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The Effect of Using Canva Media on the Eighth-Grade Students' Learning Motivation and Writing Skills in Recount Text

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Abstract

Although Canva is increasingly used in English language instruction, limited research has simultaneously examined the effects of teacher-designed Canva instructional media on eighth-grade students' learning motivation and recount-text writing skills. This study investigated the effects of Canva-based instructional media on these two learning outcomes. A quantitative approach with a quasi-experimental pretest–posttest nonequivalent control group design was employed. Forty-four students selected through purposive sampling were assigned to experimental and control groups, with 22 students in each group. Data were collected using a learning motivation questionnaire, a writing test, and classroom observation and analyzed through descriptive statistics and independent-samples t-tests. The experimental group demonstrated significantly higher learning motivation than the control group, $t(42) = 6.799$, $p < .001$. A significant between-group difference was also identified in posttest writing performance, $t(42) = 10.047$, $p < .001$. These findings indicate that purposefully designed Canva-based instruction can support both learning motivation and recount-text writing skills. This study contributes empirical evidence regarding Canva's simultaneous benefits for affective and academic learning outcomes in English language instruction. Teachers should therefore integrate Canva with relevant visual resources, interactive activities, guided writing practice, and meaningful feedback to optimize its instructional value.

Keywords: Canva; English Language Learning; Learning Motivation; Recount Text; Writing Skills

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INTRODUCTION

Writing in English remains a demanding area of learning for students in English as a Foreign Language (EFL) contexts. Unlike oral communication, written communication requires learners to generate ideas, organize them into a meaningful sequence, select appropriate vocabulary, and maintain grammatical accuracy while considering how their message will be understood by readers. These demands become more complex when students have limited exposure to English beyond the classroom. Jiang & Kalyuga (2022) describe foreign-language writing as a cognitively demanding activity because learners must manage linguistic knowledge and idea development simultaneously. Within the Indonesian context, similar difficulties have been reported among secondary-school students, particularly in developing and organizing ideas, choosing appropriate vocabulary, and applying grammatical features accurately (Fisya & Fudhla, 2022). These challenges suggest that writing instruction needs to move beyond the explanation of linguistic forms and provide learning experiences that help students develop ideas in a more guided, meaningful, and engaging way.

Recount text is one of the text types through which junior high school students learn to communicate past experiences in written English. A recount is generally organized chronologically and requires the appropriate use of past-tense forms to reconstruct events for readers (Pakpahan, 2020). Successful recount writing therefore depends not only on knowledge of its generic structure but also on students' ability to connect events coherently, choose relevant vocabulary, and control grammatical forms. Muliadi et al. (2022) found that students' understanding of the generic structure of recount texts influences the organization of their writing, while Sianturi et al. (2024) identified persistent difficulties related to vocabulary, grammar, and the development of ideas in recount writing. Such difficulties often make writing feel burdensome to learners, particularly when classroom activities provide limited opportunities to explore ideas through examples, visual support, or guided practice. The issue is consequently not limited to students' linguistic competence but also concerns the way writing is experienced and supported during instruction.

Learning motivation has an equally important place in this process because students are more likely to engage with demanding writing activities when they perceive learning as meaningful and manageable. Motivation shapes students' willingness to participate, sustain effort, respond to difficulties, and remain involved in classroom tasks. Herpratiwi & Tohir

(2022) emphasize the relationship between students' interest, learning discipline, and motivation, indicating that the conditions created during learning can influence how actively students participate. Digital learning environments may contribute to these conditions when technology is used to make learning activities more engaging rather than simply transferring conventional materials to a screen. Safitri et al. (2022), for example, found that digital game-based media could strengthen students' learning motivation, while David & Weinstein (2024) showed that educational technology is more likely to support intrinsic motivation and engagement when learning experiences are both enjoyable and appropriately challenging. Technology therefore has educational value not because it is digital in itself, but because of how it is designed to invite students into the learning process.

Digital instructional media provide teachers with opportunities to present information through combinations of text, images, video, activities, and other interactive elements. Such features can be particularly useful in language classrooms, where abstract explanations may become more accessible when students can connect linguistic forms with visual examples and contextualized tasks. Ngoc & Huyen (2023) reported that the use of Canva in designing English lessons contributed positively to students' learning motivation, suggesting that visually organized digital materials can help create a more attractive learning environment. Similar evidence was reported by Efendi et al. (2023), who found that Canva-based learning media were associated with improvements in students' motivation and learning outcomes. The contribution of digital media, however, depends heavily on instructional design. Attractive visual elements alone do not guarantee meaningful learning; they need to be connected with learning objectives, explanations, guided activities, practice, and assessment so that students can see a clear pathway through the lesson.

Canva has increasingly been used in English language instruction because its visual and multimedia features enable teachers and students to combine written information with images, templates, videos, and other digital resources. Research on writing has generally reported encouraging results. Yundayani et al. (2019) found that the integration of Canva into EFL writing instruction had a positive effect on students' writing performance. Faqih et al. (2023) similarly demonstrated the effectiveness of Canva within project-based learning for improving students' writing skills, while Hafidzin et al. (2024) reported that Canva could enhance writing proficiency among learners with different learning styles. More recent evidence from Nirmala & Sabat (2024) also showed that students who received Canva-supported writing instruction performed better than those in a comparison group. Taken

together, these findings indicate that Canva can provide more than decorative visual support; when incorporated into a purposeful learning design, it can create a space in which learners encounter language, ideas, and writing tasks through more varied forms of representation.

Evidence concerning students' motivational responses to Canva further strengthens its potential as an instructional medium. Digital media that are visually appealing, accessible, and interactive can influence how students perceive classroom tasks and whether they are willing to remain involved in them. Ngoc & Huyen (2023) noted increased learning motivation when Canva was incorporated into English lessons, while Efendi et al. (2023) reported positive outcomes for both motivation and achievement. Research involving middle-school English learners also provides a particularly relevant perspective. Pratama & Hikmat (2024) found that eighth-grade students responded positively when Canva was used to present English learning materials, develop worksheets, and support classroom assignments. Their findings suggest that Canva can contribute to a classroom atmosphere in which students encounter learning materials in forms that are more accessible and appealing to them. Such evidence is important for writing instruction because students who feel interested, supported, and actively involved are more likely to persist when they encounter linguistic difficulties.

Preliminary classroom observations in the Padang Sago area revealed a comparable situation. Eighth-grade students experienced difficulties in understanding English lessons, particularly when they were expected to produce recount texts. Students appeared to struggle with generating and organizing ideas, using appropriate vocabulary and past-tense forms, and developing their experiences into coherent texts. The instructional process also made relatively limited use of technology-based media, leaving fewer opportunities for students to engage with examples, visual explanations, interactive activities, or varied forms of practice. These classroom conditions are consistent with the difficulties documented in Indonesian studies of recount writing(Fisya & Fudhla, 2022; Sianturi et al., 2024). They also point to an instructional need that goes beyond improving writing scores. Students require a learning environment that can support their writing processes while sustaining their interest and willingness to participate throughout the lesson.

A closer examination of previous Canva-related studies reveals an important space for further investigation. Several studies have examined Canva primarily as a tool through which learners create or design written products. Yundayani et al. (2019), for instance,

positioned Canva as a visual medium that supported learners in developing their writing, while Fadila & Siregar (2023) focused on the development of Canva-based teaching media for recount text. Shaumi (2023) specifically investigated the effect of Canva on students' skills to write recount texts, and Pratiwi (2024) explored its use in producing biographical recount texts in vocational secondary education. Other studies have addressed writing in different genres, such as narrative text (Wahdania et al., 2024), or have examined motivation and broader learning outcomes without simultaneously assessing students' recount-text writing performance (Pratama & Hikmat, 2024). Across these studies, relatively limited attention has been given to the simultaneous effects of Canva on learning motivation and recount-text writing skills among eighth-grade students, particularly when Canva is not merely a student design application but is deliberately constructed by the teacher as the main instructional medium for organizing the learning sequence.

The present study addresses this gap by positioning Canva as a teacher-designed instructional environment in which learning materials, writing stages, interactive videos, educational activities, student worksheets, and evaluation tasks are organized within a connected learning experience. This approach differs from using Canva solely as a platform on which students produce a final visual or written product. A structured digital environment may help learners manage the cognitive demands of EFL writing by presenting information and writing activities in gradual and comprehensible stages, an important consideration given the cognitive complexity involved in foreign-language writing (Jiang & Kalyuga, 2022). At the same time, visually engaging and appropriately challenging technology-supported activities may contribute to students' motivation and sustained engagement (David & Weinstein, 2024). On this basis, the study aims to investigate the effect of using Canva media on eighth-grade students' learning motivation and their writing skills in recount text. More specifically, it seeks to determine whether the use of teacher-designed Canva instructional media produces meaningful differences in students' learning motivation and recount-text writing performance compared with instruction that does not employ the same Canva-based learning environment.

METHODS

This study employed a quantitative approach using a quasi-experimental pretest-posttest nonequivalent control group design. A quantitative approach was considered appropriate because the study sought to examine the effect of Canva-based instructional

media on measurable changes in students' learning motivation and recount-text writing skills. Quasi-experimental research was selected because the participants were drawn from existing school classes rather than being randomly assigned to newly formed groups. The study involved an experimental group that received instruction through teacher-designed Canva media and a control group that received conventional instruction using textbooks and the whiteboard. Both groups completed a writing pretest before the intervention and a posttest after the intervention, while the learning-motivation questionnaire was administered after the instructional treatment. This design enabled the researcher to compare students' performance across the two instructional conditions while maintaining the natural organization of the classrooms. Classroom observation was also employed as supporting evidence to document students' participation, attention, enthusiasm, and engagement throughout the learning process rather than as the primary source for hypothesis testing.

The population comprised 130 eighth-grade students from SMP Negeri 1 Padang Sago and MTsN 10 Padang Pariaman. The sample was selected through purposive sampling by considering the comparability of students' English proficiency, their participation in regular English learning, and the suitability of the classes for the research objectives. Purposive sampling allows participants to be selected on the basis of characteristics that are relevant to the purposes of a study (Sugiyono, 2010). A total of 44 students participated, consisting of 22 students from Class VIII.1 of SMP Negeri 1 Padang Sago as the experimental group and 22 students from Class VIII.2 of MTsN 10 Padang Pariaman as the control group. Data were collected through three instruments: a learning-motivation questionnaire, a recount-text writing performance test, and a classroom observation checklist. The questionnaire used a five-point Likert scale and measured students' responses related to attention, relevance, confidence, satisfaction, effort, and persistence. Its validity was examined through item validity procedures, while reliability was assessed to determine the internal consistency of the instrument in accordance with established quantitative measurement principles (Arikunto, 2010, 2014). Students' writing performance was assessed using an analytic rubric adapted from Brown (2007), covering content, organization, grammar, vocabulary, and mechanics. The writing instrument was examined through content validity and expert judgement, whereas inter-rater reliability was strengthened by involving two scorers who reviewed and discussed the scoring criteria before assessing students' work.

Data collection was conducted over three weeks and consisted of six instructional meetings. The initial stage involved administration of the writing pretest to both groups to

identify their initial recount-writing ability. The experimental group then received Canva-supported instruction integrating visual presentations, instructional videos, educational games, and digital worksheets, whereas the control group studied the same recount-text content through conventional classroom instruction. Classroom observations were conducted during the treatment to record students' engagement and learning behaviour. At the end of the intervention, both groups completed the writing posttest, followed by the learning-motivation questionnaire. Quantitative data were analysed using descriptive and inferential statistics. Descriptive analysis was used to summarize students' motivation and writing scores, whereas normality and homogeneity tests were conducted before hypothesis testing. Differences in students' writing performance and learning motivation between the experimental and control groups were subsequently examined using appropriate t-test procedures at the predetermined level of significance. Observation data were analysed descriptively and used to complement the questionnaire and writing-test findings by providing contextual evidence of students' responses during Canva-supported instruction.

RESULTS

The study involved 44 eighth-grade students divided equally into an experimental group and a control group. The experimental group consisted of 22 students who received recount-text instruction through Canva-based instructional media, whereas the control group consisted of 22 students who received conventional instruction. The results are presented according to the two main outcomes of the study, namely students' learning motivation and recount-text writing skills, followed by the assumption tests, hypothesis testing, and classroom observation findings.

1. Students' Learning Motivation

Students' learning motivation was measured after the instructional treatment through a learning-motivation questionnaire. Descriptive analysis showed a clear difference between the two groups. As presented in Table 1, the experimental group obtained a mean motivation score of 177.36 (SD = 11.58), whereas the control group obtained a lower mean score of 154.77 (SD = 10.44). The experimental group scores ranged from 154 to 204, while those of the control group ranged from 141 to 180.

Table 1. Descriptive Statistics of Students' Learning Motivation

Group	N	Mean	SD	Minimum	Maximum
Experimental group	22	177.36	11.58	154	204
Control group	22	154.77	10.44	141	180

Table 1 indicates that the experimental group achieved a mean score approximately 22.59 points higher than the control group. The difference suggests that students who learned through Canva-based instructional media demonstrated stronger learning motivation after the intervention. The higher scores in the experimental group were also reflected in classroom participation, where students appeared more attentive, enthusiastic, and willing to engage in the learning activities.

Inferential analysis further confirmed the difference between the two groups. The independent-samples test produced an absolute t value of 6.799 with 42 degrees of freedom and a significance level below .001. This finding indicates that the difference in learning motivation between the experimental and control groups was statistically significant. Thus, the use of Canva-based instructional media had a significant effect on students' learning motivation.

2. Students' Recount-Text Writing Skills

Students' writing performance was examined through pretest and posttest scores. The pretest was administered before the treatment to identify students' initial ability to write recount texts.

Table 2. Descriptive Statistics of Students' Pretest and Posttest Writing Scores

Test	Group	N	Mean	SD	Minimum	Maximum
Pretest	Experimental	22	41.73	10.85	25	58
Pretest	Control	22	36.18	7.68	25	50
Posttest	Experimental	22	75.27	11.01	54	91
Posttest	Control	22	42.50	10.63	25	61

Table 2 shows that the experimental group obtained a pretest mean of 41.73 (SD = 10.85), while the control group obtained a mean of 36.18 (SD = 7.68). Both mean scores were relatively low, indicating that students in both groups initially experienced considerable difficulty in producing recount texts.The pretest results indicate that neither group had reached the school's Minimum Mastery Criterion of 70 at the initial stage. Although the experimental group showed a somewhat higher mean than the control group, the difference was not statistically significant, $t(42) = 1.957$, $p = .057$. This result suggests that the two groups did not differ significantly in recount-text writing performance before the instructional intervention.

A marked difference emerged after the treatment. The experimental group achieved a posttest mean of 75.27 (SD = 11.01), whereas the control group obtained a mean of 42.50

(SD = 10.63). The experimental group therefore showed a substantially higher level of writing performance after receiving Canva-supported instruction. Its highest posttest score reached 91, compared with 61 in the control group. The mean posttest score of the experimental group also exceeded the Minimum Mastery Criterion, while the mean of the control group remained considerably below the criterion.

The independent-samples t-test confirmed that the posttest difference was statistically significant, $t(42) = 10.047$, $p < .001$. The mean difference between the two groups was 32.77 points, with a 95% confidence interval ranging from 26.19 to 39.36. These results demonstrate that the experimental group performed substantially better in recount-text writing than the control group following the intervention.

3. Assumption Testing

Normality and homogeneity tests were conducted before inferential analysis. Because each group consisted of 22 students, the Shapiro-Wilk statistics were considered in examining the distribution of the data. The significance values for the experimental and control pretest scores were .070 and .056, respectively. The corresponding posttest values were .086 and .106. The learning-motivation questionnaire also yielded significance values of .068 for the experimental group and .826 for the control group. All values exceeded the .05 criterion, indicating that the datasets did not significantly deviate from a normal distribution.

Table 3. Results of Assumption Testing

Variable	Group/Data	Shapiro–Wilk p	Levene's p	Interpretation
Writing pretest	Experimental	.070	.078	Normal and homogeneous
Writing pretest	Control	.056	.078	Normal and homogeneous
Writing posttest	Experimental	.086	.803	Normal and homogeneous
Writing posttest	Control	.106	.803	Normal and homogeneous
Learning motivation	Experimental	.068	.436	Normal and homogeneous
Learning motivation	Control	.826	.436	Normal and homogeneous

Based on table 3, levene's tests also indicated that the assumption of homogeneity of variance was satisfied. The significance values were .078 for the pretest data, .803 for the posttest data, and .436 for the learning-motivation questionnaire. Since all values were greater than .05, equal variances could be assumed for the subsequent independent-samples analyses.

4. Effect of Canva-Based Instructional Media

The inferential results addressing the research objectives are summarized in Table 4. The pretest analysis did not show a statistically significant difference between the

experimental and control groups. In contrast, significant between-group differences were identified for both posttest writing performance and learning motivation.

Table 4. Summary of Independent-Samples Tests

Outcome	Comparison	t	df	p	Mean Difference	Decision
Writing pretest	Experimental vs. Control	1.957	42	.057	5.55	Not significant
Writing posttest	Experimental vs. Control	10.047	42	< .001	32.77	Significant
Learning motivation	Experimental vs. Control	6.799*	42	< .001	22.59	Significant

Table 4 provides two important findings. First, students in the experimental and control groups did not differ significantly in their initial recount-text writing performance, as indicated by the pretest result. Second, after the instructional period, students who learned through Canva-based instructional media achieved significantly higher writing scores than students who received conventional instruction. A statistically significant difference was also found in students' learning motivation, with the experimental group obtaining the higher mean score.

These findings support the rejection of the null hypotheses concerning both dependent variables. Canva-based instructional media had a statistically significant effect on eighth-grade students' learning motivation and recount-text writing skills. The improvement was particularly evident in writing performance, where the experimental group moved from a relatively low initial mean score to a posttest mean above the school mastery criterion.

5. Classroom Observation Findings

Classroom observation was used as supporting evidence rather than as the principal basis for hypothesis testing. The observation findings were consistent with the quantitative results. Students in the experimental group displayed stronger participation, attention, enthusiasm, and involvement during recount-text instruction. Most observed indicators in this group were classified in the excellent category. Students were more responsive to learning activities, showed greater willingness to participate, and remained actively involved when Canva-supported materials were used.

Students in the control group generally followed the lessons appropriately, but their classroom participation and enthusiasm were described as being at an adequate level. Compared with the experimental group, fewer students showed sustained active participation throughout the lesson. The contrast was particularly visible during activities that required

students to explore ideas, respond to instructional materials, and complete recount-writing tasks.

The observation findings therefore complement the questionnaire and writing-test results. Students exposed to Canva-based instruction not only obtained higher motivation and writing scores but also demonstrated more active engagement during the learning process. Since the observation data were intended as supporting evidence, these findings were interpreted descriptively and were not used independently to establish the statistical effect of the intervention.

DISCUSSION

The findings of this study indicate that Canva-based instructional media was associated with meaningful differences in both students' learning motivation and their ability to write recount texts. Students in the experimental group demonstrated higher motivation after the intervention and achieved substantially better writing performance than those who received conventional instruction. The absence of a statistically significant difference between the groups at the pretest stage, followed by a significant difference in posttest writing performance, provides evidence that the instructional experience received during the treatment period was related to the different outcomes observed at the end of the study. These results are particularly relevant in the context of junior high school EFL learning, where writing requires students to manage linguistic knowledge, idea development, organization, and accuracy while remaining sufficiently motivated to persist through a cognitively demanding task.

1. Canva-Based Instruction and Students' Learning Motivation

The higher learning-motivation scores in the experimental group suggest that the way learning materials were presented through Canva created conditions that were more supportive of students' attention and participation. The experimental group obtained a mean motivation score of 177.36, compared with 154.77 in the control group, and the difference was statistically significant. The importance of this finding lies not simply in the visual attractiveness of Canva but in how the platform was used pedagogically. In this study, Canva functioned as the main instructional medium through which the teacher organized explanations, visual materials, videos, educational games, and digital worksheets. Students

were therefore not merely exposed to decorative digital slides; they encountered learning activities presented in a more varied and structured manner.

This finding is consistent with Ngoc & Huyen (2023), who reported that incorporating Canva into English lessons could increase students' learning motivation by creating more engaging learning experiences. It also supports the broader argument that technology contributes to motivation when it enables learning to become enjoyable while retaining an appropriate level of challenge (David & Weinstein, 2024). Students' motivational responses observed in the present study appear to reflect this combination. Visual materials attracted their attention, while the integration of activities and writing tasks required them to remain involved throughout the lesson. The classroom observations supported this interpretation, as students in the experimental group showed stronger attention, enthusiasm, and participation than those in the control group.

The motivational benefit of Canva should therefore be understood as an outcome of instructional design rather than as an automatic consequence of using technology. Digital tools do not necessarily improve students' willingness to learn simply because they are visually attractive. Their educational value depends on whether their features are connected meaningfully to the content, learning activities, and students' needs. Ayshara & Kamil (2025) similarly emphasize that interactive media can help reduce learning fatigue and create more comfortable learning experiences. Recent evidence from Indonesian English classrooms also indicates that students tend to respond positively to Canva when its visual and interactive features are used to support comprehension, confidence, and engagement rather than merely for presentation purposes. This perspective helps explain why the experimental students in the present study remained more actively involved in recount-text learning.

2. Canva-Based Instruction and Recount-Text Writing Skills

The effect of Canva was more pronounced in students' writing performance. The experimental group improved from a pretest mean of 41.73 to a posttest mean of 75.27, whereas the control group increased from 36.18 to 42.50. More importantly, the posttest difference between the groups was statistically significant. The improvement suggests that Canva-supported instruction provided students with forms of assistance that were particularly useful when learning to construct a recount text. Writing a recount requires learners to understand the communicative purpose of the text, organize past events chronologically, select appropriate vocabulary, and use relevant grammatical features. These

processes may become more manageable when instruction provides clear examples, visual cues, sequenced explanations, and opportunities for guided practice.

The finding corresponds with several earlier studies on Canva-supported writing instruction. Yundayani et al. (2019) found that the use of Canva contributed positively to EFL students' writing skills, while Andriyanti et al. (2023) reported improvement in junior high school students' writing, including difficulties associated with the generic structure of recount texts. Hafidzin et al. (2024) also found that students taught through Canva achieved better recount-writing outcomes than those receiving non-computer-based instruction. Evidence more specifically focused on recount writing has likewise shown that Canva can facilitate the organization of ideas and provide a visually supported environment for developing written texts. These consistencies suggest that multimodal instructional support can be particularly useful for learners who are still developing both English proficiency and genre knowledge.

The present study extends those findings in an important way. Canva was not positioned primarily as a design application through which students were expected to produce a digital product. Instead, it was organized by the teacher as an instructional environment that brought together explanations of recount-text structure and language features, visual examples, videos, games, worksheets, and writing activities. This distinction matters because students' improved writing performance may have emerged not simply from using Canva but from receiving information and practice through a sequence that made the writing process easier to follow. Jiang & Kalyuga (2022) explain that foreign-language writing places considerable cognitive demands on learners because they must simultaneously manage language and meaning. Presenting writing instruction in smaller, visually supported stages may therefore help students devote more attention to idea development and text organization rather than struggling to process several unfamiliar demands at once.

Pratiwi (2024) similarly highlights the educational possibilities of Canva for constructing recount texts, while Shaumi (2023) reported a positive effect of Canva on students' recount-writing ability. More recent qualitative evidence at the junior high school level further supports this pattern. Asrul & Sibarani (2025) found that Canva-assisted multimodal learning supported students' engagement, organization of recount texts, creative expression, and confidence, although vocabulary limitations and access to technology remained challenges. The present findings complement this evidence quantitatively by

showing that students exposed to structured Canva-supported instruction achieved substantially higher writing outcomes than students receiving conventional instruction. Classroom observations also showed that experimental-group students were more willing to develop ideas, complete writing tasks, and revise their work after receiving feedback.

The relationship between motivation and writing performance also deserves attention. The two outcomes should not be interpreted as completely separate effects. Writing is an iterative activity that requires sustained attention, effort, revision, and willingness to respond to difficulties. Students who perceive learning activities as understandable and engaging may be more willing to remain involved when they encounter problems with vocabulary, grammar, or organization. Conversely, clearer instructional support may help students experience greater competence, which can strengthen their motivation to continue learning. The findings therefore suggest a mutually supportive relationship in which the instructional characteristics of Canva helped make the writing process more accessible while also sustaining students' engagement. This interpretation does not imply that motivation alone produced better writing, but it highlights how affective and cognitive dimensions of language learning can develop together within a supportive instructional environment.

3. Implications of the Findings

The findings contribute to EFL writing pedagogy by showing that the instructional value of Canva extends beyond visual presentation. Its contribution appears to lie in the teacher's ability to integrate multiple forms of support within one learning environment. For teachers, this means that Canva can be used to organize genre explanations, model texts, visual prompts, short instructional videos, guided exercises, interactive activities, and writing assignments into a coherent learning sequence. Such use may be particularly valuable for junior high school learners who still require substantial scaffolding when transforming personal experiences into organized English texts. Theoretically, the findings strengthen the view that multimodal digital media can support language learning when visual and interactive resources are deliberately aligned with the cognitive and motivational demands of the task. The results also reinforce previous evidence that Canva can serve both affective purposes, such as sustaining interest and participation, and academic purposes, such as supporting text organization and writing development.

The results should nevertheless be interpreted within several limitations. The study involved only 44 students selected purposively from two schools, which limits the extent to which the findings can be generalized to other educational settings. The experimental and control groups also came from different schools; consequently, differences in school environment, teacher characteristics, classroom culture, or other institutional conditions could not be completely controlled. The intervention lasted only three weeks with six instructional meetings, making it difficult to determine whether the observed effects would remain stable over a longer period. Learning motivation was measured after the intervention without an equivalent baseline motivation measure, which restricts conclusions about individual changes in motivation from before to after the treatment. Classroom observations were used as supporting evidence and may also have been influenced by observer interpretation. Future research could address these limitations by employing larger samples, random or matched group allocation where feasible, pretest and posttest measures of both motivation and writing, longer intervention periods, and follow-up assessment to examine whether students maintain their writing development over time.

Despite these limitations, the findings provide evidence that thoughtfully designed Canva-based instruction can create a learning environment in which students are not only more willing to participate but also better supported in developing recount texts. The contribution of Canva in this study appears to arise from the interaction between technology and pedagogy rather than from the platform alone. When visual resources, instructional guidance, meaningful activities, and opportunities to practise writing are deliberately connected, digital media can make a challenging EFL writing task more approachable for young learners. In this sense, the findings support the use of Canva not as a replacement for the teacher or the writing process, but as a medium through which teachers can provide clearer, more engaging, and more responsive support for students learning to write in English.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the use of Canva-based instructional media had a significant positive effect on eighth-grade students' learning motivation and writing skills in recount text. Students who learned through Canva showed stronger motivation, greater classroom engagement, and better writing performance than those who received conventional instruction. The integration of visual presentations,

images, animations, educational games, and structured learning activities helped create a more engaging learning environment and supported students in understanding the generic structure and language features of recount texts. Canva also assisted students in developing and organizing their ideas more clearly, which contributed to better written performance.

These findings indicate that Canva can serve as an effective instructional medium for supporting both the affective and academic dimensions of English learning, particularly in teaching recount text at the junior high school level. Its value lies not only in its attractive visual features but also in how teachers organize those features into meaningful learning activities that encourage students to participate, explore ideas, and complete writing tasks with greater confidence. Future studies are recommended to involve larger and more diverse samples, extend the duration of the intervention, and examine the use of Canva in other text genres and language skills to determine whether similar effects can be observed across different learning contexts.

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