

ABSTRACT

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This study investigates the implementation of Canva as a digital medium in teaching factual report writing at SMKN 01 Nglegok Blitar during the 2024/2025 academic year. A qualitative case study design was employed, involving one English teacher and tenth-grade students of the TKJ program. The data were collected through interviews, classroom observations, and documentation, and analyzed using Miles, Huberman, and Saldaña's interactive model, with triangulation applied to ensure validity.

The findings highlight four main aspects: (1) in the planning stage, the teacher aligned curriculum objectives with digital literacy and designed Canva-based lesson plans; (2) in the implementation stage, students produced posters, infographics, and presentations collaboratively with role distribution; (3) in the evaluation stage, student works were assessed through rubrics covering linguistic and visual aspects, complemented by teacher feedback; and (4) challenges such as limited digital literacy, unstable internet connection, and unequal participation were addressed through scaffolding, group collaboration, and offline support.

In conclusion, the integration of Canva enhanced students' motivation, creativity, and writing competence. The study recommends Canva as an effective and innovative medium to be more widely applied in vocational English instruction.