

**IMPROVING WRITING SKILLS IN PROCEDURE TEXT THROUGH
PROJECT-BASED LEARNING USING CANVA AT SMK NEGERI 3
KEDIRI**

SKRIPSI

Submitted to the University of Nusantara PGRI Kediri
in partial fulfillment of the requirements
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Kediri, 25 Juni 2026
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MOTTO:

Dan tidak ada keberhasilanku melainkan dengan pertolongan Allah. Hanya kepada-Nya aku bertawakal dan hanya kepada-Nya aku kembali.
(QS. Hud [11]: 88)

Tidak semua proses harus terlihat mulus. Step by step akan memberimu pelajaran menuju keberhasilan.
(Ayu Dyah Mayasari)

Success is the sum of small efforts, repeated day in and day out.
(Robert Collier)

I dedicated this work for:

I dedicate this work to myself, for making it this far, for choosing to keep going despite every challenge, for having the courage to strive, the patience to endure every process, and the determination to never give up. Every step of this journey has shaped me into a stronger and better person. I also dedicate this work to my beloved parents for their endless love, prayers, and unwavering support; to my supervisors for their guidance, patience, and valuable advice; and to my friends for their encouragement and support throughout this journey.

Abstract

Ayu Dyah Mayasari. *Improving Writing Skills in Procedure Text Through Project-Based Learning Using Canva at SMK Negeri 3 Kediri.* Undergraduate Thesis, English Education Study Program, Faculty of Teacher Training and Education, Universitas Nusantara PGRI Kediri, 2026.

Keywords: *Canva, Classroom Action Research (CAR), procedure text, Project-Based Learning (PBL), writing.*

This study was conducted based on preliminary observations indicating that students' ability in writing procedure texts at SMK Negeri 3 Kediri was still unsatisfactory. The students experienced difficulties in generating ideas, organizing procedural steps systematically, selecting appropriate vocabulary, and applying correct grammar. In addition, the teaching process had not maximized the use of digital learning media, resulting in limited student engagement and creativity. Therefore, Project-Based Learning (PBL) assisted by Canva was implemented to improve students' writing skills and classroom participation.

The objectives of this study were to describe the implementation of PBL assisted by Canva in teaching procedure text writing, examine its influence on students' classroom participation, and investigate its effectiveness in improving students' writing ability. This study employed Classroom Action Research (CAR) involving 34 students of Class X Beauty 1 at SMK Negeri 3 Kediri. The research followed the stages of planning, acting, observing, and reflecting and was conducted in one cycle. The data were collected through classroom observations, documentation, students' worksheets, and writing assessments focusing on content, organization, vocabulary, grammar, and visual presentation.

The findings showed that the implementation of PBL assisted by Canva created a more active, collaborative, and student-centered learning environment. The students participated actively in classroom discussions, completed project tasks successfully, and demonstrated greater creativity in designing procedure texts through Canva. In addition, Canva helped students organize their ideas systematically and present their writing more clearly and attractively. The students' mean score improved significantly from 51.56 before the implementation to 81.82 after the implementation. Therefore, PBL assisted by Canva was effective in improving students' procedure text writing skills.

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The writer realizes that this thesis is still far from perfect. Therefore, constructive criticism and suggestions are highly appreciated for the improvement of this work. Finally, it is hoped that this thesis will provide benefits for readers, especially for the development of English language teaching and learning as well as the advancement of education in general.

Kediri, 25 June 2026



AYU DYAH MAYASARI
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CHAPTER I

INTRODUCTION

This chapter presents the background of the research, formulation of the problem, purpose of the research, significance of the research, scope and limitation of the research, and definition of key terms. The background of the research explains the reasons for conducting the study. Furthermore, this chapter provides an overview of the research focus and objectives.

A. Background of the Research

Writing is one of the important skills that should be mastered by students in learning English. Through writing activities, students can express ideas, share information, and communicate messages in written form. However, many students still experience difficulties in developing writing skills, especially in organizing ideas and using appropriate grammar and vocabulary. Based on the preliminary observation conducted by the researcher at SMK Negeri 3 Kediri, several of the students had difficulties in developing ideas and using appropriate grammar in writing procedure texts systematically. Some of the students were confused about how to begin writing and organize their ideas into coherent paragraphs. In addition, the students showed a lack of confidence and limited participation in writing activities.

Another problem found during the teaching and learning process was the students' low motivation and limited engagement in the learning process. Some of the students tended to be passive and less enthusiastic when completing writing tasks. Traditional learning activities that focused only on writing on paper made the students feel bored and less interested in learning English writing. As a result, the students often delayed completing assignments and paid less attention during classroom instruction. These conditions indicate that the students need more meaningful and interactive learning activities to improve their participation in writing lessons. Therefore, teachers need to apply appropriate teaching approaches that can encourage students to become more active in the learning process.

In vocational high schools, writing skills are important because students are expected to produce functional texts related to academic and vocational contexts. One of the texts taught to tenth-grade students is procedure text. Procedure text is a text that explains steps or instructions to do or make something systematically. Through learning procedure text, the students are expected to write clear instructions using appropriate text structures and language features.

In the Merdeka Curriculum, tenth-grade students are expected to develop their ability to create and present written texts relevant to daily life and vocational needs. Based on the *Capaian Pembelajaran (CP) or Learning Outcomes* for Phase E, students should be able to understand and produce simple texts appropriately. However, the students still faced difficulties in generating ideas, organizing information, and expressing their thoughts in written English. Limited vocabulary and grammatical errors were also common problems that students experienced during writing activities. These conditions affected the students' confidence and reduced their interest in participating actively in classroom learning. Therefore, effective and student-centered learning activities are needed to support the students in improving their writing ability. Richards and Rodgers (2001) state that student-centered learning provides opportunities for learners to actively engage in meaningful tasks and develop their language competence more effectively.

To solve these classroom problems, teachers need to implement appropriate learning models and media that actively involve students in the learning process. One learning model that supports active and meaningful learning is PBL. Thomas (2000) explains that PBL is a learning model that involves students in completing meaningful projects through investigation, problem-solving, and collaborative activities. Through PBL, students are encouraged to participate actively, discuss ideas, and develop responsibility during the learning process. In writing instruction, PBL allows students to learn through authentic activities that help them organize and present ideas more effectively. Therefore, PBL is considered appropriate to support the teaching of writing procedure text.

The implementation of PBL in writing instruction also helps the students improve collaboration, creativity, and communication skills. Larmer, Mergendoller, and Boss (2015) explain that PBL includes several stages such as determining essential questions, designing project plans, arranging schedules, monitoring progress, evaluating results, and reflecting on learning experiences. These stages encourage students to become more responsible and actively involved in learning activities. In writing activities, students are not only asked to write texts individually but also participate in planning, discussing, revising, and presenting their projects. Through these activities, students can explore ideas and improve the organization of their writing. As a result, the learning process becomes more meaningful and interactive for the students.

Besides using appropriate learning models, teachers also need learning media that can support students' creativity and engagement. One digital learning medium that can be used in writing instruction is Canva. Canva is an online visual design platform that provides various templates and visual elements that can support students in presenting their ideas creatively (Yundayani et al., 2019). Through Canva, students can create more engaging and organized writing projects. The use of digital media is also relevant to vocational high school students because digital technology is increasingly integrated into learning and everyday activities. Therefore, Canva can support the implementation of PBL by providing a visual medium through which students can develop and present their writing projects in a more interactive and student-centered learning environment.

The integration of PBL assisted by Canva provides opportunities for students to learn writing more creatively and collaboratively. In classroom activities, students can create procedure text projects using Canva templates and visual features. This activity helps students organize ideas systematically while helping students develop ideas and organize procedure texts more systematically. Previous studies also showed positive results regarding the implementation of PBL and Canva in English learning. Utami and Djamdjuri (2021) reported that students perceived Canva positively because it increased their motivation and engagement in writing activities. In addition, Qodariyah et

al. (2024) revealed that Canva improved students' creativity and writing performance.

However, previous studies mainly focused on the implementation of PBL or the use of Canva separately in teaching English writing. Previous studies also tended to emphasize students' writing performance rather than describing the classroom process of improving students' writing skills through the implementation of the learning model and media. In addition, limited studies have specifically investigated the integration of PBL assisted by Canva in teaching procedure text through CAR at vocational high schools. Therefore, this research attempts to fill the gap by focusing on the implementation process of PBL assisted by Canva to improve students' writing skills in procedure text at SMK Negeri 3 Kediri.

Based on the classroom problems and the potential benefits of PBL assisted by Canva, the researcher is determined to conduct CAR at SMK Negeri 3 Kediri. CAR is conducted to solve classroom problems and improve the teaching and learning process through planned actions. Kemmis and McTaggart (1988) propose four stages in CAR, namely planning, acting, observing, and reflecting. In this research, the researcher collaborates with an observer to monitor the students' participation and the implementation of learning activities during the teaching process. The researcher applies PBL assisted by Canva to help the students improve their ability in writing procedure texts. Through this research, the students are expected to become more active, motivated, and confident in participating in writing activities.

B. Formulation of the Problem

Based on the background of the research, the problems of this study are formulated as follows:

1. How can the implementation of Project-Based Learning using Canva improve the writing skills of the students in producing procedure texts at SMK Negeri 3 Kediri?
2. How are the results of teaching writing using Project-Based Learning through Canva to the students at SMK Negeri 3 Kediri?

C. Purpose of the Research

Based on the formulation of the problem above, the purposes of this study are:

1. To describe how the implementation of PBL assisted by Canva can improve the students' writing skills in producing procedure texts at SMK Negeri 3 Kediri.
2. To determine the results of teaching writing using PBL assisted by Canva to the students at SMK Negeri 3 Kediri.

D. Significance of the Research

The results of this research are expected to provide both theoretical and practical benefits for several parties.

1. Theoretical Significance

The results of this study are expected to contribute to the development of teaching writing, particularly in the implementation of PBL in English language teaching. This study is grounded in the concept of PBL proposed by Thomas (2000), which emphasizes learning through project activities involving planning, developing, and presenting a product. In this research, these processes are adapted to the context of teaching writing, where students are engaged in creating written texts as the main output of the project. In addition, this study is expected to enrich references related to the implementation of PBL assisted by Canva in improving students' writing ability.

2. Practical Significance

a. For Teachers

This study is expected to provide practical guidance for teachers in improving writing instruction through PBL assisted by Canva. It helps teachers understand how to support students in developing ideas, organizing information, and producing well-structured texts. In addition, it offers insight into designing meaningful and contextual learning activities through project-based tasks. The integration of Canva also illustrates how digital media can be utilized to support writing

instruction. Therefore, this study can assist teachers in creating more effective, interactive, and student-centered learning environments.

b. For Future Researchers

This study is expected to serve as a reference for future researchers interested in English language teaching, particularly in writing instruction. It provides a clear description of how PBL assisted by Canva is implemented in classroom practice. Future researchers may use this study as a foundation for developing further research with different designs, variables, or educational contexts. In addition, this study encourages further exploration of digital media integration in language learning.

c. For the School

This study is expected to provide valuable input for schools in improving the quality of English language teaching, particularly in writing skills. PBL assisted by Canva can be considered an alternative approach to support active and meaningful learning. The integration of digital media also demonstrates how technology can be utilized to create more engaging classroom instruction. This approach supports the development of a more interactive and student-centered learning environment and may contribute to improving students' learning outcomes.

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