

**EFFECTS OF CANVA ON STUDENTS' WRITING  
AT ISLAMIC JUNIOR HIGH SCHOOL PADANG PANJANG**

*Thesis*

*Submitted in Partial Fulfillment as One of the Requirements for Undergraduate  
Program in English Education the Strata One (S1) Degree*



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The thesis entitled “Effects of Canva on Students’ Writing at Islamic Junior High School Padang Panjang”, written by Desy Mulyana As, Student Registered Number 2214050017, has been approved by the advisors for further examination by the Board of Examiners of Department of English Tadris Faculty of Islamic Education and Teacher Training State Islamic University (UIN) Imam Bonjol Padang.

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Skripsi dengan judul “Pengaruh Penggunaan Aplikasi Canva terhadap Keterampilan Menulis Siswa di MTs Padang Panjang” ditulis oleh Desy Mulyana As, NIM: 2214050017 telah diujikan dalam sidang Munaqasyah Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri (UIN) Imam Bonjol Padang pada tanggal 8 September 2026. Oleh karena itu telah diterima sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan (S.Pd) Program Strata Satu (S1) pada Jurusan Tadris Bahasa Inggris.

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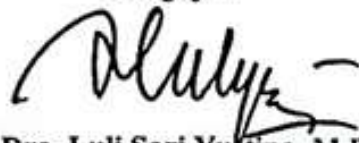
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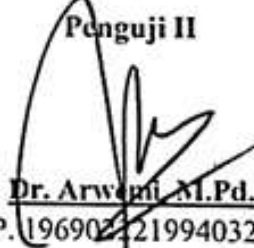
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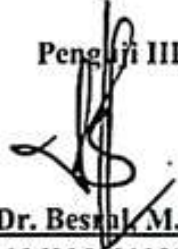
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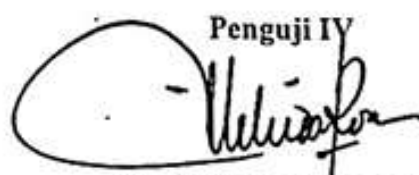
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Hereby declare that the thesis entitled “Effects of Canva on Students’ Writing at Islamic Junior High School Padang Panjang” is genuinely my own original work. To the best of my knowledge, it does not contain any materials previously written or published by another person, except where due reference is made in the text and listed in the references section.

If it is proven in the future that this thesis contains plagiarized or fraudulent elements, I am fully willing to accept academic sanctions in accordance with the prevailing regulations, including the revocation of the academic degree awarded to me.

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## **MOTTO AND DEDICATION**

“Starting is a choice, but finishing is a matter of honor. True courage is not the absence of pressure, but the quiet resolve to fulfill what duty demands until the finish line.”

Mrs. Liyana - 2026

*This thesis is whole-heartedly dedicated to:*

1. Almighty Allah SWT, the Supreme Source of all wisdom, strength, and blessings, for guiding me through every step of this journey, granting the Author health and clarity, and making the impossible possible.
2. The Author's Beloved Parents, whose unconditional love, sacrifices, endless prayers, and constant belief in The Author have been the Author's greatest motivation and strongest foundation in life.
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This thesis is submitted as a partial fulfillment of the requirements for obtaining the Bachelor of Education degree (S.Pd.) in the Department of English Tadris, Faculty of Islamic Education and Teacher Training, State Islamic University (UIN) Imam Bonjol Padang. The researcher realizes that the completion of this thesis would not have been possible without the continuous guidance, encouragement, constructive advice, and prayers from various parties throughout this academic journey. Therefore, the researcher would like to express her deepest gratitude and highest appreciation to:

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May Allah SWT grant His abundant rewards to all those who have contributed directly and indirectly to the realization of this work. Finally, the researcher realizes that this thesis may still have limitations despite sincere efforts. Therefore, constructive feedback, critiques, and suggestions for future improvements are warmly welcomed. The researcher hopes that this thesis will yield meaningful contributions to the field of English Language Teaching (ELT) and serve as a valuable reference for future research.

Padang, 8 September 2026

The Researcher,



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## **ABSTRACT**

**Desy Mulyana As, 2026, Pengaruh Canva terhadap Kemampuan Menulis Siswa di Madrasah Tsanawiyah Padang Panjang.** Skripsi. Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan. Universitas Islam Negeri Imam Bonjol Padang. Pembimbing (1) Dr. Besral, M.Pd. (2) Dr. Melinda Roza, M.Pd.

Penelitian ini menguji pengaruh penggunaan Canva berbasis Project-Based Learning (PjBL) terhadap organisasi menulis siswa kelas delapan dalam menyusun kartu ucapan di MTsN Padang Panjang, untuk mengatasi kesulitan siswa dalam organisasi struktural, kesatuan topik, dan urutan logis. Dengan menggunakan desain pra-eksperimental (one-group pre-test and post-test) yang melibatkan 30 siswa yang dipilih melalui purposive sampling, data dievaluasi menggunakan rubrik analitis berdasarkan kerangka kerja Hyland (2003) serta dianalisis menggunakan Uji Wilcoxon Signed-Rank dan analisis skor N-Gain. Hasil penelitian menunjukkan peningkatan kinerja yang signifikan, di mana nilai rata-rata meningkat dari 62,17 pada pre-test menjadi 89,63 pada post-test, yang menempatkan N-Gain dalam kategori Tinggi/Cukup Efektif. Meskipun koherensi tingkat mikro-sintaksis masih menjadi tantangan kecil, templat visual Canva secara substansial meningkatkan urutan logis dan alur struktural siswa di seluruh bagian pembuka, isi, dan penutup. Secara keseluruhan, integrasi Canva dalam kerangka PjBL terbukti efektif dalam membantu siswa menyusun teks yang terorganisir dengan baik, koheren, dan terstruktur.

**Kata Kunci:** *Canva, Organisasi Menulis, Kartu Ucapan, Pembelajaran Berbasis Proyek (PjBL), Siswa MTs.*

## **ABSTRACT**

**Desy Mulyana As , 2026, Effects of Canva on Students' Writing at Islamic Junior High School Padang Panjang.** Thesis. English Education Department, Faculty of Islamic Education and Teacher Training. State Islamic University Imam Bonjol Padang. Supervisor (1) Dr. Besral, M.Pd. (2) Dr. Melinda Roza, M.Pd.

This study examines the effect of Canva based on Project-Based Learning (PjBL) on eighth-grade students' writing organization in composing greeting cards at MTsN Padang Panjang, addressing student difficulties in structural organization, topic unity, and logical sequencing. Utilizing a pre-experimental design (one-group pre-test and post-test) with 30 students selected through purposive sampling, data were evaluated using an analytical rubric based on Hyland's (2003) framework and analyzed using the Wilcoxon Signed-Rank Test alongside N-Gain score analysis. Results demonstrated a significant performance improvement, with the mean score rising from 62.17 in the pre-test to 89.63 in the post-test, placing the N-Gain in the High/Quite Effective category. While micro-syntactic coherence remained a minor challenge, Canva's visual templates substantially enhanced students' logical sequencing and structural flow across the opening, content, and closing sections. Overall, integrating Canva within a PjBL framework proves effective in helping students compose well-organized, coherent, and structured texts.

***Keywords: Canva, Writing Organization, Greeting Card, Project-Based Learning (PjBL), EFL Students.***

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