

THE EFFECTIVENESS OF THE CANVA APPLICATION IN ENHANCING STUDENTS' WRITING PROFICIENCY ACROSS LEARNING STYLES

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ABSTRACT The current research focused into the possible advantages of using Canva apps to improve writing abilities among kinesthetic, visual, and auditory learners. the objectives study of this research are: 1) To find out the effectiveness of using Canva had better achievements in writing recount texts than those taught by using picture series, 2) To find out whether learning styles affect achievement in writing by using Canva. Two classes were chosen at random to serve as the control and experimental groups. Canva was used to teach the experimental group, while non-computer-based instruction was used for the control group. To assess the efficacy of Canva use, a posttest was given following six sessions. The results indicated a significant improvement in writing achievements for students taught by using Canva compared to those without (sig. $0.000 \leq \text{sig. } 0.05$). Students that were taught using Canva had an N-Gain score of 0.52. It showed that using Canva to raise students' performance was successful, putting it in the middle range. Additionally, a factorial approach using a two-way ANOVA was employed to ascertain whether learning styles have an impact on Canva writing achievement. A significance value of 0.004 (sig. $0.004 < 0.05$) was found by the computation. This led to the study's implication that students' use of visual, auditory, and kinesthetic learning styles enhances their academic performance. The study's findings also indicate that employing media based on students' learning styles is a significant factor in improving their skills.

Keywords: Canva, writing, learning style, recount text

INTRODUCTION

Writing is one of the most important skills that foreign language learners should learn when learning English. The fact that writing is used in both the workplace and higher education makes it important. Students studying English as a Foreign Language (EFL) in Indonesia must become proficient writers in order to communicate effectively in writing and to complete academic assignments such as writing letters, essays, papers, articles, journals, project reports, theses, and more. It is underlined that writing is essential for sharing knowledge and expressing ideas on a worldwide scale (Fareed et al., 2016).

Nevertheless, when it comes to writing, kids face many obstacles. Writing difficulties are indicated by a lack of passion and concentration when writing, as well as an inability to express ideas clearly using suitable language, vocabulary, and grammar (Pradana et al., 2020). The effect of the students' native tongue is another indication that they are having trouble writing. According to Sulisty et al. (2019), pupils struggle to combine exact grammar, vocabulary, and punctuation into English phrases that make sense and are acceptable writings.

Concerning the challenges in writing skills, Students should generate their spoken or written expressions based on what they see and listen. Consequently, they possess the ability and inclination to provide immediate feedback following their observations and listening sessions. Meanwhile, Teachers must focus on the components and features to ensure effective teaching and learning processes. These elements include the environment, instructional medium, tactics, and objectives (Rahim et al., 2022).

A significant factor which influences the enhancement of students' writing skills is instructional media. Muvango et al. (2019) affirm that instructional media significantly impacts teachers' effectiveness in delivering materials and students' mastery of the content. Utilizing appropriate instructional media proves highly beneficial in English instruction, offering several advantages. Through media utilization, educators can meticulously select and manage subject

content, thus enhancing teaching quality by delivering content in an organized, consistent, specific, and lucid manner.

The aim of this research is to identify an effective instructional media that can significantly improve students' writing skills. While there are numerous types of media available that can enhance students' understanding of writing, the researcher's main focus is to find the most impactful media that helps students express their ideas more clearly. The role of an appropriate media is to ensure that English teachers can provide clear explanations and engage students, ultimately enhancing their writing comprehension. In this context, Canva emerged as the instructional tool that best aligns with the researcher's objectives.

Christiana and Anwar (2021) state that Canva aids EFL students in expressing themselves and communicating with others. By encouraging students to engage in the creative process, it offers an immersive experience that helps them remember prior knowledge and reinforce the material. Al Khoeri et al. (2021) demonstrated that Canva improved the teaching and learning experience in English classrooms due to its diverse features. The study by Widiasanti et al. (2023) concluded that individuals exhibit an inherent inclination toward embracing technology, including its integration into the realm of education.

The results of the previous earlier studies consistently showed how using Canva can improve students' writing abilities. Nevertheless, there is no correlation between the efficiency of Canva and students' learning styles in the previously mentioned studies. Instead, each student adopts different learning styles in their learning process. A learning style refers to how students react to and utilize the stimuli they experience throughout the learning process. Each individual's learning style varies based on their inclinations, as noted by Irawati et al. (2021).

Additionally, the subjects being studied and the teaching strategies used by teachers have an impact on learning styles, according to Payaprom et al. (2020). Both the learning process and pupils' ability to retain information are impacted by learning styles. Increasing one's capacity for a more successful learning process is the aim of learning style.

Learning styles refer to the various approaches students use to absorb and process information delivered by teachers. According to Rachman et al. (2019), a learning style is a consistent way in which students react to and utilize stimuli during the learning process. Learning styles can also serve as a means to enhance students' academic outcomes. By aligning teaching methods with students' individual learning styles, educators can support more effective learning and help students achieve better academic results. Students whose learning styles align with their educational experiences often perform better academically compared to those whose learning styles are not accommodated.

Magulod (2019) conducted a study on learning styles and academic performance, revealing a significant relationship between students' learning styles and their academic achievement. Karmila (2018) found a significant correlation between learning styles and reading comprehension. Maulana (2020) also discovered a significant relationship between students' learning styles and their vocabulary mastery.

However, the three previous studies did not overview the correlation of a certain media and the students' learning styles, as an effort to overcome the existing gap, a further study needs to explore the impact of Canva application on the academic performance across visual, auditory and kinesthetic learners. Since Canva provides many interesting and easy-to-use visual-based features and templates, the question arises as to whether the use of Canva is related to students' learning styles. The aims of this study are (1) to find out the effectiveness of using Canva had better achievements in writing recount texts than those taught by using picture series, and (2) to find out whether learning styles affect achievement in writing by using Canva.

LITERATURE REVIEW

Teaching Writing Recount Text Using Canva

Writing serves as a medium to present the writer's ideas effectively within a well-structured text. This process requires the writer to ensure that readers can clearly comprehend the information and messages conveyed. In essence, writing is a challenging way to express and communicate ideas and arguments from one's mind. In the process of teaching writing, the researcher uses a process based approach. Grenville (2001:11) outlines the steps in the writing process as follows: (1) Prewriting, the initial and crucial step, helps students start their writing by allowing them to think and generate ideas they wish to develop, getting words onto paper. Suggested prewriting techniques include free writing, questioning, clustering, and creating a scratch outline; (2) Drafting, where students start writing their first draft, incorporating additional thoughts and details not previously considered during prewriting. At this stage, students focus on developing their ideas without worrying about grammar, punctuation, or spelling; (3) Revising, which involves rewriting the essay to strengthen it by addressing mistakes in content and style, such as grammar, punctuation, and spelling errors found in the first draft. This step trains students to enhance their writing by adding, deleting, changing, or modifying their initial draft; (4) Editing, the final step, involves rechecking the revised draft to ensure readability and clarity. This step ensures that the writing effectively conveys the intended message and involves considering the proper use of the English language, including both content and style.

A recount text serves the purpose of narrating past experiences, providing a detailed account of events. In this current investigation, emphasis is placed on the structure, language choice, grammatical usage, and content of the recount text. Regarding the form, students are expected to compose a recount text aligning with the generic structure typical of recount texts. Furthermore, the students are tasked with producing a personal recount text recounting a holiday experience, comprising a minimum of 100 words.

Canva Media is a widely used platform in online learning that enables teachers, students, and learners to easily create various types of visual content. It offers a wide range of pre-designed templates, graphics, images, and user-friendly design tools, allowing users to create presentations, infographics, posters, brochures, and more without needing advanced graphic design skills. In the educational context, Canva holds significant importance (Larasati & Rustandi, 2022; Yundayani et al., 2019). Teachers can utilize Canva to design engaging and informative learning materials, which can assist students in grasping complex concepts more effectively. In this study, Teacher used Canva to help students develop creative presentations, complete assignments, or produce other projects. With a vast selection of templates and design elements, Canva aids students in enhancing their graphic design skills while presenting information in a more engaging manner.

Learning Style

There are several ways to classify learning styles, but De Porter, Reardon, and Singer-Nourie's (1999:84–86) taxonomy is the most commonly accepted. Students' learning styles are divided into three categories by De Porter, Reardon, and Singer-Nourie: kinesthetic, auditory, and visual. The first one is visual, is defined as a learner who favors visual input absorbs and recalls information more effectively when it's conveyed through visual aids such as images, diagrams, and graphs. Another style is auditory, it is defined as a learner with a preference for auditory input favors listening to information being presented. the last learning style is kinesthetic which is defined as a learner who is kinesthetically dominant tends to favor a tactile learning experience. These distinctive learning style characteristics can aid educators in crafting tailored instructional approaches, including the application of the Visual, Auditory and Kinesthetic (VAK) model explored in this study. The determination of students' learning styles is based on their scores from a questionnaire, which can reveal whether their predominant style is visual, auditory or kinesthetic.

RESEARCH METHODS

Since two courses were specifically selected as samples rather than assigned at random, the researchers used a quasi-experimental research approach in this study (Field, 2009). The experimental group comprised 22 students from class XD, while the control group included 22 students from class XE. Altogether, the sample consisted of 44 students.

Eight meetings were allotted to each group over the six to ten sessions that comprised data collection. A test, comprising a pre-test and a post-test, was the main tool used in this investigation. To set a baseline and make sure that everyone had comparable writing abilities in recount texts, the researchers gave a pre-test to the experimental and control groups during the first session. Each group received different treatments after the pre-test. In order to present teaching materials throughout these sessions, the experimental group was taught utilizing the Canva program. On the other hand, visual series were used to instruct the control group. In order to assess how well Canva taught recount texts, a post-test was given at the last session. After the posttest, the experimental group received a learning style questionnaire to categorize them based on their visual, auditory, and kinesthetic learning preferences. The objective of this session is to know whether learning styles affect achievement in writing by using Canva.

For the treatments, each group met six times. The teacher used Canva to give the experimental group a brief explanation of the recount text. Then, students practiced creating a recount text structure with the assistance of Canva on small group discussions. Afterward, students practiced selecting visuals and composing recount text using Canva. Then, the teacher instructed them to discuss and review their work. At the final treatment, each small group presented recount text using Canva. The control group, the teacher provided an overview of recount text material and gave some examples of recount text in the form of picture series provided in the textbook. Then, the teacher provided a deep exploration of recount text structure (Orientation, Chronology, Evaluation) based on the textbook. Afterward, the teacher asked the students to identify personal experiences that can be used as recount material. In the final session, students were asked to create stories based on the provided picture series. The teaching activities in the experimental class are informed in the table below:

Table 1 The Teaching Activities in both Experimental and Control Class

Meeting	Activity
Meeting 1	pre-test
Meeting 2	Introduction and Canva Familiarization
Meeting 3	Recount Text Structure
Meeting 4	Visual Selection and Recount Composition
Meeting 5	Peer Review and Collective Correction
Meeting 6	Refinement and Editing
Meeting 7	Presentation
Meeting 8	post-test

Two independent raters assessed the students' pre-test and post-test outcomes to guarantee the validity of the scores. The principal researcher was the second rater, and the first rater was the English instructor at the school where the study was conducted. Both raters used a scoring rubric created by Brown (2007) to expedite the scoring procedure. To assess the consistency between the two raters, the Pearson Product Moment Correlation was employed to calculate the correlation of their scores for both the pre-test and post-test. A high correlation ($r = .85$, $p < 0.05$) was found in the reliability test for the pre-test scores, suggesting that the scoring was reliable. The trustworthiness of the data and the consistent alignment of the two raters' scores while assessing the students' recount texts were further confirmed by the post-test reliability analysis, which again revealed a good correlation ($r = .94$, $p < 0.05$).

To identify the proper statistical analyses for the data, it is crucial to satisfy the statistical assumptions prior to testing the hypothesis. Among these presumptions are normality and homogeneity analyses. The descriptive program in SPSS version 25 was used to conduct the normalcy test for a variable. Using the Kolmogorov-Smirnov test, the significant value for

each group was shown. Students in the experimental group had a pre-test significance value of 0.190 and a post-test significance value of 0.169. Students' pre-test and post-test scores in the control group had significance values of 0.200 and 0.123, respectively. The data showed a normal distribution and the normality condition was met because the values were higher than 0.05.

The researcher performed the homogeneity test following the testing of the normalcy assumption. Prior to starting the therapy, the homogeneity test sought to assess the equality of the experimental and control groups. Levene's Test was used for this, and the SPSS 25 software was used. According to the results, the homogeneity test's mean-based significance value for all groups was 0.222. Because the significance value was higher than 0.05, this indicates that the alternative hypothesis was accepted and the null hypothesis was rejected. The findings showed that every group that took part in the study was similar.

FINDINGS AND DISCUSSION

Findings

To determine the difference in mean scores between the experimental and control groups, the research's findings were compiled. The following are the descriptive statistics for both groups' post-test results:

Table 2. Descriptive statistics of students' writing achievement

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experimental group	22	56	76	67.73	6.150
Post-test Experimental group	22	80	92	85.00	3.532
Pre-test Control group	22	56	84	68.09	8.451
Post-test Control group	22	68	88	77.45	5.316
Valid N (listwise)	22				

It is evident from the above data that the experimental group's highest post-test score was 92, whereas the control group's highest score was 88. The experimental group's lowest score was 80, whereas the control group's was 68. This suggests that in both the highest and lowest scores, the experimental group did better than the control group. The experimental group had an average score of 85 on the post-test, whereas the control group received an average score of 77.45. This indicates that the experimental group outperformed the control group in terms of average score. In the meantime, the experimental group's standard deviation was 3.532, whereas the control group's was 5.316. This suggests that the standard deviation of the experimental group was lower than that of the control group.

The mean differences of these five writing components between the two groups are presented below.

Table 3. Mean differences of the writing components

Group	Writing components				
	Content	Organization	Vocabulary	Grammar	Mechanics
Experimental Group	16,73	16,82	18,91	16,55	16,00
Control Group	14,73	15,64	15,73	15,36	16,00
Mean Difference	2,00	1,18	3,18	1,18	0,00

The following observations are shown in Table 2: First, there was a mean difference of 2.00 between the experimental group's and the control group's mean scores for the content component, which were 16.73 and 14.73, respectively. Secondly, there was a mean difference of 1.18 between the experimental group's organization score of 16.82 and the control group's score of 15.64. Third, there was a mean difference of 3.18 between the experimental group's vocabulary component mean score of 18.91 and the control group's mean score of 15.73. Fourth, there was a mean difference of 1.11 between the experimental and control groups' mean scores for the grammar component, which were 16.55 and 15.36, respectively. Finally, the experimental and control groups' mean score for the mechanics component was 16.00. These

comparisons show that the experimental group outperformed the control group in terms of mean scores for vocabulary, grammar, organization, and content.

The researcher used independent samples t-test analysis for the students' pre-test and post-test in order to determine whether there is a significant difference in writing achievement between students who were taught using Canva and those who were taught using picture series in the textbook. Based on the statistical analysis using the independent sample t-test, the researcher found that the mean difference of the pretest scores was 0.091. Furthermore, the two groups did not differ significantly ($t=0.040$, $p>0.05$). It can be inferred that before receiving distinct techniques, the experimental group and control group were equally proficient in composing recount texts. On the other hand, the researcher discovered a statistically significant difference between the two groups' means of writing total scores ($t=7.545$, $p < 0.05$) based on the results of the independent t-test analysis for the students' post-test. As a result, the results demonstrated that using Canva to teach and learn English recount texts has a major effect on students' performance.

After comparing the achievement in writing recount texts between the experimental and control groups, the researcher tried to answer the second question by examining the differences in writing achievement based on students' learning styles. Parametric statistical analysis using two-way ANOVA was used to test the hypothesis because the data satisfied the statistical assumptions. Because the study used a factorial design with independent and moderate variables, this approach was used. Table 3.10 displays the outcomes of the two-way ANOVA, which was calculated with SPSS 25.

Table 4. The results of the two-way ANOVA

Dependent Variable: Writing Achievement

Source	Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	116.961 ^a	2	58.481	7.661	.004
Intercept	131703.337	1	131703.337	17253.043	.000
Learning_style	116.961	2	58.481	7.661	.004
Error	145.039	19	7.634		
Total	159212.000	22			
Corrected Total	262.000	21			

a. R Squared = .446 (Adjusted R Squared = .388)

Utilizing two-way ANOVA and parametric statistical analysis, as shown in table 3, A 95% confidence level of 0.05 was established as the threshold for accepting or rejecting the null hypothesis. A statistically significant difference is shown if the significance value is less than 0.05 ($p < 0.05$). The calculation yielded a 0.004 significance value. Therefore, the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected with a sig. value of $0.004 < 0.05$. This suggests that learning styles have an impact on writing success while using Canva.

Discussion

The study's conclusions offer a number of new perspectives. Canva is used in this study to improve writing assignments. Teachers created instructional media for writing practice using Canva's many capabilities. Canva's features help students create their writing by offering writing-inspired templates. They can create both content and structure thanks to the modifiable templates. This is in line with Wijayanti (2022) who stated that employing Canva allows students to improve their creativity. They are capable of effortlessly designing captivating visual content, such as infographics and presentations, which are significantly more engaging than conventional approaches.

Teachers can also develop instructional materials that focus on grammar checks and writing corrections more easily by using the Canva tool. By making grammar instruction engaging, effective, and practical, suitable strategies and technologies can address concerns about it being boring or difficult. The solution lies in using technological media, such as Canva,

which allows students to enhance their grammar skills. Additionally, it teaches them how to use technology in language learning, facilitates emotional expression, and fosters creative thinking while learning grammar.

Drafting concepts or themes for their topic sentences is simple for students. According to Cristiana et al. (2021), they can use Canva to accomplish a variety of learning objectives by creating these statements online as images or posters. Al-khoeri et al. (2021) provide more support for this claim, stating that Canva is a graphic design application that makes it simple for students to create a variety of imaginative ELT materials. Students in this study created infographics with mind maps of narrative text using Canva. The results show that utilizing Canva to create mind maps aids students in organizing and brainstorming ideas for their writing. Students were instructed to study definitions, language features, generic structures, and an example of a recount narrative in this context. They were then used to create mind maps and infographics using Canva. Students' visual presentations of their projects showed how well Canva supports writing practice. According to research by Bener & Yildiz (2019) and Rister & Bourdeau (2021), pupils can better grasp writing skills when they are provided with infographics of writing resources.

The results of this study shed some light on the relationship between students' writing proficiency and the learning methods they were taught using Canva. The results of this study are consistent with earlier studies by Shamsuddin and Kaur (2020) and Rasheed and Wahid (2021), who discovered that students' utilization of visual, auditory, and kinesthetic learning methods enhances their academic performance. According to the study's findings, one of the key elements in enhancing students' abilities is the usage of media according to their learning preferences. This is also supported by Muvango et al. (2019) who state that instructional media significantly impact teachers' effectiveness in delivering materials and students' mastery of the content. Based on the research's findings, Canva can be an alternative media used by EFL teachers to increase students' skill especially for visual learners.

By having the learning process interactive and customized to the requirements and profiles of learners, online visual media helps to overcome the difficulties associated with e-learning (Kolesnikov et al., 2019). It not only enhances the quality of teaching and learning but also promotes students' behavior, cognition, constructive skills, activism, and independent thinking by enabling them to explore information critically. When Canva as visual media is used, Students show improved performance, stronger motivation, and increased activeness in the learning process (Dineva et al., 2019). With e-learning technologies emphasizing visual aids to improve user experience and promote autonomous learning, Canva's application in education enables students to explore digital worlds and overcome real-world limits.

Visual media has a good impact on learners' memory, visual, auditory, emotional, and motor perception, according to Lazebna and Prykhodko (2021). It is more effective when vast volumes of information are condensed into infographics, images, points, and visuals. Additionally, using Canva as online visual media boosts learners' motivation and helps them develop general educational skills. Language learning becomes more engaging when students can use presentation aids to share their knowledge with peers. During learning a language, this visual aid improves self-expression, logical reasoning, and communication abilities. By taking learners' convenience into account, its use in remote learning enhances learning quality and has a favorable impact on the learning process (Salehudin et al., 2020).

This study suggests that students with visual learning styles are likely to find it easier to grasp material when teachers use images, concept maps, diagrams, and tables through Canva, particularly in learning writing. Achieving optimal writing outcomes for students requires mastery of the content, supported by the use of the most effective media that aligns with their learning styles. The findings indicate that Canva is especially well-suited for students with visual learning preferences. This can enhance learning effectiveness, leading to improved English writing outcomes as visual learning styles are utilized more frequently. Students with

a visual preference tend to enjoy reading the material independently, making it easier for them to recall what they have read.

CONCLUSION

Based on the study's findings, these led to the study's conclusion that students' use of visual, auditory, and kinesthetic learning styles enhances their writing achievement. The study's findings also indicate that employing canva as visual media is a significant factor in improving their writing skills. Canva can serve as an alternative media for EFL teachers to boost students' skills, especially for visual learners. Online visual media tackles e-learning challenges by making the learning process interactive and tailored to learners' needs and profiles. This media not only improves the quality of teaching and learning but also promotes students' behavior, cognition, constructive skills, activism, and independent thinking by allowing them to explore information critically. Canva's use in education helps learners overcome real-world constraints and explore digital spaces, with e-learning technologies emphasizing visual aids to enhance user experience and foster independent learning. Visual media in learning positively impacts learners' memory, visual, auditory, emotional, and motor perception. Summarizing large amounts of information into infographics, pictures, points, and graphics makes it more effective. Additionally, using Canva as an online visual media increases learners' motivation and helps them develop general educational skills.

This study can be used as a guide for future academics looking to go deeper into related subjects. This study was conducted with a relatively visual sample formats of canva, focusing on high school students from a specific educational context. As a result, the findings may not be generalizable to other populations or diverse cultural backgrounds and learning styles. Future research may examine various Canva formats, text formats, grade levels, and instructional phases. This study also examined the relationship between Canva and writing achievement in learning styles based on VAK (visual, auditory and kinesthetic) theory. Future research could examine in other learning styles, such as those outlined in the VARK theory, or consider different factors like gender, personality, or IQ. Finally, it is recommended that future researchers investigate more effective and enjoyable methods for improving students' writing achievements, especially in the context of Islamic boarding schools, where students have dual commitments. Combining Canva with other teaching methods or approaches could be a fruitful area of exploration.

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