

The effectiveness of project-based learning by using Canva application on students' descriptive writing achievement

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Abstract

Writing is regarded as the most challenging of the basic English skills for students, such as arranging correct sentences, writing the topic sentence, organizing ideas, and lack of vocabulary. Therefore, students can improve their abilities with the use of a suitable learning model and media that promote comprehension and development of writing skills. This study aimed to find out whether Project-Based Learning and the Canva application influence students' writing and to analyze the development of students' writing after implementing PjBL by making written text using the Canva application. The writers used a quantitative method which is a quasi-experimental research design by applying a non-equivalent pre-test post-test control group design. The data were obtained through the writing test in collecting students' scores. To analyze the data, the writer used a t-test with a significant level of 0.05. The samples were two classes in the tenth grade of SMA Karya Pembangunan Cicalengka which consisted of 66 students. Based on the research analysis, students' average score on the pre-test was 55.3 and students' average score on the post-test was 75.37. The result also showed that t_{table} was 1.669 and t_{value} was 2.924, which means that t_{table} was higher than t_{value} at a significant level 5%. It indicated that H_0 is rejected and H_a is accepted. Based on the result of t-test calculation, it can be concluded that the use of PjBL through Canva application is effective in facilitating students in improving students' learning achievement, especially in writing descriptive text about historical and tourist places.

Keywords: Project-Based Learning; Canva application; Students' Writing Achievement; Descriptive Text

INTRODUCTION

In the education field, the curriculum has a crucial role because it is related to determining the direction, content, and process of education which ultimately determines the qualifications of graduates of an educational institution

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(Anggraini et al., 2022). It contains the targets or learning outcomes for students to have, because it is a set of learning plans that students must take through a set of subjects to achieve certain goals (Cholilah et al., 2023). One of the implementation of the curriculum is “*Kurikulum Merdeka*”, which aims to improve the quality of learning. Learning that was originally teacher-centered became student-centered (Setiawan et al., 2022).

The “*Merdeka Belajar*” learning program aims to return the national education system by offering schools, learners, educators, and all educational institutions the freedom to innovate and learn in a self-directed and creative manner which teachers can initiate this process as education activators (Barlian et al., 2023). In its implementation, the government, implicitly, formulates this curriculum to adapt learning corridors to student characteristics and achievement levels. These regulations apply to English language teaching (ELT) in schools. Kemendikbudristek (2022), claimed that the goal of the English language course is to improve students' proficiency in all six language domains—listening, speaking, reading, writing, and viewing—in a variety of texts, such as narrative, description, procedure, exposition, recount, report, and authentic text are the main references in learning English in the phase of tenth grade of senior high school (phase E).

One of the skills that focused on this study is writing. Harmer (2004, p. 31), stated that “Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purposes, ranging from being merely a ‘backup’ for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learners”. As a productive skill, writing is also known as a process of getting products from someone's thoughts. Students need to concentrate on some standard forms, such as sentence structure, vocabulary, organization of paragraphs, spelling and punctuation (Chicho, 2022; Purba, 2018).

English writing becomes a challenge for the majority of Indonesian students because it is a foreign language and it is not used by their daily frequently (Khulel, 2022). Therefore, most Indonesian students find writing to be uninteresting and it has become an avoided learning activity. According to the interviews and observations with a teacher who has taught English for three years at SMA Karya Pembangunan Cicalengka, writing is considered the most difficult ability for students to learn and master. Not all students are able to write paragraphs properly. She stated that students still have difficulty in producing written text. This can be seen from the average of students' completion scores on writing tests. The problems that cause students writing difficulties involve organizing ideas into paragraphs, writing the topic phrase, arranging sentences correctly, and having a limited vocabulary. As educational staff, teachers must have a responsibility to actively contribute to an effective learning process because they deal with students directly, so teachers must be able to provide students approaches for achieving success in their learning (Efendi et al., 2023). The lack of supporting media is also an obstacle factor for students in understanding English language learning, including writing skills. This can also become the reason why writing still becomes one of the difficult

skills in English. That problem also affects students' writing achievement. By understanding these factors, the teacher needs an effective and efficient learning method and media that can help students' difficulties in writing English.

With an emphasis on the learning process that takes place in a project as the end result, Project-Based Learning (PjBL) is a learning model that can help students become better writers by enabling them to work together on projects that explore and enhance their learning. By using appropriate learning media, learning materials can be made more understandable for students, which also helps them master the learning objectives. As facilitators and motivators, teachers play a crucial role in fostering an engaging and innovative learning environment by utilizing engaging and enjoyable technological learning resources, which enable students to comprehend the course materials and meet the learning objectives (Intiana et al., 2023; F. Wahyuni et al., 2022; S. Wahyuni et al., 2019). By Applying technology as a teaching tool can assist teachers in creating more exciting, productive, and effective lessons that encourage students to learn (Mortini et al., 2023; Sugiani, 2023). English teachers must be able to decide what kind of technology to provide in their classrooms so that students not only learn how to use it, but also are motivated to become individuals who can use technology more positively in line with current trends, because the use of technology in the classroom can also improve the learning environment and create students' interest in learning (Prayudha, 2023). When the technology was applied appropriately, it can enhance the learning processes and reduce achievement gaps (S. Wahyuni et al., 2019).

Project-Based Learning

Project-based Learning (PjBL) is one of the learning models that can be used by teachers in implementing Independent curriculum at the senior high school level. Thomas (2000) stated PjBL is expected that students will be able to develop knowledge, skills and attitudes as the assessment basis for teachers (Cited by Hamidah et al., 2020). In its implementation, PjBL can motivate students to do investigations, collaborate, and produce projects that use their understanding of learning new things, as well as their proficiency with technology and problem-solving skills. PjBL can be useful in helping students become better writers because it allows them to not only learn but also to express themselves creatively (Harisma et al., 2019; Ilham, 2022; Niladatika et al., 2021). PjBL requires students to actively participate in the result of the learning process (Irwayu & Gaffar, 2023).

According to Larmer et al. (2015), PjBL has seven primary standards as the main principles: challenging problem or question, sustained inquiry, authenticity, students' voice and choice, reflection, critique and revision, and public product. Stoller (2006) established that PjBL for language learning has three main stages: planning (choosing project topic, pre-communicative activities, asking essential questions, designing project plan, and creating project timeline); implementation (finishing the project); and reporting (assessing the project results and evaluating the project result) (Cited by Hamidah et al., 2020).

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Canva Application

Canva, has a graphic-design tool website that provides access to over a million photographs, graphics, images, photo filters, free icons and shapes, and hundreds of fonts. One of the benefits of using Canva is it can make interesting creative writing, it includes many templates to help students to write their creative writing tasks more quickly (Candra et al., 2022). It gives many layouts that can be utilized by students, specifically infographics, illustrations, banners, introductions, logos, resumes, pamphlets, A4 archives, Instagram posts, cards, papers, and more (Ikhlas et al., 2023). It also is a tool that teachers may use to create exciting and attractive teaching materials for their English language learners, because it is an appropriate medium for enhancing students' skills and abilities. Students can use customisable template in this application to generate ideas, writing context, and structure (Sugiani, 2023). It also provides the ability for students' written designs to be uploaded on the website and shared on social media directly with a variety of file types: JPG, PNG, and PDF. This benefit allows students to submit assignments directly to the teacher considering that they are currently in the era of digitalization of education.

Students' Descriptive Writing Achievement

As a communicative skill, EFL writing class focused on improving the students' writing achievement. In Indonesian senior high school, students must have the ability to convey, communicate ideas, express creativity and create in various genres of written text, in a way that is effective and understandable, and interest to readers with the right organizational structure and linguistic elements (*Kemendikbudristek*, 2022). Harmer (2004), said that the writing process has four main elements, which provide teachers with strategies for promoting the generalization of writing skills in each stage: planning, drafting, editing, and final version.

Descriptive writing is a process of mental activity that involves using one's imagination to describe something, someone, or places (Khusniyah, 2019). The purpose of the descriptive writing is to describe objects as detailed and complete as possible from the point of view of the writer in order to the readers can imagine the object as if experiencing it. One of the kinds of descriptive text focused on this study is about description of a place. Students will refer to description of a location about historical and tourism places in Indonesia as one of the learning achievement that involved in the syllabus at the tenth grade of senior high school level.

Recent studies have conducted similar topics. Niladatika et al. (2021), showed that using PjBL with Canva can increase the students' learning activities in the teaching learning process; Faqih et al. (2023), showed that the utility of the Canva application is successfully used as a medium for the system of mastering writing skill; and Siswanjaya (2021), showed that using Canva in PjBL can increase students' low motivation and writing skills. Those may have focused more on measuring student satisfaction or teacher opinions, as well as initial exploration of its impact on student learning motivation. Therefore, this study examines how PjBL with the Canva application might be used to help students in improving descriptive writing abilities and measures its effects on

academic achievements and the growth of students' writing skills, as well as to improve students' comprehension of describing historical and tourist places.

METHOD

Respondents

This study used a quantitative approach with a quasi-experimental design (Creswell, 2012). This conducted at the tenth grade of SMA Karya Pembangunan Cicalengka and used two classes as sample, consisted of X-1 class (as controlled group) and X-2 class (as the experimental group) which each class is 33 students. Both classes are given the same teaching material, but using different learning method and media. Non-equivalent pre-test post-test control group design was also used in this study (Sugiyono, 2013). It can be illustrated as follows.

Table 1. Non-equivalent Pre-Test Post-Test Control Group Design by Sugiyono (2013)

Group	Pre-Test	Treatment	Post-Test
Experimental group	O ₁	X	O ₃
Control group	O ₂	-	O ₄

Instrument

This study used writing test as an instrument. A pre-test session was given before a treatment and students were asked to write what they know about historical and tourism places at least 2 paragraph (at least 150 words) in 30 minutes. The post-test gave the same criteria of written test after giving a treatment. Content validity and construct validity were used to check validity of the instrument which showed that the instruments were valid. To make sure that each item on the test addressed elements of writing abilities, it was measured by obtaining an expert suggestions and assessments. The instrument also used inter-rater reliability test by using *Cohen's Kappa* calculation to check the instruments were reliable.

Procedures

To collect the data from students' scores based on the result of writing tests, there are some steps as follows:

Table 2. Some steps in collecting the data

No.	Description
1.	Asking students to write what students know about historical and tourist places in Indonesia in pre-test session.
2.	Giving the material about descriptive text to both classes.
3.	Giving treatment to both classes, which the experimental class received a treatment by using PjBL and Canva application and the controlled class received conventional method.

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4. Introducing the application in an experimental class by showing the application on the smartphone and explaining how to access it.
5. Explaining the application features and how to use it.
6. Giving examples related to the material by using Canva. Make sure they know about generic structures and language features of descriptive text so that they can arrange a sentence easily.
7. Asking students to create a design or use templates which is available in Canva application. Students are free to choose the template or design from an infographic form related to the materials.
8. If the students finished to write, they should save their results and send it to teacher's Whatsapp.
9. Asking students to present it in front of the class and giving the score and feedback to the students' writing task.
10. Analyzing the data of the students' scores to see if there is any significant effect of using PjBL with the Canva application as a media in writing.

Data analysis

To analyze the data, the writers used descriptive statistics and inferential statistics. With a significance level of 0.05, the data were automatically computed and analyzed using *Microsoft Excel 2016* and *SPSS 22 version*. It consisted of a normality test (it used *Kolmogorov Smirnov* and *Shapiro-Wilk*), homogeneity test (it used *Levene Statistic Test*), and hypothesis test (it used *Independence sample t-test*). This method was employed to determine the average score differences between the experimental and control groups. *Cohen's d* calculation was employed in this investigation to determine the effect size, which represents the level of treatment effectiveness.

RESULT AND DISCUSSION

The focus of this study was to determine how effectively PjBL combined with the Canva application can raise students' writing abilities. In analyzing the data related to the students' test of writing ability, the writers used analytical scoring rubric. Five components of writing descriptive texts were used in the analytical scoring rubric (Brown, 2000). The following is the result of analyzing pre-test and post-test scores from students' writing:

Table 3. Score of Pre-test and Post-Test in Experimental Group

No.	Student	Pre-Test	Post-Test	Gained Score
1.	1	55	61.25	6.25
2.	2	70	87.5	17.5
3.	3	25	67.5	42.5
4.	4	42.5	61.25	18.75
5.	5	61.25	87.5	26.25
6.	6	62.5	75	12.5

7.	7	37.5	62.5	25
8.	8	55	78.75	23.75
9.	9	62.5	72.5	10
10.	10	58.75	75	16.25
11.	11	62.5	62.5	0
12.	12	58.75	75	16.25
13.	13	25	62.5	37.5
14.	14	48.75	67.5	18.75
15.	15	75	96.25	21.25
16.	16	82.5	95	12.5
17.	17	45	75	30
18.	18	55	57.5	2.5
19.	19	66.25	78.75	12.5
20.	20	33.75	62.5	28.75
21.	21	53.75	66.25	12.5
22.	22	75	96.25	21.25
23.	23	58.75	71.25	12.5
24.	24	66.25	78.75	12.5
25.	25	86.25	95	8.75
26.	26	82.5	82.5	0
27.	27	57.5	75	17.5
28.	28	25	70	45
29.	29	42.5	82.5	40
30.	30	25	66.25	41.25
31.	31	75	87.5	12.5
32.	32	25	75	50
33.	33	70	80	10
SUM		1825	2487.5	662.5
AVERAGE		55.3030303	75.37878788	20.0757576
Maximum Score		86.25	96.25	
Minimum Score		25	57.5	

From the data above, the average pre-test score is 55.3, while the average post-test score is 75.37. It can be known that gained score of experimental group is about 20.07. In pre-test session, the lowest score is 25 and the highest score is 86.25. Meanwhile, the post-test session obtained a highest score of 96.25 and a lowest score of 57.5. After employing PjBL using Canva as a treatment to teach

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descriptive text writing, those scores increased. It indicated that the students' scores in the pre-test and post-test sessions are different significantly.

Table 4. Score of Pre-test and Post-Test in Controlled Group

No.	Student	Pre-Test	Post-Test	Gained Score
1.	1	50	55	5
2.	2	55	62.5	7.5
3.	3	45	67.5	22.5
4.	4	75	82.5	7.5
5.	5	75	82.5	7.5
6.	6	75	82.5	7.5
7.	7	25	37.5	12.5
8.	8	51.25	62.5	11.25
9.	9	37.5	42.5	5
10.	10	25	75	50
11.	11	42.5	45	2.5
12.	12	55	67.5	12.5
13.	13	53.75	70	16.25
14.	14	53.75	75	21.25
15.	15	55	55	0
16.	16	55	63.75	8.75
17.	17	55	55	0
18.	18	50	55	5
19.	19	50	55	5
20.	20	58.75	62.5	3.75
21.	21	53.75	75	21.25
22.	22	57.5	75	17.5
23.	23	75	82.5	7.5
24.	24	25	25	0
25.	25	82.5	82.5	0
26.	26	45	50	5
27.	27	45	75	30
28.	28	67.5	87.5	20
29.	29	50	50	0
30.	30	52.5	75	22.5

31.	31	50	71.25	21.25
32.	32	62.5	62.5	0
33.	33	62.5	82.5	20
	SUM	1771.25	2147.5	376.25
	AVERAGE	53.67424242	65.07575758	11.40151515
	Maximum Score	82.5	87.5	
	Minimum Score	25	25	

From the data above, the lowest score is 25 and highest score is 82,5. Besides, in the post-test session of controlled class, the lowest score is 25 and the highest score is 87.5, so the average of gained score is 11.4. The results indicated that the students' scores in the controlled group showed improvement, however, the score in the experimental group was improved higher than the controlled group.

Based on table 3 and table 4, showed that in the experimental group, the sum of gained score is 578.75, but in the controlled group, it is 376.25. The controlled group was instructed using conventional method, while, the experimental group was taught using PjBL through the Canva application to write descriptive texts. Based on these differences in implementing methods, it can be concluded that there is a significant difference between the students' scores in the experimental class and the controlled class. It can be described in the figure as follows:

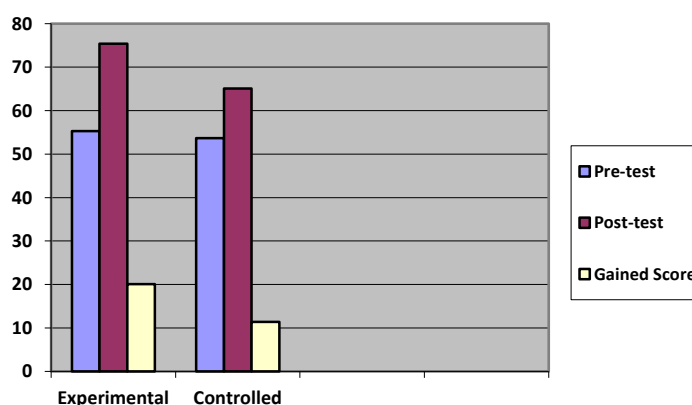


Figure 1. The Score of Experimental and Controlled Class

Normality Test

1) Pre-Test

Normality test was carried out before using t-test in evaluating research hypothesis to see if the data in both classes has a normal distribution.

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The normality test of this study used *Kolmogorov-Smirnov* and *Shapiro-Wilk* and analyzed by using SPSS 22 version. The result of normality test between the experimental and controlled group is as follows:

Table 5. Normality Test of Pre-Test between Experimental and Controlled group

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental group	.132	33	.153	.942	33	.079
Controlled group	.159	33	.033	.937	33	.055

a. Lilliefors Significance Correction

Based on table above, the test presented that the experimental group's significance is 0.153. Meanwhile, the controlled group has a score of 0.33. If the data exceeds a significance level of $\alpha = 0.05$ or 5%, it indicates that the data follows a normal distribution. From table 4, it is clear that the data follows a normal distribution since the significance levels of both classes were greater than 0.05.

2) Post-Test

Table 6. Normality Test of Post-Test between Experimental and Controlled Class

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Experimental group	.120	33	.200*	.943	33	.086
Controlled group	.139	33	.106	.944	33	.089

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on table above, experimental group has a significance of 0.200, while controlled group has a significance of 0.106. If the data has a significance level of $\alpha = 0.05$ or higher, it indicated the data has a normal distribution because the significance levels of the two classes are higher than the significance level of $\alpha = 0.05$.

Homogeneity Test

1) Pre-Test

Homogeneity test was calculated to assess how similar the samples were in each of two classes. *Levene* statistical test was utilized to determine

and calculate the pre-test of homogeneity test with significance level 0.05. Following table is describing the result:

Table 7. Homogeneity Pre-Test Result between Experimental and Controlled Group

Levene Statistic	df1	df2	Sig.
3.226	1	64	.077

Table 7 proved that the significance of pre-test between experimental and controlled group are 0.077. It can be concluded the data of pre-test is homogenous because the result of homogeneity test is higher than significance level 0.05.

2) Post-Test

Table 8. Homogeneity Post-Test Results between Experimental and Controlled Group

Levene Statistic	df1	df2	Sig.
3.337	1	64	.072

Table 8 showed that the homogeneity test of post-test between experimental and controlled group, which is 0.072. It can be stated that the data of post-test is homogenous because it is higher than the significance level 0.05

Hypothesis Testing

The purpose of hypothesis test was to see whether there were the significant differences in the result of two classes and to know the effect of applying PjBL through Canva application in writing descriptive text about historical and tourist places. The post-test average scores of two classes provided the writers with the data which used formulation. The significance value or alpha (α) used is 5% or 0.05.

Hypothesis stated that Null Hypthesis (H_0) is accepted and Alternative Hypothesis (H_a) is rejected if sig.2 tailed (p) value $> \alpha$ (alpha). This indicates that there is no effect of using PjBL through Canva application toward students' writing achievement in descriptive text. Meanwhile, H_0 is rejected and H_a is accepted if sig.2 tailed (p) value $< \alpha$ (alpha). It indicates there is an effect of using PjBL through Canva application toward students' writing achievement in descriptive text. Additionally, the following is the results of t-test with SPSS 22 version:

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Table 9.The Result of T-test Calculation Group Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Posttest	Experimental group	75.3788	33	11.13432	1.93824
	Controlled group	65.0758	33	15.06153	2.62188

According to table 9, it displayed the statistical results from the post-tests of both the experimental and control classes in each class, 33 students took part in the test. The test aimed to assess whether there was any progress in the students' abilities in writing skills in that class following the intervention. The table showed that experimental class had an average score of 75.37, while controlled class had an average score of 65.07. These averages were calculated using the post-test scores. It can be concluded that there is a significant difference in the average scores of both classes. The average score difference between two classes is 10.3 points, with the average score of the experimental class being higher than the average score of the control class.

Table 10. The Result of Independent Samples Test of Post-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	3.337	.072	3.160	64	.002	10.30303	3.26052	3.78939	16.81667
	Equal variances not assumed			3.160	58.932	.002	10.30303	3.26052	3.77859	16.82747

Table 10 presented the statistical hypothesis of this study. The value of t_{value} which is 3.160 and Df (Degree of Freedom) is calculated by subtracting 2 from total number of students, so the Df is 64; and the value of t_{table} is 1.669. It indicates that $t_{table} < t_{value}$ (1.669 < 3.160); which means that t_{table} is lower than t_{value} . Sig. 2-tailed or (p) value is 0.02. The table showed that Sig. 2-tailed is smaller than alpha (α) (0.02 < 0.05) Or ($p < \alpha$). It is clear that applying PjBL through Canva application has a significant effect toward students' learning achievement in writing descriptive text. Then, the following is the result of gained score statistics:

Table 11. The Result of Gained Score Group Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Gained Score	Experimental	20.0758	33	13.11733	2.28343
	Controlled	11.4015	33	10.88271	1.89444

Table 11 showed the statistical result of gained scores obtained by students in both the experimental and control groups, each class involved 33 students. This test aimed to determine whether there was an effect on students' writing achievements after treatment was given. This table indicated that the average score for students in the experimental group was 20.07, whereas for those in the control group, it was 11.40. These averages were derived from the gained scores. Based on the data, it is evident that there is a considerable variation in the mean scores of the two groups, with a difference of 8.67 points, where the experimental group achieving a higher mean score compared to the control group.

Table 12. The Independence Samples Test of Gained Score

		Levene's Test for Equality of Variances		t-test for Equality of Means						
Score		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
			.						Lower	Upper
Score	Equal variances assumed	1.193	.279	2.924	64	.005	8.674	2.966	2.747	14.601
	Equal variances not assumed			2.924	61.891	.005	8.674	2.966	2.743	14.605

Based on table 11 and table 12, the findings of the t-test analysis on the gained scores are shown. Table 11 shows that Sig.2 tailed of gained score is 0.005 and a is 2.924 which means that or ($p < \alpha$). The table showed that Degree of Freedom (Df) value was 64. The value of t_{table} with Df 64 is 1.669. Meanwhile, t_{value} is 2.924, it means that $t_{table} < t_{value}$ ($1.669 < 2.924$). Hence, H_0 is rejected and H_a is accepted. It can be concluded that there is significant effect of using Project Based Learning through Canva application toward students' writing achievement in descriptive text.

Effect Size Formulation

The result was calculated to measure how effective the treatment was. The following is calculation with using manual formula *Cohen's d* (Muijs, 2004). The calculation is described as follows:

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$$SD_{pooled} = \sqrt{\frac{SD_{group1}^2 + SD_{group2}^2}{2}} = \sqrt{\frac{11.13^2 + 15.06^2}{2}} = \sqrt{\frac{350.67}{2}} = 13.24$$

So, SD_{pooled} score is **13.24**.

$$d = (M_1 - M_2) / S_{pooled} = \frac{(75.37 - 65.07)}{13.24} = \frac{(75.37 - 65.07)}{13.24} = \frac{10.3}{13.24} = 0.77$$

The result can be interpreted as follows:

Table 13. Criteria of Effect Size

Degree	Criteria
0 - 0.20	Weak effect
0.21-0.50	Modest effect
0.51- 1.00	Moderate effect
>1.00	Strong effect

Based on the calculation above, the result is 0.77. It indicated that the treatment has moderate effect in improving students' descriptive writing achievement. It can be concluded that learning using PjBL with Canva application can improve students' scores in writing descriptive text about historical and tourism places because it can be seen that post-test scores are higher than pre-test scores.

In data analysis, showed that there is a moderate distinction between students' learning achievement in writing descriptive text about historical and tourism places in experimental class after having treatment. The average score of pre-test in experimental class is 55.3, while the average score of post-test in experimental class is 75.37. Therefore, the average score in the experimental group is 20.07. in the controlled class, the average score on the pre-test was 65.07. Therefore, the increase scores in the controlled class was 11.4. the data results indicate that the average score of the experimental class is higher than the minimum standard score of 75 points that tenth grade students are required to achieve in the school. It means that this study proved that using PjBL through Canva application is effective to enhance students' ability in writing. This is connected to the research carried out by Ilham (2022), demonstrated that utilizing learning PjBL can enhance students' score in writing descriptive texts. This is also line with the studies by Mubarok & Asri (2020; Niladatika et al., (2021); Yundayani et al. (2019) which showed that the use of Canva has positive impact on students' ability in writing.

Furthermore, PjBL has the potential to improve students' writing abilities (Aghayani & Hajmohammadi, 2019; Arochman et al., 2024; Rahmalia & Utari, 2021). Each learning stage in PjBL provides students with the opportunity to understand the material well, prepare the project they will be working on in a more structured way in terms of planning and preparing a schedule. This is relevant to Ikhlas et al. (2023) showed that the planning of teaching materials

used by teachers in the learning system is a factor that influences the achievement of learning by using the right media so that students feel comfortable with the material presented. The results of the projects carried out by students can be seen that there has been an improvement in all aspects of writing, both content, language and vocabulary as well as design and mechanics. This is in line with the research by Harisma et al. (2019) showed that by using PjBL in teaching-learning process resulted insignificant improvements in all aspect of writing such as content, organization, language usage, mechanics, and vocabulary. it can be observed through the results of students' writing. Using Canva helps students enrich their understanding of the material because Canva provides various examples of descriptive text through the form of infographics which are widely available on Canva which students can study because these examples provide input for students. This is in line with the research by Sugiani (2023) which stated that Canva is a suitable medium that can improve students' abilities and skills because students can produce ideas, writing context, and structure using the customizable template in Canva. This does not rule out the possibility of students using the same expressions when they make descriptions of historical and tourism places. Therefore, they have good paragraphs in writing a descriptive essay about historical and tourism places. These results are in agreement with the study conducted by Noor et al. (2023) which showed that students can enrich their knowledge in the form of vocabulary, terms, or expressions with the use of Canva application in PjBL. This is also in line with Hadi et al. (2021) which showed that by using the Canva application, students were easy to create some drafts indicating issues or themes becoming topic sentences.

When conducting t-test calculation, if $p < \alpha$, it indicates rejecting H_0 (Null Hypothesis) and accepting H_a (Alternative Hypothesis). Meanwhile, if $p > \alpha$ means that H_0 (Null Hypothesis) was accepted and H_a (Alternative Hypothesis) was rejected. The result indicated that p was 0.02, which is less than the α value of 0.05. Thus, the rejection of H_0 and acceptance of H_a were indicated. Using PjBL through the Canva application has a positive effect on students' writing achievement in descriptive text, as indicated by a Cohen's effect size of 0.77. It means that PjBL with Canva application has moderate effect. This level indicated that PjBL with Canva application is almost strongly affect on students' learning achievement in the experimental class, especially in writing descriptive text.

The large effect size showed that PjBL with the Canva application has a significant impact on student learning outcomes. This is in line with the research by Siswanjaya (2021) which showed that the use of Canva in PjBL improved students' writing results both in the aspects of content, language, vocabulary, as well as design and mechanics. The gain scores in the experimental class before and after receiving the treatment indicate that it had a moderate effect. Although there are still some students who have not achieved minimum completeness criteria score, which is at least 75 points. But after receiving treatment, the majority of students saw significant improvement in their scores. Additionally, students in the experimental class's post-test average score is 75.37, it indicated a moderate effect. It is possible to determine the

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conclusion that the post-test mean score is higher than the pre-test mean, higher than the controlled class mean, and higher than the minimum completeness criteria score. Therefore, based on the results of *Cohen's* formulation effect size test, the use of PjBL through Canva application has moderate effect on students' writing achievement of descriptive text about historical and tourist places. In other words, it proved that using PjBL through Canva application is effective to improve the students' writing achievement of descriptive text about historical and tourist places especially for the students of tenth grade at SMA Karya Pembangunan Cicalengka.

CONCLUSION

This study attempt to analyze the effect of using PjBL with Canva application on students' descriptive writing achievement. The findings showed that the experimental class is proven effectively helps students greatly improve their writing skills. The improvement in students' writing skills was shown by the increase in the results of the descriptive text writing test about historical and tourist places filled in by students. This is seen from the aspects of content, organization, language use, vocabulary, and mechanics. In addition, the average score of the post-test for students in the experimental class is 75.37, whereas the controlled class's mean score is 65.07. It is also evidenced from statistical calculations which indicated that alpha (α) is 0.05 and sig. 2 tailed (p) is 0.02. In brief, $p < \alpha$ indicates that H_0 is rejected and H_a is accepted. In analyzing of the data, also showed that there is a significant impact on the learning process. *Cohen's* formulation supports examining the method's effect size. The result was 0.77 which means it has moderate effect. It can be conclude that using PjBL through Canva application is effective to improve students' writing achievement in describing historical and tourist places at the tenth grade of SMA Karya Pembangunan Cicalengka.

There are several limitations need to be considered, such as the sample size of this study is limited. This may limit the generalizability of the findings to a wider population. Second, the representativeness of the sample may not fully represent variations in the characteristics of different levels of knowledge. Thirdly, the results obtained may reflect temporary effects and do not capture the long-term impacts of digital media use. Further research is needed to reduce these limitations, for example it is recommended to carry out further research to explore the long-term impact of using PjBL with Canva application on other learning materials, and using a larger and more diverse sample. Therefore, it is hoped that the use of technology in learning can be further optimized to increase student engagement, academic achievement and digital skills, thereby preparing them to face future challenges.

Authors Statements

Author 1: Supervised the project and reviewed the manuscript; **Author 2:** Supervised the project and reviewed the manuscript; **Author 3:** Conceptualized the study, designed the methodology, wrote the manuscript, and conducted

data collection and analysis; **Author 4:** Contributed to the writing and editing of the manuscript

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