But for intrinsic motivation to thrive, the social environment must nurture it. In the classroom, intrinsically motivated students find their learning experience more enjoyable, fun, and exciting than non-intrinsically motivated students, and they work harder and spend more time than non-intrinsically motivated students. Meanwhile Lai (2011) as cited in (Thohir, 2017) points out that intrinsic motivation is motivation that comes from within the individual, in that a person can be motivated by the pleasure of the learning process itself or by the desire to feel better. Intrinsic motivation is generated by personal pleasure, interest or pleasure, while redundant reinforcing factors dominate extrinsic motivation. (Thohir, 2017) Intrinsic motivation is considered to produce better learning outcomes than extrinsic motivation. In an EFL program, however, most language learners engage in learning activities that are motivated by extrinsic motivations. And (Ng & Ng, 2015) intrinsic motivation can be found within the individual and is related to the individual's identity and happiness. When learning is an end in itself, students will have inherent motivation. Intrinsic motivation is strongly reflected in the first definition of L2 motivation.

Dewitt and Alias (2014) as cited in (Pazilah & Hashim, 2018) stated that infographics can be used in the form of posters. Then, these students need to share with their friends, which will improve their communication skills. Collaborative learning is one of the key skills projected in the application of infographics in EFL classrooms. Infographics are considered to be data visualization, displaying complex information in a clear and effective way. It consists of various components, such as maps, charts, graphs, and images. The visualization of information allows the effective flow of information, which helps in the interpretation of data (Rahim, Khidzir, Yusof, & Saidin, 2016). (Siricharoen, 2015) Infographics mainly focus on easy-to-view fonts, bold graphics, and simple charts; therefore, technology can help creators visualize the whole; therefore, infographics become an effective aid to data presentation. It helps individuals communicate their information easily and effectively.

(Naparin & Saad, 2017) Infographic is data visualizations that can present complex information quickly and clearly. That includes signs, photos, maps, graphs, and charts. An infographic is a visual representation that integrates information from data and graphics to convey information. These displays are often used to aid in data interpretation. As such, Canva is a good choice for infographic creation which can be handled even by users who are not technologically-savvy.

Canva is a twenty-first century LMS: customizable, reliable, customizable, easy to use, and designed to help teachers and administrators reduce the time they spend in their classrooms and institutions. According to (Christiana & Anwar, 2021) canva is a

website graphic design tool, a drag-and-drop format of visual technology media, provides access to more than one million photos, graphics and fonts. It has millions of pictures, photo filters, icons and free format, and hundreds of sources (Canva, undated).

Canva is a tool that allows you to design any content and publish it anywhere. It runs on smartphones and desktop computers. Canva has created more than 400 million designs for more than 10 million users in 179 countries. In addition, Canva is available in 100 languages and can be accessed on desktop browsers and mobile applications. Make Canva accessible to everyone with an internet connection. In addition, by implementing Canva, beautiful layouts and creative documents can be created for any occasion and purpose (Canva, 2019). As a website, Canva is a visual media resource that can be used as a window into the wider world beyond language courses, and of course, there is a collection of real materials that can be easily accessed.

## **METHOD**

This research was conducted using a descriptive qualitative approach. (Nassaji, 2015) Qualitative research is more comprehensive and typically involves collecting valuable data from various sources to gain a deeper understanding of individual participants, including their views, opinions, and attitudes. Furthermore, Suharsimi in Lilis (2010) as cited in (Indrawati, 2019) said that descriptive research aims to capture the current state of the phenomenon and directly determine the nature of the situation existing at the time

of the research. And (Indrawati, 2019) said descriptive research aims to provide clear information and explanations about social conditions for the purpose of descriptive research. In this case, the importance of descriptive research lies in collecting and accumulating basic data or the intention to describe English teaching and learning problems in a descriptive way. (Nassaji, 2015) The goal of descriptive research is to describe a phenomenon and its characteristics. This research will take data from selected Senior High Schools in Bingin Teluk, South Sumatra. Some participants will be selected in the senior high school. The researcher students from grade 11<sup>th</sup> with different characters. There are 10<sup>th</sup> participants in this research. In conducting qualitative research, the instruments were used by the researcher in the questionnaire and interview.

## RESULT AND DISCUSSION

The finding of the research problem was obtained by two techniques; one was through a close-ended questionnaire and the second way through an interview. This study used questionnaires to know the students' perception in writing class of use Canva and confirmed by the interviews result.

### 1. Canva improve students' ability especially in writing

From questionnaire to answer the theme, in this part there was there statements, they were S-1 (Canva improve my ability especially in writing), S-2 (The students' believe Canva help their easily understand complex information) and S-3 (Canva enhance my attention and keep me focused in writing class). The result of the data would be described below.

**Table 1**  
**Theme 1: Canva improve students' ability especially in writing**

No	Statements/Indicators	Yes	No
1	Students' believe that Canva improve their ability especially in writing	100%	0%
2	The students' believe Canva help their easily understand complex information	72.7%	27.3%
3	Students think that Canva enhances their attention and keeps me focused in writing class.	100%	0%

Based on table 1, the participants argued that Canva improved their ability especially in writing. The questionnaire result mentioned that 100% of the participants agreed with the statement in S-1 above that Canva improved their ability especially in writing. In the S-2, the participants 72.7% agreed that using Canva easily to understand complex information. Furthermore, S-3 said they agree that Canva enhances their attention and keeps me focused in writing class.

The results of the questionnaire above were also supported by a statement from the result of the interview that the students' perception that Canva improves students' ability especially in writing class. In (S-5) was "Do you think Canva can help you more when learning in writing Class? Why?" They agreed that Canva helps more when learning writing.

“Yes. Because I can remember my writing because of the design. And canva motivates me to write something. I felt be interest in writing because I design my writing more creative in canva” P2

“Yes, it helps me to be creative in writing” P4

The next interview statement S-4 above “What is the disadvantage or weakness of using canva for learning English?”

P5 said “I think it is because there is a premium account that we should pay for and there are some pictures which will appear and be provided without a watermark”.

“Canva needs more time. Because I spent my time designing. 2. Canva needs kuota data when I use it. 3. Some of the templates in the canva premium. I have to buy first”.

**P3**

**2. Canva improve students' motivation in writing**

In this part there were two statements, it was S-4 (Students' think that Canva improves their motivation to learn to write) and S-5 (Canva makes it easier for them to recall information). The result of the questionnaire would be described below.

**Table 2**

**Theme 2: Canva improve students' motivation in writing**

No	Statements/Indicators	Yes	No
4	Students think that Canva improve their motivation to learn to write.	100%	0%
5	Students believe that Canva helps me to easily connect the new and old information.	72.7%	27.3%

Based on table 1, the participants argued that Canva improves students' motivation in writing. The questionnaire result mentioned that 100% of the participants agreed with the statement in S-4 above that Canva improves their motivation to write. Furthermore, In the S-5 the participants agree that using Canva 72.7% Canva helps students to easily connect the new and old information.

The results of the questionnaire above were also supported by a statement from the result of interview that the students' perception that Canva improves students' ability especially in writing class. In the S-1 above that, “In your opinion, is using canva for learning English motivating? Why/why not?”

” Yes, it motivates me to learn English especially in writing because canva contains a lot of design, pictures, font, stickers which support me to write something, for example mind map or poster”. P1

” Yes, I think that application can push me or motivate me to write more, because (the application) has great features, interesting features to keep on writing”. P2

Based on the interview answer by participants was that the participants thought that using Canva learning media could increase students' motivation in writing class. With the motivation of students in writing classes, learning will become more accessible to students and of course learning will be successful. Because motivation is very important and students must have motivation in learning.

### 3. Canva Help Students' in Writing Class

In this part there were three statements, they were S-6 (Canva make it easier for they to recall information), S-7 (Canva makes me more confident and can improve the success of my writing skills), and S-8 (Are you interested in learning to use Canva especially in writing class?). The result of the data would be described below.

**Table 3**

**Theme 1: Canva Help Students' in Writing Class**

No	Statements/Indicators	Yes	No
6	The students' believe Canva make it easier for they to recall information	90.9 %	9.1 %
7	Students think that Canva makes me more confident and can improve the success of my writing skills.	90.9 %	9.1 %
8	Students' think that Are you interested in learning to use Canva especially in writing class?	90.9 %	9.1 %

Based on table 3, the participants argued that Canva helps students' in writing class. The questionnaire result mentioned that 90.9% of the participants agreed with the statement in S-6 above that using Canva makes it easier for them to recall information. In the S-7 the participants said that Canva makes them more confident and can improve the success of my writing skills. Another statement, S-8 they argued that, are you interested in learning to use Canva especially in writing class?

The questionnaire results above were also supported by statements from the interview result that the students'

perception Canva Help Students' in Writing: ng Class.

Thus, this is also supported by the statement from interview result S-3 was "What is the advantage of using canva for learning English? "

"1. I can remember about the material of English, because I design it by myself. 2. Canva gives me interest in English. 3. Canva gives me more creativity in English, especially in Writing. 4. Canva motivates me for learning English especially designing my writing" P2

"It is because of a lot of interesting design, pictures, sticker, for us to use so it can support us in writing something's creative" P4

Moreover From five out of five participants, this is also supported by the statement from interview result S-2 was "Did you face any difficulty when designing canva? What effort did you do to overcome it?"

"Yes. When I have difficulty, I try to solve it by clicking all the icons in the canva and then I know the usage of all the icons in canva. Sometimes I look for it in Google when I get the complicated one". P5

"I think that's a little bit difficult. To overcome it I did a search on YouTube for the tutorials using Canva". P4

Based on the participants' answers, almost all participants thought that learning to use Canva media can help students in writing class, because Canva has many benefits for students, especially, Canva can increase students' motivation in the classroom, especially writing classes, Canva can make students design their own and many more again.

## CONCLUSION

English is one of the educational processes that includes interactions between the teacher and students in order to impart knowledge and information. In writing, students learn how to write ideas, information and understand writing to get information and knowledge. Writing classes are not easy for some students. They often think that writing is uninteresting because they cannot express their ideas easily. For a variety of reasons, including illegible language rules, grammar, and insufficient information for writing. Ineffective learning methods or inappropriate strategies can make the learning process tedious. Student motivation is also still lacking. Some students are unmotivated to improve their writing skills because they are bored and lazy when they read texts. With these problems, of course, there is a challenging lesson in the teaching and learning process. In this case, the researcher uses Canva as a media that may be effective and useful for the learning process, especially in the writing class.

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