

Enhancing student writing motivation through canva-based instruction in hotel accommodation class

Fauziyyah Mufida Suni¹, Ella Wulandari²

Universitas Negeri Yogyakarta, INDONESIA^{1,2}

Abstract - Mastering writing skills is important for vocational school students, yet they are low in motivation due to monotonous learning media. This study measures the potential of Canva as a learning medium to enhance writing motivation among vocational high school students. The research employs a Pretest-Posttest Control-Group Design with 70 students in grade 10 enrolled in hotel accommodation at SMKN 1 Kalasan. Participants were cluster-randomised into a treatment and a control group. Data were collected using pre- and post-test questionnaires. The questionnaire demonstrated strong validity and high reliability. Quantitative data were analysed using descriptive statistics and One-Way Analysis of Covariance (ANCOVA), resulting in significant treatment effects ($p < .05$) when utilizing Canva. The experiment group's learning with Canva consistently shows higher motivation and engagement. Canva-based instruction effectively enhanced students' writing motivation in a vocational ESP setting. Integrating Canva into English language writing instruction effectively increases students' motivation to learn. These research findings supported the utilisation of interactive and visually rich media in the classroom. The integration of Canva can foster students' motivation, engagement, and the development of writing skills. Students should use Canva for their learning materials, as it is one of the learning facilities provided by the Ministry of Education.

Keywords: writing motivation, Canva, vocational high school, technology integration, learning medium

1. Introduction

English language skills have been acknowledged as necessary in academic and professional fields. This skill is particularly essential for students who seek to maximise their potential globally (Ana, 2018). They will need English skills, especially writing skills when they go professional globally. Hence, in Indonesia, English as a Foreign Language (EFL) is a mandatory subject in secondary and higher education. In the current Merdeka Curriculum, the role of English instruction is particularly vital for vocational high school students preparing to enter the workforce after graduation (Santika et al., 2023). English skills are important to improve students' employability. Research in vocational education contexts has shown that English instruction also develops students' social critical thinking skills (Albashir Jamoom, 2021; Al-Hammadi & Sidek, 2015; Amalia et al., 2021).

Despite the recognised importance of writing skills, students have a negative perception of writing activities (Pertiwi & Sumbawati, 2019). These students show a preference for speaking and listening skills due to their perceived immediate applications (Siswanjaya, 2021). One cause is the lack of variation in learning media. Though the government already provides them with a free premium



Canva account, and is familiar with the app. These students failed to maximise the use of this facility. The conventional learning media worsened the situation, as they make the lessons monotonous (Li, 2016). The students also do not realise how important it is for them to master the English language. Their lack of awareness limits the students' engagement and lowers their interest. Students also have low motivation for writing tasks. It reduces their learning potential and negatively impacts the class atmosphere. These problems lead to negative perspectives in the English class.

Integrating technology in the classroom can enhance students' motivation to write (Negoescu & Mitrulescu, 2023). It exploits students' natural interest in technology. Interest is important to increase students' motivation. Previous studies suggest that intrinsic motivation often shows better results than extrinsic motivation (Putri & Aminatun, 2021; Harmer, 1991; Wang & Troia, 2023). Though in reality, balancing both motivations is crucial. Canva, with its features, helps improve both motivation. As an authoring tool, Canva can facilitate the teaching and learning process. It makes writing activities more engaging and accessible for both students and teachers (Gehred, 2020; Erwin et al., 2023).

This study aims to examine Canva as a learning medium to enhance students' writing motivation in vocational high schools. The research investigates whether implementing Canva can improve students' motivation to engage in writing activities. The study contributes to a better understanding of the technology-integrated learning methodologies.

The study will answer the following research questions: (1) Does incorporating Canva into writing instruction influence students' motivation? (2) How does the use of Canva affect students' engagement and participation in English writing activities?

English language learning in the Merdeka Curriculum has a competency standard focusing on the four skills of reading, writing, speaking, and listening. Writing and speaking skills are considered productive skills in English (Chamba et al., 2019). Mastering writing skills is complex; it requires a combination of theoretical knowledge and practical application. Students should master skills such as topic selection, grammar, tone, cohesion, and purpose. These can make students perceive writing skills as challenging to acquire (Ali et al., 2019).

According to Linse and Nunan (2005), writing is both a process and a product. In vocational high schools (SMK), developing students' potential in the field of work is important. Students are prepared to enter higher education or work immediately after graduation (Indonesian Ministry of Education and Culture, 1990; Indonesian Ministry of Education and Culture, 2016). Basonggo (2016) highlights the critical role of writing in professional communication in this context. Writing instructions should be in line with the expectations of the Merdeka Curriculum. Grade 10 students should be able to produce various types of text. These texts teach their learning, which will be applicable in their future job. English language learning in SMK applies English for Specific Purposes (ESP). ESP focuses on communication relevant to each student's expertise or major (Surjono & Susila, 2013). Each lesson will be specially tailored to match students' needs.

In writing skills, motivation plays a big part (Dhanya & Alamelu, 2019). When students have a high motivation, it is more likely for them to learn. Motivation represents a student's drive to achieve their goal (Pertiwi & Sumbawati, 2019). There are two types of motivation: extrinsic motivation, which stems from external sources, and intrinsic motivation, which stems from internal satisfaction and personal interest (Toba et al., 2019). Intrinsic motivation makes students more independent and competent (Llanga Vargas et al., 2019). Intrinsic motivation often produces better learning outcomes. However, it is important to maintain a balance between intrinsic and extrinsic motivation (Steinmayr et al., 2019). Both types of motivation are important for students to achieve better learning outcomes. Highly motivated students will practice writing effectively and persist despite challenges they face while learning (Tridinanti et al., 2020).

A learning medium is a crucial tool for delivering material from teachers to students (Maeda & Juma, 2024). Interactive learning media is important because it makes lessons enjoyable and memorable. Innovative learning media can also address students' boredom and low motivation, which is often caused by conventional media. Good learning media promotes classroom engagement, improves motivation, and achievement. With technology involved in the learning media, students' interest will increase (Puhka et al., 2023). The integration of technology in the classroom has been shown to enhance students' writing motivation. It is done by utilising their natural interest in digital



tools (Negoescu & Mitrulescu, 2023; Tangkin & Andayani, 2015; Dizon Jr. & Gatchalian, 2025; Zega, 2025; Hernawati et al., 2024; Fitriyanti, 2025); Hsu & Chen, 2018).

In learning, Canva is classified as an authoring tool. An authoring tool is software that enables users to create, design, and produce digital content without requiring advanced technical programming skills (Gehred, 2020). These tools provide user-friendly interfaces, templates, and multimedia integration capabilities that allow users to create learning resources. Canva qualifies as an authoring tool because it provides all the essential characteristics that define this category of software. Canva is equipped with various features that are user-friendly for all. It allows users to create designs from scratch or customize templates with free graphics (Erwin et al., 2023). Canva's features enhance student motivation, focus, memory, and behaviour. Due to its simple appearance and ease of navigation, Canva can be used as a versatile learning tool that makes learning assignments more engaging and helps students visualise abstract ideas (Siswanjaya, 2021; Smaldino et al., 2014). This research proposes using this simple, accessible, and interactive platform to enhance writing motivation.

2. Method

This research used quantitative methods to examine the impact of a specific learning medium (Canva) on students' motivation. It uses a quasi-experimental, pre-test, and post-test control-group design aimed at testing causal relationships between variables (Creswell, 2013). The intervention was done in this research, and the participants could not be assigned randomly. So, the researcher used an existing intact class. The dependent variable, or student motivation, was measured on two occasions: before the intervention or the pre-test and after the intervention or the post-test. The pre- and post-test allows the researchers to observe students' motivation changes. Class B, who served as the control group, did not undergo the intervention. This group allows the researcher to compare the changes with more confidence (Sukmawati & Salmia, 2023).

The population for this research is grade 10 students in SMKN 1 Kalasan who study hotel accommodation. All participants provided informed consent before taking part in this study. Prior to data collection, the study received ethical approval from the authorized institutional ethics committee. Participants were fully informed about the purpose of the study, the procedures involved, and their right to withdraw at any time without consequence. Anonymity and confidentiality of all responses were assured, particularly for survey and questionnaire data. No vulnerable groups were involved in this research. From the population, 70 students were selected with cluster-random sampling. The researcher chose this method because participants were already organised into classes. All participants are native Indonesians with low pre-existing English skills and motivation. The sample homogeneity demonstrates methodological strength in terms of internal validity. The participants were: (1) Hotel accommodation A (n=35) as the experimental group and (2) Hotel accommodation B (n=35) as the control group

The data collected for this study were from pre- and post-test questionnaires. The questionnaires were an adaptation from Wahyuningsih (2011). It includes 20 closed-ended questions designed to examine students' motivation levels and their learning experiences. All items employed a four-point Likert scale. Construct validity was examined using Pearson's Correlation analysis with a high correlation coefficient ($r=0.79 > 0.00$). Moreover, inter-rater reliability was confirmed for all items using Niño-Zarazúa's (2012) r-table at the 0.05 significance level.

In addition to validity, the researcher assesses the reliability. The internal consistency of the 20-item scale was evaluated through a test. It is performed using Cronbach's Alpha in SPSS 27.0, yielding a score of 0.723. The result indicates high reliability, confirming that the questionnaires consistently measure student motivation and learning experiences (Hamed & Lumpur, 2016).

The validated instruments were then administered accordingly (Johnson & Christensen, 2016). The pre-test questionnaire was administered to all samples to establish the baseline motivation levels for both groups and to provide data for the covariate. After that, the experimental group (n=35) received writing instruction utilising the Canva-based learning medium. Concurrently, the control group (n=35) received writing instruction based on a conventional learning medium. After completing



the intervention, the post-test questionnaires were administered to the entire sample. The post-test questionnaires provided the final data of the dependent variable.

One-Way Analysis of Covariance (ANCOVA) was the statistical technique used to analyse the quantitative data (students' motivation) and test the hypotheses. ANCOVA was used to control for variables beyond the dependent and independent measures (Mackey & Gass, 2005). Prerequisite analyses for ANCOVA were performed before hypothesis testing, including tests of normality, homogeneity, and linearity. The researcher performed a Shapiro-Wilk test to assess the normality of the data. It is confirmed that the normal data distribution (p -values >0.05) (Mishra et al., 2019). Homogeneity testing using Levene's test was used to verify that the data originated from populations with equal variances (Sugiyono, 2011). Data were considered homogenous when the significance value was greater than 0.05. Linearity testing was done to examine whether relationships between covariates and dependent variables could be represented by linear functions (Johnson, 2016). Linearity was confirmed when the significance score was lower than 0.05.

Hypothesis testing was used to analyse whether students' writing motivation in the group that used Canva as a medium of learning was higher compared to that of the group using the conventional learning medium. The null hypothesis (H_0) was stated as: there is no difference in motivation scores of students between groups. The alternative hypothesis (H_1) was that there is a difference in students' motivation between groups and the experiment group will have higher motivation. Hypothesis testing was only considered when the prerequisite requirements were met. The H_0 is accepted if $p > 0.05$ and H_1 is accepted if $p < 0.05$ (Jennings & Cribbie, 2016).

3. Results and Discussion

3.1 Results Data analysis and results

The research was conducted in two classes, namely X Hotel Accommodation A and X Hotel Accommodation B. Both classes were getting the same teaching material. The material being taught in the class was 'Introduction.' This material included self-introduction, personal branding, resume, and other related topics. The questionnaire was administered to gather information about students' motivation to write. This research used a quasi-experimental pretest-posttest control group design. The experimental group (X Hotel Accommodation A) received the material via Canva as a learning medium, while the control class (X Hotel Accommodation B) used conventional methods. Both groups took the same pretest and posttest to measure their writing motivation and writing skills with appropriate research instruments.

The experiment and control classes took a pretest to assess the students' initial abilities. The pretest result will serve as the benchmark for measuring progress after the intervention. In the intervention class, Canva is used to facilitate explanations, practice, and visual aids for students. The control classroom exclusively used conventional learning media. The teacher explained the material using a whiteboard, and the students wrote in their books for the exercise. The primary source for the material and the exercise was the textbook that the teacher provided. There was no other learning media or digital learning media used in the class.

The posttest was conducted to see if there were any differences in student learning outcomes after being given treatments. The pretest and posttest data will then be processed with descriptive and inferential statistics. The inferential study used in this study was One-Way Analysis of Covariance (ANCOVA), which used SPSS software version 27. Based on the data collected, the researcher analyses the score to determine any increase in student motivation to write after using Canva as a learning medium. This was done by comparing scores from the pretest and post-test results. The researcher gathered 35 answers for each test in the control class (X Hotel Accommodation B). The lowest item in the questionnaire was number 4, which shows the students did not spend time learning English in their house. Another item with low score is number 16 shows that the student does not regularly bring a dictionary to class, and Item 15 says, "I prepare the next materials of English at home." This shows that students are unwilling to learn the English language.

The data was collected from 35 students from X Hotel Accommodation B class. The posttest score of the control class decreased from their pretest score. This indicates that Conventional learning media struggle to enhance students' writing motivation and outcomes. The control group has lower



scores in their writing motivation. This would signify that the students who use Canva as their learning medium have higher motivation to write.

X Hotel Accommodation, as an experimental class, uses Canva as its learning medium. The experiment class uses Canva as its primary learning media. Canva was used to explain the material, make an assignment, make notes, and much more. Thirty-five answers were gathered from X Hotel Accommodation A as the experiment class. The lowest items in the questionnaire matched those in the control group. This shows that from the beginning, the student does not have high motivation in writing. These students in the experiment class use Canva as their learning media. They were showing higher levels of motivation. Higher scores are associated with a student who uses Canva as their learning media. This suggests that Canva can enhance student motivation and their achievement in writing.

Before testing the hypothesis, the researcher makes sure that the data passed the requirement for ANCOVA. The normality test was done to see if the data that will be further tested were distributed normally. This test was conducted on both independent and dependent variables used in the research. This test will be conducted using SPSS software version 27.0. The desired result was a data set that was normally distributed or approaching normal distribution. The researcher adapted the Shapiro-Wilk test as the amount of data used in this research was below 100. The data is considered normally distributed if the significance level is larger than or equal to 0.05. Based on the normality test that has been done, all the data that will be further analysed is distributed normally. This was seen from the Sig score, which was more significant than 0.05. This data was considered good as it fulfilled the requirement of being normally distributed or approaching normal distribution.

The homogeneity test was done to see if the data collected were from the homogenous variant. Levene's test was used to examine the homogeneity of the data used in this research. The test was done with the help of SPSS software version 27.0. The data could be considered homogenous if the significance level was higher than 0.05. Based on the test, all data sets used in this research were homogeneous ($p=0.431$ & 0.185). The last analysis before hypothesis analysis was the Covariate Linearity Test. This test was done to see if there is a linearity between the dependent and independent variables. The data was tested with the help of software SPSS version 27.0. The result showed that the questionnaire and writing test are linear ($p=0.527$ and $p=0.557$). So, both data are considered linear, as the significance from deviation from linearity is higher than 0.05.

Hypothesis analysis can be done after the research data meets the pre-requisite test. The hypothesis from the group using Canva as a learning medium achieved better results in students' writing motivation scores after the treatment compared to the group using a conventional learning medium at a vocational high school. So, the researcher assumes that the writing motivation score of the experiment class (X Hotel Accommodation A) will be higher than that of the control class (X Hotel Accommodation B). To test the hypothesis, the post-test questionnaire data from the experimental and control classes were compared.

Hypothesis testing will be done using the ANCOVA test. The data can be analysed with ANCOVA (Analysis of Covariance) because the data in this research meet the prerequisites and are most suitable to be tested with ANCOVA. This test was done with the help of SPSS software version 27.0. Based on the ANCOVA test that has been done, the questionnaire data resulted as follows.

Table 1. ANCOVA Test Result for Questionnaire

Tests of Between-Subjects Effects						
Dependent Variable: Posttest						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	959.718a	2	479.859	21.893	.000	.395
Intercept	1626.411	1	1626.411	74.204	.000	.526
Prettest2	329.718	1	329.718	15.043	.000	.183
Class	405.456	1	405.456	18.499	.000	.216

As we can see in the table above, the value of sig (2-tailed) is 0.00 or less than 0.05. This meant that the H_0 was rejected, as the significance value was smaller than the significance level of 0.05. As the H_0 is rejected, that means there is a significant difference between the pretest and the posttest scores. The partial Eta Square (η^2) value is 0.216, indicating that there is a noticeable effect on



students' writing motivation after the intervention. According to Wei et al. (2019), this score has a significant effect size, meaning that Canva significantly impacted students' writing motivation. A similar result was shown in the writing test data. The ANCOVA test for the questionnaire showed that Canva, as a learning medium, significantly impacted both students' writing motivation and skills. Furthermore, it provides proof of the effectiveness of Canva as a learning medium in English classrooms

3.2 Discussion

The main objective of this research is to determine whether Canva as a learning medium positively affects the writing motivation of the tenth-grade hotel accommodation at SMKN 1 Kalasan. A questionnaire will measure students' writing motivation. The researcher assumes that writing motivation can improve students' writing skills; the data will be further tested if their writing skills increase with writing tests. The research result showed that the average post-test score from the experimental group was higher than that of the control group. The average control group score from the questionnaire was 51.28, while the experiment class got 55.83. The mean discrepancy between the two classes was far, with a difference of 4.55.

The mean difference between both two groups is that the results from the questionnaires showed that the experiment class was higher. The class that uses Canva as a learning medium scores higher in writing motivation questionnaires. Following these findings, the acquired research data underwent statistical processing to verify hypotheses that had been established beforehand. The hypothesis testing was done to see if the independent variable had any significant influence. The hypothesis analysis was carried out with writing motivation as the dependent variable and Canva as the independent variable in mind. Before the researchers carry out hypothesis testing, researchers need to test whether the data is eligible for the test. This was done with SPSS software version 27.0. Both data from the questionnaire and the writing test were tested with a prerequisite test in SPSS.

The tests carried out include the normality, homogeneity, and covariate linearity tests. The result of this test was that all the significance levels were more significant than 0.05. It can be concluded that the data could be used in the ANCOVA test. The ANCOVA test sig value from the questionnaire is 0.00, and the writing test was 0.00. Both results show the sig value smaller than 0.05; this meant that the H_0 was rejected. This hypothesis analysis can be interpreted as Canva as a learning medium in English class in SMKN 1 Kalasan, which has a positive effect on students' writing motivation and improves students' writing skills. The class that uses Canva as a learning medium scores higher in writing motivation and tests than the class that employs conventional learning media or does not use Canva.

The research result showed that the use of Canva as a learning medium enhances student writing motivation at grade ten hotel accommodation SMKN 1 Kalasan. Students' writing motivation was important to their writing course (Kulusakli, 2021). Students need to be motivated to learn English, especially writing skills, intrinsically and extrinsically. The emphasis on both motivations are needed as the balance between two motivations are important. In line with this, Süğümlü et al. (2019) also stated that students with a high level of motivation to write will be better with their writing skills. Because motivation is a significant factor in students' writing skills. Students with high motivation practice more and have higher writing skills. Thus, the teacher needs to support and encourage the students to be more motivated in learning writing skills.

Using Canva as a learning medium in the classroom was found to improve students' writing motivation. This is shown in the questionnaire results, writing test results, and observations. The students looked delighted and more enthusiastic about doing their writing task in Canva. Dmitrenko et al. (2024) found that students think using Canva in the class helps them in their writing course. Not only does it make the class more interesting, but Canva also enhances students' focus and attention. The digitisation that is happening also supports Canva to be used in class as the students become more native to technology.

Moreover, Canva is an application that allows students to write, design, and make anything they desire to support their learning process. Canva not only helps students but also helps teachers develop learning materials. It aligns with Hadi et al. (2021), who stated that Canva makes teachers' jobs easier with its features. The application is able to facilitate either students or teachers in designing anything they need to support the writing course. Students and teachers can make posters,



PowerPoint presentations, documents, mind maps, and many more to cater to their needs in learning writing skills. This convenience is able to foster writing classes better. It is recommended that Canva be used in a classroom.

Applying Canva in the class can enhance learning achievement in writing tasks. This aligns with Dmitrenko et al. (2024), who state that implementing Canva as a learning media will encourage students to improve their writing skills. Not only as a learning medium, Canva also serves as a visual aid for students, offering numerous examples within the app. Smaldino et al. (2014) also noted that Canva helps students develop their skills by revisiting the application's information and examples. Furthermore, Canva has many interactive features that enhance students' engagement and make the whole writing process enjoyable and not intimidating anymore. This increasing engagement can increase students' creativity and writing motivation as they explore different ways to express their ideas visually.

Using Canva can make the class more effective and interactive, as communication and collaboration often happen during the process. Canva is able to enhance interactivity in class and collaboration with peers. Supporting the perspective of Mangesa and Andayani (2015), utilising learning media can make an effective and sustainable learning process. It makes it easier for teachers to convey information to their students. Canva, as a learning medium will help students comprehend and absorb the materials the teachers present. This also complements the views of previous experts, Smaldino et al. (2014), who emphasise Canva as a tool to help boost students' motivation to write extensively. The change in environment also excites the students as the learning process becomes more interactive. The vast variation of templates and designs provided within the app elevates the writing experience. It made writing tasks more enjoyable and inspired students' creativity, so the students could express their ideas visually. The teacher and students can also maximise belajar.id account that the government provides premium access to Canva and elevates both parties' teaching and learning experiences.

To prevent generative artificial intelligence (AI) use in Canva in students' work, teachers had to make strict guidelines and rules in class. The teacher had to ensure that the students were active contributors and that the activity was closely supervised. The AI feature had to be turned off to maintain the authenticity of the student's work. By restricting access to AI and emphasising student authenticity, Canva is able to facilitate an interactive learning environment that improves students' writing motivation. Canva's available feature can help students develop their writing while keeping the originality of the students.

Therefore, utilising Canva as a learning medium positively affected writing motivation and students' writing skills. This was also in line with previous research that underlines the importance of learning media in improving students' writing motivation, which will also improve their outcomes. Many features on Canva, such as templates, visual and audio, and collaborative tools, allowed the students to express their ideas more creatively and confidently. In conclusion, Canva enhances student writing motivation and writing skills.

This research is limited to the sample as it only analyses students in SMKN 1 Kalasan, so the result might not be able to be generalised in another vocational major or different school. The limitation goes on the lack of information on other factors that were not investigated that might affect students' writing motivation—the information regarding students' vocabulary mastery, teacher support, etc. There is also a probability of disturbance outside measured factors, such as noise disturbance in class, social interaction, etc. Despite these limitations, Canva as a learning media still positively affects students' writing motivation.

4. Conclusion

This study demonstrates that learning to write with Canva can increase EFL students' writing motivation in vocational schools. Theories about multimodal learning and authentic tasks for engagement support the findings of this study. The test results show that design-based digital tools such as Canva can support learning. The increase in student writing motivation and skills shows that Canva can improve their learning. It can also overcome students' attitudes that are often a challenge in EFL writing instruction. This research provides a practical guide for ESP teachers. For vocational



teachers, Canva-based writing learning can increase student engagement and professional development, relevant to students' communication skills. However, a successful implementation of Canva requires careful attention to task design, clear objectives, and the quality of language used. Future research can investigate optimal implementation strategies and examine the long-term sustainability of the methods.

References

- Al-Hammadi, F., & Sidek, H. M. (2015). An analytical framework for analysing secondary EFL writing curriculum: approaches for writing and preparation for higher education. *International Education Studies*, 8, 59–70. <https://doi.org/10.5539/ies.v8n1p59>
- Albashir Jamoom, Osama. (2021). EFL students' needs for improving their writing skills. *Scholars International Journal of Linguistics and Literature*, 4, 106–111. <https://doi.org/10.36348/sijll.2021.v04i04.004>
- Alcívar, C. M. M., Menéndez, C. E. S., & Valencia, A. D. Z. (2021). Motivation and its importance in the classroom learning process and teaching. *International Research Journal of Engineering*, 7, 148. <https://doi.org/10.21744/irjeis.v7n4.1881>
- Ali, F., Qasem, A., Zayid, I. M., & Journal, E. (2019). The challenges and problems faced by students in the early stage of writing research projects in L2. *European Journal of Special Education Research*, 4, 33. <https://doi.org/10.5281/zenodo.2557036>
- Amalia, H., Abdullah, F., & Fatimah, A. S. (2021). Teaching writing to junior high school students: A focus on challenges and solutions. *Journal of Language and Linguistic Studies*, 17, 794–810. <https://doi.org/https://doi.org/1305-578X>
- Ana, P. B. (2018). The benefits of learning English as a second language. *Publicaciones Didácticas*, 553–556. <https://doi.org/https://doi.org/102156>
- Asma, H., & Dallel, S. (2020). Cognitive load theory and its relation to instructional design: Perspectives of some Algerian university teachers of English. *Arab World English Journal*, 11(4), 110–127. <https://doi.org/10.24093/awej/vol11no4.8>
- Basonggo, H. (2016). Developing the writing skills of grade VIII students through a personal letter. *English Language Teaching Society Journal*, 4(1), 1. <https://doi.org/https://doi.org/2331-1841>
- Camacho, A., Alves, R. A., & Boscolo, P. (2021). Writing Motivation in School: a Systematic Review of Empirical Research in the Early Twenty-First Century. In *Educational Psychology Review* (Vol. 33, Issue 1, pp. 213–247). Springer. <https://doi.org/10.1007/s10648-020-09530-4>
- Chamba, M., Reinoso, M., & Rengifo, E. (2019). Authentic materials to foster writing skills in college EFL learners. *English Language Teaching*, 12(6), 112. <https://doi.org/10.5539/elt.v12n6p112>
- Creswell, J. W. (2013). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. PHI Learning Private Limited.
- Dewi, S. U. (2015). Syllabus of vocational high school based on the ESP approach. *Dinamika Ilmu*, 15(2), 273–295. <https://doi.org/https://doi.org/10.21093/di.v15i2.73>
- Dhanya M., & Alamelu C. (2019). Factors influencing writing skills. *International Journal of Innovative Technology and Exploring Engineering (IJITEE)*, 8(7C2), 259–263. <https://doi.org/https://doi.org/2278-3075>
- Dizon Jr, R. P., & Gatchalian, J. M. (2025). Morphosyntactic analysis of PSAU BS Agriculture first year students' written compositions. *Journal of Education, Social & Communication Studies*, 2(3), 127–146. <https://doi.org/10.71028/jescs.v2i3.129>
- Dmitrenko, N., Shkola, I., Saliuk, B., Panchenko, V., & Neshko, S. (2024). Canva platform: visual content for developing the writing skills of prospective engineers in ESP classes. *Proceedings of the 15th International Scientific and Practical Conference*, 2, 358–363. <https://doi.org/https://doi.org/10.17770/etr2024vol2.8075>
- Duijnhouwer, H., Prins, F. J., & Stokking, K. M. (2012). Feedback providing improvement strategies and reflection on feedback use: Effects on students' writing motivation, process, and performance. *Learning and Instruction*, 22(3), 171–184. <https://doi.org/10.1016/j.learninstruc.2011.10.003>
- Erwin, J., Pedroso, P., Sulleza, R. S., Hae, K., Francisco, M. C., Noman, J. O., Althea, C., & Martinez, V. (2023). Students' views on using Canva as an all-in-one tool for creativity and collaboration. *Journal of Digital Learning and Distance Education*, 2(2), 444–460. <https://doi.org/10.56778/jdlde.v2i1.117>
- Fitriyanti, A. I. (2025). The adjective concordances on the tourism brochure “wildiaries Indonesia”: Corpus linguistics-based analysis. *Journal of Education, Social & Communication Studies*, 2(1), 30–38. <https://doi.org/10.71028/jescs.v2i1.25>
- Gehred, A. P. (2020). Canva. *Journal of the Medical Library Association*, 108(2), 338–340. <https://doi.org/10.5195/jmla.2020.940>



- Giannakos, M., & Cukurova, M. (2023). The role of learning theory in multimodal learning analytics. *British Journal of Educational Technology*, 54(5), 1246–1267. <https://doi.org/10.1111/bjet.13320>
- Graham, S. (2019). Changing how writing is taught. *Review of Research in Education*, 43(1), 277–303. <https://doi.org/10.3102/0091732X18821125>
- Hamed Taherdoost, A., & Lumpur, K. (2016). Validity and reliability of the research instrument; how to test the validation of a questionnaire/survey in a research. *International Journal of Academic Research in Management (IJARM)*, 5, 28–36. <https://doi.org/hal-02546799>
- Harmer, J. (1991). *The Practice of English Language Teaching* (2nd ed.). Longman. <https://books.google.co.id/books?id=QQ1aAAAAAMAAJ>
- Hernawati, H., Ahmad, Y. B., & Saefullah, H. (2024). Students' cognitive engagement through educard in learning vocabulary. *Journal of Education, Social & Communication Studies*, 1(3), 87–92. <https://doi.org/10.71028/jescs.v1i3.17> (Original work published August 16, 2024)
- Hogue, A., Bixby, J., Hogue, A., Butler, L., Oshima, A., Curtis, J., Ravitch, L., & Meyers, A. (2014). *Longman Academic Writing Series* (2nd ed.). Pearson.
- Hsu, L and Chen, Ch. (2018). "Examining Effectiveness of m-Learning in Hospitality Education with Revised Technology Acceptance Model," *International Journal of Information and Education Technology* vol. 8, no. 8, pp. 565-569, 2018.
- Jennings, M. A., & Cribbie, R. A. (2016). Comparing pre-post change across groups: guidelines for choosing between difference scores, ANCOVA, and residual change scores. *Journal of Data Science*, 14, 205–229. [https://doi.org/10.6339/JDS.201604_14\(2\).0002](https://doi.org/10.6339/JDS.201604_14(2).0002)
- Johnson, R. B., & Christensen, L. (2016). *Educational Research: Quantitative, Qualitative, and Mixed Approaches*. SAGE Publications. <https://books.google.co.id/books?id=6gFHDQAAQBAJ>
- Johnson, T. R. (2016). Violation of the homogeneity of regression slopes assumption in ANCOVA for two-group pre-post designs: Tutorial on a modified Johnson-Neyman procedure. *The Quantitative Methods for Psychology*, 12, 253–263. <https://doi.org/10.20982/tqmp.12.3.p253>
- Kemendikbud RI. (1990). *Peraturan Pemerintah Republik Indonesia Nomor 29 Tahun 1990 Tentang Pendidikan Menengah*.
- Kemendikbud RI. (2016). *Peraturan Pemerintah Republik Indonesia Nomor 20 Tahun 2016 Tentang Standar Kompetensi Lulusan Pendidikan Dasar dan Menengah*.
- Kulusakli, E. (2021). An investigation into Turkish EFL learners' academic writing motivation. *Eurasian Journal of Educational Research*, 21(93). <https://doi.org/10.14689/ejer.2021.93.8>
- Li, S. (2016). The construct validity of language aptitude: a meta-analysis. *Studies in Second Language Acquisition*, 38(4), 801–842. <https://doi.org/DOI.10.1017/S027226311500042X>
- Linse, C. T., & Nunan, D. (2005). *Practical English Language Teaching: Young Learners* (T. B. Carver & E. Gundersen, Eds.). McGraw-Hill. <https://books.google.co.id/books?id=d2wvAAAACAAJ>
- Llanga Vargas, E. F., Murillo Pardo, J. J., Panchi Moreno, K. P., Paucar Paucar, M. M., & Quintanilla Orna, D. T. (2019). La motivación como factor en el aprendizaje. *Atlante Cuadernos de Educación y Desarrollo*, 108. <https://doi.org/https://doi.org/1989-4155>
- Mackey, A., & Gass, S. M. (2005). *Second language research: Methodology and design*. In *Second language research: Methodology and design*. Lawrence Erlbaum Associates Publishers.
- Maeda, E. G., & Juma, Z. R. (2024). The Role of media in teaching and learning of reading and writing skills in Dodoma early primary schools, Tanzania. *Journal of Research Innovation and Implications in Education*, 7, 120–128. <https://doi.org/10.59765/osra8457>
- Mangesa, T.R., & Andayani, D. (2015). The Effectiveness of Media Implementation in Competence-Based Learning Integrated With Character Building in Vocational High Schools. Conference: 3rd UPI International Conference on Technical and Vocational Education and Training. <https://doi.org/10.2991/ictvet-14.2015.37>
- Marwadi, N., & Sodik, S. (2022). *Pemanfaatan Aplikasi Canva Pada Pembelajaran Menyusun Teks Iklan Kelas XII DKV 2 Smkn 13 Surabaya*. BAPALA, 9.
- Maysuroh, S., & Ilham Maryadi, L. (2017). Students' English Writing Process and Problems: A Case Study at Hamzanwadi University. *Voices of English Language Education Society*, 1.
- Mishra, P., Pandey, C. M., Singh, U., Gupta, A., Sahu, C., & Keshri, A. (2019). Descriptive statistics and normality tests for statistical data. *Annals of Cardiac Anaesthesia*, 22, 67–72. https://doi.org/10.4103/aca.ACA_157_18
- Negoescu, A. G., & Mitrulescu, C. M. (2023). Using technology to increase students' motivation for learning a foreign language. *International Conference Knowledge-Based Organization*, 29, 210–214. <https://doi.org/10.2478/kbo-2023-0059>
- Pandya, J. (2024). Intrinsic & extrinsic motivation & its impact on organizational performance at Rajkot city: A review. *Journal of Management Research and Analysis*, 11, 46–53. <https://doi.org/10.18231/j.jmra.2024.009>



- Pertiwi, F. T., & Sumbawa, M. S. (2019). Pengaruh Penggunaan Learning Management System Berbasis Chamilo dan Motivasi Terhadap Hasil Belajar Siswa SMK Kelas X Pada Mata Pelajaran Sistem Komputer. *IT-Edu : Jurnal Information Technology and Education*, 3.
- Puhka, P., Annemari, B., & Harry, R. (2023). Application of Learning Media and Technology in Schools to Increase Student Interest in Learning. *World Psychology*, 1, 160–176. <https://doi.org/10.55849/wp.v1i3.387>
- Putri, N., & Aminatun, D. (2021). Using Facebook to Practice Writing Skill: What Do the Students Think. In *Journal of English Language Teaching and Learning (JELTL)*, 2. <http://jim.teknokrat.ac.id/index.php/english-language-teaching/index>
- Santika, A., Riris Simanjuntak, E., Amalia, R., Kurniasari, S. R., & Artikel, R. (2023). Peran Pendidikan Sekolah Menengah Kejuruan dalam Memposisikan Lulusan Siswanya Mencari Pekerjaan. *Paedagoria: Jurnal Kajian, Penelitian dan Pengembangan Kependidikan*, 14, 84–94. <https://doi.org/10.31764>
- Siswanjaya. (2021). Penggunaan Canva pada Pembelajaran Berbasis Proyek untuk Meningkatkan Keterampilan dan Motivasi Menulis Siswa. *Jurnal Didaktika Pendidikan Dasar*, 5, 421–442.
- Smaldino, S. E., Lowther, D. L., & Russell, J. D. (2014). *Instructional Technology & Media For Learning: Teknologi Pembelajaran dan Media untuk Belajar*. <https://books.google.co.id/books?id=opk-DwAAQBAJ>
- Steinmayr, R., Weidinger, A. F., Schwinger, M., & Spinath, B. (2019). The importance of students' motivation for their academic achievement-replicating and extending previous findings. *Frontiers in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.01730>
- Sugiyono. (2013). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (6th ed., Vol. 19). Alfabeta.
- Süğümlü, Ü., Mutlu, H. H., & Çinpolat, E. (2019). Relationship between writing motivation levels and writing skills among secondary school students. *International Electronic Journal of Elementary Education*, 11, 487–492. <https://doi.org/10.26822/iejee.2019553345>
- Sukmawati, S., & Salmia. (2023). Development of quality instruments and data collection. 6, 119–124. <https://doi.org/https://doi.org/2623-0941>
- Surjono, D. H., & Susila, H. R. (2013). Pengembangan multimedia pembelajaran bahasa inggris untuk SMK. *Jurnal Pendidikan Vokasi*, 3, 45–52. <https://doi.org/10.21831/jpv.v3i1.1576>
- Toba, R., Noor, W. N., & Sanu, L. O. (2019). The current issues of Indonesian EFL students' writing skills: ability, problem, and reason in writing comparison and contrast essay. *Dinamika Ilmu*, 57–73. <https://doi.org/10.21093/di.v19i1.1506>
- Tridinanti, G., Roni, R., & Sari, F. (2020). The effect of mastery of writing theory and writing motivation on writing practices. *Indonesian Research Journal in Education*, 4. <https://doi.org/https://doi.org/2580-5711>
- Wahyuningsih, A. (2011). Improving students' writing skill through picture media in grade X of office administration 2 of SMK negeri 1 tempel. *Jounal Student UNY*, 49–83.
- Wang, H., & Troia, G. A. (2023). How students' writing motivation, teachers' personal and professional attributes, and writing instruction impact student writing achievement: a two-level hierarchical linear modeling study. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1213929>
- Yu, S., Jiang, L., & Zhou, N. (2023). The impact of L2 writing instructional approaches on student writing motivation and engagement. *Language Teaching Research*, 27, 958–973. <https://doi.org/10.1177/1362168820957024>
- Zega, Y. S. (2025). Effective strategies for enhancing English speaking competence among learners in English education study programs. *Journal of Education, Social & Communication Studies*, 2(2), 88–100. <https://doi.org/10.71028/jescs.v2i2.27>

