

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the Research Context, Research Focus, Research Objectives, research significance, Scope and Limitations, and Definition of Key Terms. Each of the items is discussed clearly as follows:

1.1 Research Context

In the era of globalization, English has emerged as the most dominant international language, serving as a medium of communication across countries, cultures, and sectors of the global economy (Kirkpatrick, 2016). It functions as a global lingua franca, facilitating not only every day and professional interaction but also granting access to educational advancement, technological resources, and employment opportunities (Crystal, 2019). Consequently, educational systems in various nations, including Indonesia, have revised their instructional frameworks by incorporating English into national curricula and aligning them with international benchmarks. Accordingly, English proficiency has become an essential objective for learners at all levels of education, particularly for vocational high school students who are expected to compete in the global labor market.

In response to the increasing global significance of English, the Indonesian government has strengthened English instruction in vocational high schools through the *Merdeka Belajar* curriculum, which emphasizes competency-based learning and alignment with industry needs. (Crystal, 2019), asserts that English

proficiency plays a crucial role in preparing individuals for participation in global communication and employment. Within this curriculum, the integration of English particularly writing skills is encouraged through context-based tasks such as composing job applications, drafting reports, and preparing workplace-related correspondence. Nevertheless, as (Widodo, 2016) points out, the implementation of this curriculum continues to encounter several challenges, including inadequate teaching resources, variations in teacher proficiency, and a lack of authentic materials that mirror real-world communication demands. Despite these constraints, the curriculum offers meaningful opportunities to improve vocational students' preparedness for the global workforce through more relevant and practice-oriented English instruction.

To strengthen the foundation established by the curriculum, it is essential to improve vocational students' English writing abilities, as writing serves as a fundamental skill for professional communication. (Herawati, 2024) reports that many vocational high school students encounter difficulties in organizing ideas, applying correct grammar, and producing coherent texts, primarily due to limited exposure to engaging and structured writing instruction. In response to these challenges, (Rahmawati & Astuti, 2022) suggest that integrating digital tools such as Canva into writing instruction can enhance students' motivation and creativity by offering visually supported templates and an intuitive, user-friendly interface. Furthermore, (Putri et al., 2023) emphasize that Canva enables teachers to implement a multimodal approach to writing, which helps students structure their ideas more effectively and engage with writing tasks in more meaningful and context-rich ways. These findings underscore the value of adopting technology

enhanced instruction to develop students' writing competence and to better equip them for communication demands in both academic and professional settings.

In teaching writing, several components must be mastered by students, including idea development, organization, grammar, vocabulary, and coherence (Hasanah et al., 2023). For vocational students, writing is a key skill for producing job-related documents such as reports, business emails, and application letters, yet many still struggle due to limited writing practice and lack of guidance (Nugroho & Mutiaraningrum, 2020). As shown in a study conducted at SMK Negeri 2 Yogyakarta, students often face difficulties such as organizing their thoughts, applying correct grammar, and maintaining coherence in their writing (Putri & Kurniawati, 2021). Therefore, teachers need to apply innovative and visual-based writing strategies, such as using Canva, to enhance students' motivation and help them better structure their written output (Rahmawati & Astuti, 2022).

Despite the importance of writing skills for vocational students, many still struggle to express their ideas effectively in written English. According to previous research, SMK students often face difficulties related to organizing ideas, grammatical accuracy, lack of vocabulary, and limited exposure to authentic writing tasks all of which hinder their ability to produce clear and professional written texts (Wulandari et al., 2019); (Nurhalimah & Sutarsih, 2021). Similar challenges were identified during preliminary observations at SMKN 01 Nglegok, where students appeared hesitant, unsure of how to start their writing, and frequently produced texts lacking structure and coherence. These writing difficulties not only affect their academic performance but also reduce their preparedness for real-world communication tasks in the workplace.

Although English writing is formally taught through the school curriculum, conventional instruction alone has proven insufficient in addressing students' writing difficulties. A case study conducted at SMKN 01 Nglegok revealed that applying Canva in writing lessons significantly increased students' engagement and the quality of their written output, particularly in organizing ideas and presenting them coherently. Students became more motivated and confident when completing writing tasks because Canva provided visual scaffolding, easy-to-use templates, and opportunities for creativity. Similarly, (Rahmawati & Astuti, 2022) found that integrating Canva into writing instruction improved students' ability to generate and structure ideas, while fostering greater interest in the writing process. Based on these findings and the challenges observed at SMKN 01 Nglegok, it is evident that digital platforms like Canva offer an effective supplement to traditional instruction by supporting multimodal composition and increasing writing motivation. This gap between writing curriculum goals and students' real-world writing performance highlights the need to explore Canva-based instruction as a tool for improving writing competence in vocational school.

Based on interviews conducted on October 30, 2024, with the English teacher and several students at SMKN 1 Nglegok, it was found that many students still faced significant difficulties in developing their English writing skills. The teacher noted that common problems included poor grammar mastery and limited vocabulary, which often made it difficult for students to organize their ideas effectively and express them clearly in writing. In line with this, some students admitted that they often felt confused when beginning to write and lacked confidence in using English accurately. These issues are consistent with typical

challenges encountered by vocational students in learning English writing. The following section presents the data reduction from the interviews conducted. SMKN 01 Nglegok was chosen as the research site because it implements digital-based learning innovations, particularly in English writing instruction using Canva. This aligns with the focus of the study, which is to explore how Canva is applied in teaching writing. Previously, the researcher also submitted research requests to SMK Negeri 1 Blitar and SMK YP Kotamadya Blitar. However, only SMK YP and SMKN 01 Nglegok responded positively.

After conducting preliminary observations at SMKN 01 Nglegok on October 30, 2024, and at SMK YP Kotamadya on November 4, 2024, the researcher selected SMKN 01 Nglegok as the research site. The decision was based on the teacher's consistent use of Canva in classroom writing activities, as well as the school's openness to adopting technology-integrated instruction, especially in the TKJ (Computer and Network Engineering) department.

Based on these observations and the writing challenges faced by students such as lack of motivation and difficulty organizing ideas the integration of Canva in writing instruction appears to provide a more engaging and accessible learning experience. Canva enables students to express their ideas visually and creatively, bridging the gap between abstract writing tasks and practical application. This supports the relevance of investigating how Canva can support effective writing instruction in vocational education.

A preliminary interview conducted on April 29, 2025, with an English teacher at SMKN 01 Nglegok revealed that Canva helped students, particularly those from the TKJ department, become more enthusiastic about writing. The

teacher explained that many students previously saw writing as difficult and boring, but Canva allowed them to visualize their ideas, making the process more enjoyable and interactive. However, the teacher also acknowledged that despite this increased engagement, students still faced foundational issues in writing. The teacher stated:

“They still lack writing skills, which are generally caused by weak grammar mastery and limited vocabulary.”

(W01-KS-PU, 30/10/2024)

This shows that while Canva did not completely eliminate writing difficulties, it served as a valuable tool to reduce students' fear of writing and helped them organize ideas more confidently. Thus, Canva acts as a supportive medium that complements conventional instruction and addresses students' challenges through a more engaging and visual approach.

Further insights from interviews with English teachers at SMKN 1 Nglegok Blitar revealed that students frequently encounter difficulties in various aspects of writing. These include selecting appropriate vocabulary, differentiating between verb forms, choosing relevant topics, conceptualizing ideas, composing formal letters, and developing content for descriptive texts. Such challenges illustrate the complex and multi-dimensional nature of writing, which requires not only linguistic accuracy but also the ability to organize and express ideas coherently. Therefore, a more structured and supportive writing instruction is essential to help students overcome these barriers and improve their overall writing competence. This finding is reinforced by several student statements during interview sessions. One student remarked:

“The writing difficulties are generally caused by weak grammar mastery and limited vocabulary.”

(W02-S1, 30/10/2024)

Another student explained:

“My writing skills are still inadequate.”

(W03-S2, 30/10/2024)

A third student added:

“Writing in English is challenging because I struggle to construct sentences with correct grammar and have a limited vocabulary.”

(W03-S3, 30/10/2024)

These responses indicate that students face not only technical challenges in writing but also motivational and psychological barriers, such as fear, lack of confidence, and low engagement. These conditions raise a critical question: How can writing instruction be made more effective and engaging, particularly for vocational students who often lack interest in academic writing? This is where Canva, a digital visual design platform, becomes particularly relevant.

In recent years, the use of Canva in English language instruction has gained traction among vocational school teachers. As noted by Parinduri (2023), Canva offers a visually rich and user-friendly interface that allows students to create various writing products, such as posters, brochures, digital narratives, and reports. With its drag-and-drop features, customizable templates, and wide array of graphics, Canva helps students visualize and organize their ideas more effectively while fostering creativity.

At SMKN 1 Nglegok, teachers have started integrating Canva into writing lessons to help students better understand the structure of texts and feel more engaged in the writing process. According to Fauziyah (2022), Canva is highly accessible, as it can be used via smartphones, laptops, and even with low-bandwidth internet, making it suitable for diverse classroom environments. Furthermore, Yetti and Sari (2023) highlight its collaborative features, which allow students to work in groups, provide feedback, and revise their writing visually. These characteristics align closely with project-based learning principles, offering a modern approach to writing instruction.

Interview data also suggest that Canva significantly contributes to lowering students' psychological barriers. A teacher reported that using ready-made templates like greeting cards and posters helped students focus on expressing ideas rather than struggling with formatting or layout issues. This reduced their fear and hesitation, ultimately encouraging more frequent writing (Sartika et al., 2018). Additionally, students tended to explore and apply more relevant and context-appropriate vocabulary when designing visual projects, which organically enhanced their lexical resources and contextual understanding (Ersika, 2023). The flexibility of Canva being accessible on both laptops and mobile devices also made it easier for students to complete assignments at their convenience (Rohmiasih, 2023). Previous studies have investigated the impact of Canva in vocational education. For instance, Nufus and Adawiyah (2024) conducted a study in a vocational school context and found that Canva not only improved students' writing performance but also boosted their confidence, although it posed some implementation challenges. Similarly, Trisnani et al. (2025) carried out a classroom

action research project at SMKN 1 Tungkal Ilir, focusing on the use of Canva in teaching procedural texts. The results showed significant improvement in students' writing scores, with 88% of participants achieving the minimum competency standard after three cycles of Canva-based instruction.

However, while these studies demonstrate Canva's positive influence on writing instruction, their scope tends to focus narrowly on specific text genres or different school contexts. This creates a research gap—particularly in understanding how Canva can be implemented in factual report writing at vocational schools like SMKN 1 Nglegok, where students come from technical majors such as computer and network engineering (TKJ). Exploring this case is not only timely and contextually relevant, but also academically significant, as it sheds light on how digital platforms like Canva can transform writing instruction in under-researched educational settings.

1.2 Research Focus

Based on the background above, the primary sub focus of this study is how Canva is implemented as a collaborative tool in teaching and learning writing at SMKN 01 Nglegok Blitar the focus of this research a elaborated as follows:

1) Sub Focus Planning Implementation of Canva in Writing Factual Reports or Tenth Grade Students

The first focus of the study is to investigate how English teachers plan writing instruction by applying Canva as captured by the question: How does an English teacher plan writing instruction by applying Canva at SMKN 1 Nglegok Blitar?

2) Sub Focus The Implementation of Canva In Writing Factual Reports For Ten Grade Students

The second focus of the study is to describe the implementation of writing instruction by applying Canva as reflected in the question: How does an English teacher implement writing instruction by applying Canva to enhance writing ability at SMKN 1 Nglegok Blitar?

3) Sub Focus The Evaluation of Implementation of Canva In Writing Factual Reports For Tenth Grade Students

The third focus of the study is to find out how an English teacher evaluates writing instruction by applying Canva as demonstrated by the question: How does an English teacher evaluate writing instruction by applying Canva to enhance writing ability at SMKN 1 Nglegok Blitar?

4) Sub Focus The challenges and purpose solutions in Implementation of Canva in Writing Factual Reports for Ten Grade Students

The third focus of the study is to find out how an English teacher evaluates writing instruction by applying Canva as demonstrated by the question: How does an English teacher evaluate writing instruction by applying Canva to enhance writing ability at SMKN 1 Nglegok Blitar?

1.3 Research Objectives

This research aims to investigate the impact of using Canva to enhance students' creativity and writing achievement in English at SMKN 01 Nglegok Blitar. Specifically, the objectives of this study are as follows:

1. To describe how English teacher plan Implementation of Canva in Writing Factual Reports for Ten Grade Students to explore students' perceptions of using Canva as a learning tool to enhance achievement creativity in writing English at SMKN 01 Nglegok Blitar
2. To describe how English teacher implements Implementation of Canva in Writing Factual Reports for Ten Grade Students to enhance writing ability at SMKN 1 Nglegok Blitar.
3. To describe how English teachers evaluate Implementation of Canva in Writing Factual Reports for Ten Grade Students to enhance writing ability at SMKN 1 Nglegok Blitar.
4. To describe the challenge faced by challenges in Implementation of Canva in Writing Factual Reports for Ten Grade Students at SMKN 01 Nglegok Blitar and what are the solution proposed to solve the challenges

1.4 Theoretical Significanc

This study holds significance for various stakeholders, including teachers, students, educational institutions, and future researchers:

1. Teachers

This research offers practical insights into the integration of Canva as a digital learning tool to enhance students' writing achievement and creativity. By understanding the effectiveness of Canva, teachers can develop more engaging

and innovative teaching strategies to improve students' writing skills and foster a creative learning environment.

2. Students

The findings of this study highlight how Canva can serve as a valuable tool for students to express their ideas more creatively and improve their writing proficiency. It also aims to boost students' motivation, confidence, and interest in learning English through the use of interactive and visually appealing platforms.

3. Educational Institutions

This research emphasizes the importance of adopting technology in the educational process. By incorporating tools like Canva, schools can enhance the quality of teaching and learning, promoting a more interactive and student-centered approach to education.

4. Curriculum Developers

The study provides recommendations for curriculum developers to consider integrating digital tools like Canva into the English language curriculum to improve students' writing achievement and creativity, aligning with 21st-century learning needs.

5. Future Researchers

This research serves as a reference for future studies exploring the use of digital tools in education. It offers a foundation for further investigations into the impact of technology on different aspects of learning, such as critical thinking, collaboration, and digital literacy.

1.5 Research Scope & Limitation

A. Scope

This study focuses on the implementation of Canva as a digital tool to enhance writing instruction at SMKN 01 Nglegok, Blitar. It specifically examines four aspects:

1. How does the English teacher plan the integration of Canva into the writing instruction process?
2. How is Canva implemented in classroom activities to facilitate students' writing skills?
3. How does the teacher evaluate students' writing performance through Canva- based tasks?
4. What challenges are encountered in using Canva for writing instruction, and what solutions are proposed to overcome these challenges?

The study is limited to writing activities conducted using Canva in the academic year 2024/2025. It involves Grade X students of the English subject and the English teacher responsible for designing and implementing the writing instruction using Canva.

B. Limitations

This study was conducted only at one vocational school, SMKN 01 Nglegok, which may not represent the use of Canva in writing instruction at other schools. The research subjects were limited to Grade X students, and the findings may not reflect the experiences of students at different grade levels. The data were collected using qualitative methods such as interviews, classroom observation, and documentation, which do not aim to produce statistical generalizations. Furthermore, the depth of

the findings relies heavily on the openness and engagement of participants during the research process. This study also focuses solely on writing instruction, excluding other language skills such as speaking, listening, and reading.

1.6 Definition of Key Terms

1. Writing Instruction

According to (Harmer, 2004), writing instruction refers to the process of teaching learners how to organize and express their ideas in written form using appropriate structure, grammar, and vocabulary. (Richards & Renandya, 2002) emphasize that writing is not only about producing grammatically correct sentences but also about conveying ideas effectively and coherently.

In this study, writing instruction refers to the teaching and learning activities carried out in the classroom using Canva as a digital tool to help students organize, design, and improve their written texts in English.

2. Canva

Canva is a graphic design platform that allows users to create visual content such as posters, presentations, infographics, and other multimedia products (Kumar & Bervell, 2021). It offers user-friendly features such as templates, drag-and-drop tools, and collaborative editing.

In this study, Canva refers to the digital platform used by the English teacher and students at SMKN 01 Nglegok to support writing instruction. It is utilized to help students plan, structure, and present their written texts with enhanced visual appeal and clarity.

3. Factual Report

Derewianka and Jones (2021) explain that a factual report is a genre of informational writing that aims to classify and describe phenomena in the natural or social world. It is typically structured with a general classification followed by detailed descriptions, and uses technical vocabulary, timeless present tense, and objective tone.

In this study, factual report refers to a written product created by students in which they provide factual, organized, and descriptive information about a topic (such as animals, places, or tools), aligned with the curriculum for vocational English learning.

4. SMKN 01 Nglegok

Vocational High Schools (SMK) in Indonesia are educational institutions that aim to prepare students with practical skills and competencies aligned with specific fields of work (Fitriati & Rata, 2020).

In this study, SMKN 01 Nglegok refers to a vocational high school located in Nglegok, Blitar, East Java, where the research was conducted. The school served as the setting for exploring the use of Canva in writing instruction for Grade X students.

5. Case Study

(Yin, 2018) defines a case study as an empirical research method that explores a contemporary phenomenon in depth and within its real-life context. Case studies are often used in education to understand how a particular strategy or innovation is implemented.

In this study, the case study design is used to investigate how Canva is applied in writing instruction at SMKN 01 Nglegok, focusing on the planning, implementation, evaluation, and challenges faced by the teacher and students.