

ABSTRACT

Dinanti, Rizki Mara. (2025). The Implementation of Canva in Writing Factual Reports for Ten Grade Students: A Case Study at SMKN 01 Nglegok Blitar. Thesis, English Education Department, Undergraduate Program, Balitar Islamic University Blitar. Advisors: (1) Dian Fadhilawati, M.Pd. (2) Adin Fauzi, M.Pd.

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The background of this research originates from the continuing difficulties faced by vocational school students in developing writing competence, particularly in organizing ideas, applying grammar, and conveying meaning coherently. Although English writing is part of the curriculum, students at SMKN 01 Nglegok still struggle to produce structured and engaging texts. In response, this study explored the use of Canva, a visual-based design platform, to support writing instruction in a more interactive and creative manner.

This study employed a qualitative approach using a single-case study design conducted at SMKN 01 Nglegok, Blitar during the 2024/2025 academic year. The participants were one English teacher and several tenth-grade students of the TKJ program. Data were collected through interviews, classroom observations, and documentation. The data were analyzed using the interactive model of Miles, Huberman, and Saldaña, which includes data reduction, data display, and conclusion drawing. Triangulation was applied to ensure the credibility of the findings.

The findings revealed that: (1) In the planning stage, the teacher aligned the curriculum with digital literacy goals, designed Canva-integrated lesson plans, and organized collaborative learning activities; (2) In the implementation phase, students used Canva to produce writing products such as posters, infographics, and presentations, while working in teams and assuming different roles based on their strengths; (3) In the evaluation phase, student writing was assessed using rubrics covering both linguistic and visual components, and feedback was given through Canva and classroom discussion; (4) Several challenges were encountered, including limited digital literacy, internet issues, and unequal participation. These were addressed through teacher scaffolding, group collaboration, and offline support.

In conclusion, the integration of Canva enhanced students' motivation, creativity, and writing performance. The study suggests that Canva can be a powerful tool in vocational English instruction, especially when applied through collaborative and multimodal strategies. It is recommended that teachers, schools, and curriculum developers consider digital platforms like Canva to enrich writing pedagogy in vocational settings. Future research could investigate broader contexts or compare Canva with other educational technologies.