



The Effect Of Using Poster In The Canva Application To Improve Students' Writing Ability At Twelfth Grade Students Of SMAN 9 Mandau

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ABSTRACT

This research aimed to investigate how the effect of using poster in the Canva application to improve students' writing ability at twelfth-grade students of SMAN 9 Mandau. The primary problem addressed was the consistent difficulty students faced in generating and developing ideas, which resulted in poorly organized texts, unrelated supporting sentences, and a less of topic focus. Furthermore, a non-systematic approach to sentence organization often disrupts cohesion, leading to reader confusion and communicative ambiguity. To address these challenges, a quasi-experimental design was employed with a sample of 52 students, divided into an experimental group and a control group of 26 students each. The experimental group used Canva posters as a learning aid, while the control group was taught using traditional methods. Data were gathered through an argumentative writing assessment and analyzed using descriptive statistics and an Independent Sample T-test. The findings revealed that the experimental group's mean score rose significantly from a pre-test average of 82.42 to a post-test average of 89.50. engagement through the creative combination of visual and textual components. This approach successfully mitigated previous organizational issues and fostered clearer communication.

Introduction

Writing involves an expressive and productive linguistic competency, encompassing a complex cognitive process in which concepts, ideologies, and raw data from the writer's mental domain are codified into visual representations in the form of a structured orthographic system. This activity is an asynchronous mode of communication, the essence of which is the effective transmission of messages through textual media. Successful writing requires not only mechanical accuracy (such as adequate mastery of grammar, syntax, and lexicon) but also higher-order thinking ability to organize paragraphs cohesively and coherently, ensuring the logical flow of an argument. This inherent difficulty stems from the fact that writing is an inherently productive process that necessitates high-level cognitive engagement, requiring the writer to conceptualize and logically restructure ideas, develop the content substantially, apply appropriate lexicon, and ultimately present the message with coherence and clarity (Richards & Renandya, 2022).

Nunan (2003) suggests that writing is a thought process to discover ideas, devise ways to express them in good writing, and organize ideas into clear statements and paragraphs. Writing is an activity that requires the ability to express opinions, ideas, thoughts, and imagination in written language (Pakaya, 2020). This indicates that learners are expected to explore ideas and turn them into good writing. Writing is a productive ability, meaning it involves the production of language, rather than its reception. On the other hand, it can be said that writing involves conveying messages through words on paper. Writers must be able to arrange letters into words and combine them to form sentences that are coherent and easy for readers to understand. Harmer (1998) emphasizes that the essence of writing lies in the arrangement and elaboration of ideas to achieve coherence and clarity for the reader. Brown (2004) emphasized that good written products are the result of a repeated process of thinking, organizing, and revising. Since writing is a specialized skill that is not naturally acquired, writing ability improvement must be measured analytically using a rubric that includes the main indicators of Organization, Content, Grammar (Punctuation, spelling, and mechanics), Style and quality of expression. Writing is the process of thinking to invent ideas, thinking about how to express into good product writing and arrange the ideas into statement and paragraph clearly. It indicated that learners are expected to explore the ideas and make them into excellent written.

The purpose of writing encompasses various discursive functions, ranging from providing objective information (informative) to influencing the audience's perspective (persuasive), to facilitating self-reflection (expressive). Writing is viewed as a fundamental skill that requires the complex integration of critical reasoning and mastery of the target language's formal aspects. One of the target languages in the context of English as a foreign language focuses on writing ability. Writing ability is recognized as a fundamental and crucial competency, on par with other core linguistic skills (listening, speaking, and

reading). Writing ability is often the most challenging aspect for learners to master because it requires critical thinking ability, logical organization of ideas, and mastery of appropriate structures and vocabulary. In the digital era, writing ability is not limited to conventional text composition but also include the ability to adapt to visual and multimodal media, which are part of 21st-century literacy.

One innovation at 21st-century literacy that can support improving students' writing ability is the use of the Canva application as a learning media. The Canva application offers several features, including posters. The poster feature in the Canva app is an innovative medium that can be utilized in the writing learning process. Canva provides a variety of poster templates that allow students to creatively combine text, images, colors, and other design elements. Through Poster-based activities, students are encouraged to produce multimodal output that is, the integration of textual and visual elements. This practice is considered highly relevant to the demands of "writing for digital media" in the 21st century.

Based on primary research, on Monday, 22th Based on primary research, on Monday, 22th September 2025. I got the information from Mr. Alex as English teacher. I found the information indicate a consistent struggle among students with generating and developing ideas for writing tasks. The students' resulting texts frequently lack a clear organizational structure, manifesting in unrelated supporting sentences and a general failure to maintain topic focus. Furthermore, the students are lack of a systematic approach to sentence organization severely compromises the texts' overall cohesion, consequently hindering the reader's comprehension of the intended message and leading to ambiguity in communication.

In digital era, conventional approaches to teaching writing are increasingly complemented by the use of technology. According to Miller (2022), digital literacy means having the ability you need to live, learn, and work in a society where communication and access to information is increasingly through digital technologies such as internet platforms, social media, and mobile devices. You can use canva, photoshop, or some other design application of your choice to create a graphic that is informative, easy to understand, and visually appealing. Digital-based media such as Canva have begun to be used as tools that are not only visually appealing but also support the development of writing ability in a more creative and interactive way (Hapsari, 2023). With the features provided, students can compose texts visually and in a structured manner, which can ultimately help them improve their writing ability. Using digital media like Canva not only helps students create engaging writing but also trains them to think more organized and creatively. By creating posters in Canva, students learn to choose the right words, organize ideas sequentially, and write with a clear structure. Furthermore, using digital applications makes learning to write more enjoyable and engaging for students.

In this context, Canva provides a unique experience because it allows students to combine visual elements with text. This aligns with the Multimodal Approach in language learning, where text, images, and other visual elements are used simultaneously to strengthen comprehension and enhance the appeal of the material (Hafidzin et al., 2024). According to Utami & Djamdjuri (2021) using Canva as a learning tool has a positive impact is that Canva can increase student's motivation in writing classes and improve their writing ability. This is supported by findings that students agree that using Canva makes them enthusiastic about learning to write because of its ability to make the material more engaging.

One widely used digital platform is Canva, which offers various features, including posters. Posters themselves are visual media that combine text and images to convey messages concisely, persuasively, and attract attention. In the context of learning to write, poster creation requires students to compose text visually and structured, thus helping them better understand the organization and content of the text (Anam, 2025). Furthermore, digital poster creation using the Canva application is considered suitable as instructional media because digital posters are visually appealing and can capture students' attention more effectively than traditional materials (Salsabila & Delfi, 2023).

Several Previous studies used in this study, The first, related research was conducted with the title "Improving the Ability to Write Local Food Posters Using Canva Application in Class XI of SMA Negeri 18 Medan" (Bakkara et al., 2025). The similarity is, both studies focus on the use of the Canva application as a digital medium to improve poster writing ability. The difference is, the study used as a comparison used a Classroom Action Research (CAR) study design and was carried out on class XI students, while this reseach used a quantitative study design with a quasi-experimental design type and focused on class XII students. The second, related research has been conducted with the title "Improving English Writing Skills Through Canva Poster Making for Seventh Grade Students at SMP Negeri 2 Tabanan" (Ariensa et al., 2025) The similarity is that the second study both focused on the use of posters in the Canva application as a digital medium to improve students' writing ability. The difference is, the study used as a comparison used a Classroom Action Research (CAR) research design on seventh grade students, while this research focused on improving Argumentative text writing ability and used a quantitative research design with a quasi-experimental design on grade XII students.

The third, related research has been conducted with the title "The Effect of Using Digital Posters Based on Canva Application on Students' Writing Ability in Narrative Text at Senior High School" (Salsabila & Delfi, 2023). The similarity is that both studies focus on the use of posters in the Canva application as a digital medium to improve students' writing ability and both use a quasi-experimental study design. The difference is that the research used for comparison focuses on improving the ability to write narrative texts in class X students, while this research focuses on improving Argumentative texts

writing abilities in class XII students. The fourth, related research was conducted under the title “Improving Students’ Writing Ability Through the Canva Application at Seventh-Grade Students of SMP Muhammadiyah 2 Bandar Lampung in 2022/2023” (Febriansyah et al., 2023). Similarly, both studies focused on the use of the Canva application as a digital medium to improve students' writing ability. The difference is that the comparative study focused on improving general writing ability and used a Classroom Action Research (CAR) study design in seventh-grade students. This research, on the other hand, focused on improving writing ability through the poster feature in the Canva application and used a quantitative research design with a quasi-experimental design in 12th-grade students. The fifth, related research was conducted under the title “The Use of Canva to Improve Students' Writing Skills on Procedure Text” (Masturoh et al., 2023). Similarities, exist in that both studies focused on the use of the Canva application as a digital medium to improve students’ writing ability. The difference is that the comparative study focused on improving procedural text writing ability (without mentioning posters) and used a mixed pre-experimental research design for one group. This research, on the other hand, focused on improving argumentative text writing ability through posters and used a quasi-experimental research design for 12th-grade students.

The importance of this research as it provides both theoretical and practical contributions to the advancement of English language teaching, especially in enhancing students’ writing ability. This research examines the combine of digital technology and visual media through the implementation of Canva-based posters as a novel pedagogical method for teaching writing, congruent with 21st-century digital literacy. Practically, this research is expected to help teachers implement engaging and interactive learning materials, help students develop their writing ability through creative and engaging learning experiences, and providing a foundation for schools to develop technology-based learning policies. Moreover, the findings of this study will assist future researchers in evaluating the efficacy of digital media in the instruction of English as a foreign language.

Method

This research utilized a quantitative approach with a Quasi experimental non-equivalent control group pre-test and post-test design (Creswell, 2012). The research was conducted at SMAN 9 Mandau, located on Jl. Stadion, Jl. Balam, Bengkalis Regency, Riau, from January to April 2026. The population comprised all twelfth hgrade students in the 2025/2026 academic year totaling 316 students across nine classes. Cluster random sampling was used to select two classes as the research sample: class XII.S4 as the Experimental Class and class XII.S1 as the Control Class.

Table 1: Quasi-Experimental Research Design

Group	Pre-test	Treatment	Post-Test
Group A (Experimental)	O	X	O
Group B (Control)	O	-	O

Data collection instruments consisted of a writing test (pre-test and post-test) where students drafted an argumentative text manually on paper. In the experimental class, the intervention involved creating digital posters using the Canva application, while the control class received traditional writing instruction. Documentation was collected to secure physical evidence of the student worksheets and digital projects. Data were analyzed using SPSS 27, including descriptive statistics, Kolmogorov-Smirnov and Shapiro-Wilk normality tests, Levene's homogeneity test, paired sample t-tests, and independent sample t-tests.

Finding and Discussion

The total student population in the 2025/2026 academic year stands at 972 students, with 315 students enrolled in Grade 12. Final data analysis involved a refined sample of 26 students in each group who completed all research stages, filtered from the original class sizes to ensure statistical validity.

Table 2: Descriptive Statistics of Student Scores

	N	Min	Max	Mean	Std. Deviation
Pre-Test Experiment	26	74	90	82,42	4,751
Post-Test Experiment	26	84	94	89,50	2,642
Pre-Test Control	26	70	82	75,08	3,032
Post-Test Contro	26	80	89	84,31	3,004
Valid N (listwise)	26				

The descriptive statistics demonstrate that the experimental group's mean writing score increased significantly from 82.42 to 89.50 , and the standard deviation decreased from 4.751 to 2.642, demonstrating greater consistency. The control group also saw a mean increase from 75.08 to 84.31, though their final post-test mean remained lower than that of the experimental group.

Table 3: Normality Test

	Kelas	Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Pre-Test Kelas Experiment	.129	26	.200*	.955	26	.298
	Post-Test Kelas Experiment	.131	26	.200*	.952	26	.254
	Pre-Test Kelas Control	.141	26	.197	.958	26	.355
	Post-Test Kelas Control	.125	26	.200*	.928	26	.071

The normality tests presented in Table 3 indicate that all datasets follow a normal distribution, as the significance values for both Kolmogorov-Smirnov and Shapiro-Wilk tests exceed the 0.05 threshold ($p > 0.05$). Furthermore, Levene's homogeneity test confirmed equal variances assumed with a significance value based on the mean of 0.325 ($p > 0.05$), satisfying the prerequisites for parametric inferential statistics.

Table 4: Paired Sample Statistic

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Experiment	82.42	26	4.751	.932
	Post-test Experiment	89.50	26	2.642	.518
Pair 2	Pre-test Control	75.08	26	3.032	.595
	Post-test Control	84.31	26	3.004	.589

Table 5: Paired Sample T-Test Experiment Group and Control Group

				Paired Differences	95% Confidence Interval of the Difference		Significance			
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	One-Sided p	Two-Sided p
Pair 1	Pre-test - Post-test Experiment	-7.077	3.825	.750	-8.622	-5.532	-9.433	5	<.001	<.001

Pair 2	Pre-test - Post-test Control	- 9.231	3.024	.593	- 10.452	- 8.009	- 15.56 5	5	<.001	<.001
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The Paired Sample T-Test was conducted to determine whether there was a significant difference in students' pre-test and post-test before and after the intervention in each group. Based on the table 5 above, Paired Samples t-Test table, the significance values (2-tailed) for both Pair 1 (Experimental Class) and Pair 2 (Control Class) were recorded at < 0.001 . Since these significance values were much lower than the required alpha level of 0.05 ($p < 0.05$), it was concluded that a substantial and significant difference existed between the pre-test and post-test results in both the experimental and control class.

This improvement was further evidenced by the t-value obtained for the experimental class at -9.433 and the control class at -15.565 (the negative sign indicated a progressive shift from the initial to the final scores, especially for the experimental class, which utilized a particular learning model, showing a significant impact on the improvement of students' learning outcomes). Although both groups showed an increase in scores, this analysis confirmed that the treatment administered to each class produced a significant change in the students' overall competence.

Table 6: Test of Homogeneity of variance

		Levene Statistic	df1	df2	Sig.
Student Academic Achievement	Based on Mean	.987	1	50	.325
	Based on Median	.850	1	50	.361
	Based on Median and with adjusted df	.850	1	49.957	.361
	Based on trimmed mean	.978	1	50	.328

Based on the output table, of the Test of Homogeneity of Variances obtained through SPSS, it was found that the significance value (Sig.) based on the mean was 0.325. Since this significance value was greater than 0.05, it was concluded that the post-test data in the experimental and control classes had the same or homogeneous variance. The Achievement of this homogeneity assumption indicated that the distribution of

students' writing abilities in the two groups was stable and consistent. Thus, one of the primary requirements for conducting parametric statistical tests was fulfilled, allowing the hypothesis testing to proceed using the Independent Sample T-Test by referring to the Equal Variances Assumed section.

Table 7: The Independent Sample T-Test Group Statistics

	Kelas	N	Mean	Std.Deviation	Std.Error Mean
Student Academic Achievement	Post-Test Kelas Experiment	26	89.50	2.642	.518
	Post-Test Kelas Control	26	84.31	3.004	.589

Table 8: The Independent Sample T-Test of Post-Test Score in the Experiment Group and Control Group

**95% Confidence
Interval of the Difference
Significance**

		t	df	One-Side d p	Two-Side d p	Mean Difference	Std. Error Difference	Lower	Upper
Student Academic Achievement	Equal variances assumed	6.619	50	< .001	< .001	5.192	.785	3.617	6.768
	Equal variances not assumed	6.619	49.199	< .001	< .001	5.192	.785	3.616	6.769

Based on the Independent Sample Test table, in the "Assumed Equal Variance" section, a significance value (2-tailed) of <0.001 was obtained, which is significantly lower than the alpha level of 0.05. These results indicate that there is a significant difference in students' writing ability between the experimental class that uses posters through the Canva application and the control class that does not use the media at SMA N 9 Mandau. Furthermore, the t value of 6.619 indicates a strong influence of the learning media on student performance. Consequently, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted; therefore, it is concluded that

the use of posters in the Canva application effectively improves students' writing ability significantly.

This discussion section aimed to provide a comprehensive interpretation of the research findings regarding the effectiveness of using Canva posters at SMAN 9 Mandau. The researcher integrated these findings with relevant theories and compared them with previous empirical studies to determine the extent to which the results supported or provided new perspectives in English language teaching. Based on the analysis, it was found that the use of Canva posters contributed significantly to students' writing ability. This was evidenced by the experimental class's mean score of 89.50, which outperformed the control class's mean of 84.31. The validity of this finding was further strengthened by the Independent Samples Test, which showed a significance value (2-tailed) of <0.001 and a t-value of 6.619. These statistical results formally rejected the null hypothesis (H_0) and confirmed that the visual integration within Poster in the canva application played a crucial role in helping students organize their ideas more systematically.

This research shows that the use of digital learning media has a significant positive impact on students' writing ability at various levels. The results of this research are in line with the research of Elfiziona, (2020), which claimed that using (Smart Analytical Exposition) posters enhances high school students' analytical exposition text writing abilities by stimulating the accumulation of ideas through the use of messages, images, and colors. The results of Arifah et al, (2024), who stressed that interactive media like canva can boost students' creativity, imagination, and enthusiasm in writing since it offers an engaging audiovisual learning experience, also support this. The substantial achievement gap between the experimental and control groups in this research demonstrates the superiority of a contemporary digital-based approach that uses both creative design platforms and structured posters to match instructional materials with the visual preferences and requirements of the current generation.

Nevertheless, the researcher acknowledged several limitations in the implementation of this research, particularly regarding the short research duration at SMAN 9 Mandau, which might have limited the generalizability of the results. Additionally, the effectiveness of the media was highly dependent on the stability of the internet connection and the basic digital literacy levels of the students at the research site. Given that this research focused only on a specific type of text, the impact of Canva on other writing genres requires further exploration. These limitations are expected to serve as a guide for future researchers to conduct more comprehensive studies involving more diverse subjects or other relevant digital platform.

Conclusion

Based on the results of research and data analysis regarding the use of posters in the Canva application to improve the writing ability of class XII students of SMAN 9

Mandau, the following conclusions can be drawn: Firstly, Condition of Students' Writing Ability Before Treatment, Due to a variety of technical and cognitive difficulties, students' writing abilities prior to the pre-test required to be improved. Students' written writings sometimes lacked a clear organizational structure since they frequently struggled to come up with and develop concepts. Additionally, there were serious issues with proper language and sentence coherence, which led to unclear messages and challenges for readers to comprehend. Next, Condition of Students' Writing Ability After Treatment, Students' writing abilities shown notable improvements in the post-test following treatment with digital posters via the Canva application. Students were able to arrange material in a more logical, structured, and communicative way thanks to Canva's mix of text and graphic elements. Students showed improvements in writing ability, including more precise spelling, grammar, and capitalization, and were able to concentrate more on developing their key ideas. The last, The Effect of Using Canva Posters on Writing Ability, Overall, the statistical analysis's findings show that grade XII students at SMAN 9 Mandau's writing abilities are significantly impacted by their use of posters on the Canva software. This is demonstrated by hypothesis testing, where the alternative hypothesis (H_a) is accepted when the significance value is less than 0.05. This application has shown to be a successful 21st-century learning tool that boosts students' interest and involvement in the process of learning to write English in addition to improving their technical linguistic ability.

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